



**ASLTA News**  
**Fall, Volume 2011, No.4**

**Table of Contents**

<b>Articles</b>	<b>Page</b>
<b>Student Engagement and Comfort Using Clickers in an ASL Course</b>	<b>1</b>
<b>Officer's Reports</b>	
<b>President</b>	<b>5</b>
<b>Vice President</b>	<b>6</b>
<b>Secretary</b>	<b>6</b>
<b>Treasurer</b>	<b>7</b>
<b>Director's Reports</b>	
<b>Evaluation</b>	<b>7</b>
<b>Chapter Liaison</b>	<b>7</b>
<b>Professional Development</b>	<b>8</b>
<b>Committees</b>	
<b>ASL Honor Society</b>	<b>9</b>
<b>REHI: Research/Higher Ed</b>	<b>10</b>
<b>Scholarships</b>	<b>10</b>
<b>Calls for Presenters</b>	<b>11</b>
<b>Newsletter Donors</b>	<b>13-18</b>
<b>Memorial Funds</b>	<b>19</b>
<b>Memorial Service Report</b>	<b>20</b>
<b>PD Opportunities</b>	<b>21</b>
<b>How to Contact ASLTA</b>	<b>22</b>
<b>Looking for Work?</b>	<b>23-26</b>
<b>REHI: Volunteers Needed!</b>	<b>27</b>
<b>Chapter Affiliation Form</b>	<b>28</b>
<b>Order ASLTA DVDs</b>	<b>29</b>
<b>Deadlines Articles &amp; Ads</b>	<b>30</b>
<b>2011 Membership Form</b>	<b>31</b>



**Student Engagement and Comfort Using Clickers in an ASL Course**

Submitted By:  
 Kimberly Hale  
 Eastern Kentucky University

I was initially introduced to clickers, or Audience Response Systems (ARS), from professional development workshops on my college campus. The literature suggests that students are more engaged when ARS are used and are more comfortable responding to questions (Bruff, 2009); I decided to try them for a pre-quiz in my ASL 1 courses. I thought that students would feel comfortable sharing their answers via clickers because no one else would know how they answered individually, and they could see that they were not the only one who believed the “myth” presented. The first semester I used the clickers, I only used them for the first pre-lesson quiz. Because that use went well, I decided to brainstorm additional ways to incorporate the technology in beneficial ways.

At that point I began searching the literature about ARS. There is limited literature thus far on the use of ARS in L2 classrooms, and I could not find any literature on their use in ASL courses. Since many studies indicated positive results of using them in terms of student engagement and learning, I decided to try them in my ASL 101 courses in some ways suggested in the materials I read. Many studies suggest using clickers as discussion starters and as self-check quizzes. Since I was using them primarily in ASL 1 at that time, I decided to focus on self-check quizzes and home-

work reviews because it is difficult for ASL 1 students to engage in discussions about complex topics with their limited language skills.

I created homework check tools to be used with the ARS so that students could select their homework response answers and check them against the quiz. When students select their responses with the clicker I am able to see the spread of responses from the class. This allowed me the opportunity to know if some aspects of the curriculum needed more extensive review or re-teaching and which aspects most students answered correctly.

#### Methods

While the clickers worked well for me in terms of informally assessing learning, I also wanted to assess the benefits to students of using the systems in my ASL classes; so, during the Fall 2010 semester, I conducted a small research investigation. The purpose of this research project was to determine if the use of ARS increases students' engagement and comfort in a language course, specifically in courses that use a language immersion approach.

I used clickers in some classes and not others. I randomly selected the clicker and non-clicker sections of my teaching load. In two sections, with a total of 28 students, I incorporated ARS technology during multiple class sessions. In the third section of 13 students, I used traditional instructional techniques, throughout the term. During Fall 2011 I used the same homework checks for all classes. In the sections using clickers, students

responded to homework checks by clicking answers, and at times by signing answers (the clickers were not used for every homework check, and some homework checks included clicking responses and signing responses). The non-clicker class used hand raises and signed responses for homework checks. At the end of Fall 2010, I surveyed students in all classes. General demographics were collected in addition to perceptions of engagement and usefulness of clickers. The questionnaire included Likert-scale items, as well as open-ended questions. Open-ended questions were reviewed and coded for references to (1) engagement, (2) comfort, and (3) suggested uses of ARS.

#### Results

**Engagement and Comfort.** Students are engaged with course material when using clickers in class. Nearly all students report carefully choosing their clicker answer (95.1%,<sup>1</sup>  $M = 4.51$ ,  $SD = .66$ ). All respondents *agree* that they pay attention to the accuracy of their clicker answers ( $M = 4.61$ ,  $SD = .49$ ). Two-thirds of the students indicated that clickers made the course more engaging (65.9%,  $M = 3.68$ ,  $SD = .99$ ). Additionally, just over half (56.1%) indicated that ARS usage increased their willingness to contribute to class discussions ( $M = 3.41$ ,  $SD = 1.12$ ). Nearly half (46.3%) *agreed* that they were more comfortable using clickers rather than ASL to respond to questions ( $M = 3.10$ ,  $SD =$

<sup>1</sup> Respondents selected either *agree* or *strongly agree*. Similar reporting strategies are used throughout. Stronger agreement or disagreement is incorporated when agreement or disagreement is indicated.

1.14). In contrast, 36.6% *disagreed* that they were more comfortable responding with clickers than with ASL.

Use of ARS in ASL Courses. The responses to “Clickers should be used more often in ASL classes” ranged from strongly disagree to strongly agree; on average students were unsure ( $M = 3.32$ ,  $SD 1.08$ ). When asked how to use ARS effectively in an ASL course some students indicated that they did not think ARS should be used due to the interactive nature of language learning, and specifically cited the physical nature of learning ASL (29.3%). However, some students enthusiastically supported their use, and suggested using them to give quizzes (both credit and no-credit options).

When asked if they would use clickers as an instructor, the students in the clicker classrooms indicated they would use clickers in their own classrooms to increase the participation by making the environment anonymous or more comfortable ( $n_1 = 11$ ) and to assess student knowledge or thinking ( $n_1 = 9$ ). Students in the non-ARS classroom, who suggested ways for using them, primarily suggested using them as easy ways for giving quizzes and for the instructor to assess learning.

### Conclusions

There were no differences in responses between those students exposed to ARS technology during one class session compared to those who used the system several times during the semester. Using ARS more frequently did not

statistically change students' perceptions about their use; however, there were differences in qualitative responses between groups. The group that used ARS throughout the semester provided a wider variety of potential uses, including methods that were not employed during the semester. While this study had limitations (including an extremely small sample size with only one instructor), there is sufficient evidence that continued exploration of clickers is warranted.

Some students preferred not to use ARS in ASL courses, at the same time a large number offered suggestions for how to effectively use them. ASL instructors should consider implementing some of those suggestions to better meet the learning needs of those students who are more comfortable and engaged when ARS are used, while minimizing any negative impact of their use.

For this semester, I am planning additional ways to implement them in my courses. First, I will create self-check quizzes focused on the comprehension of fingerspelling, numbers, and narratives that differ from the homework check assignments used previously. These will be non-graded activities, and they will allow students to have a sense of how they are doing with reception before formal quizzes and tests. I do similar activities with students in my courses already without the use of clickers; however, students often look around and copy other students' responses instead of catching the spelling from me with one or two repetitions. Additionally, hav-

ing students choose the clicker responses allows me to review the data to determine specific trouble patterns without having to collect and grade papers. In addition to the new self-check material, I will continue to use homework review quizzes. Some of these activities will be graded and others will not be graded. In addition to testing skills, I will include material from their reading and video homework in the quizzes.

What are your thoughts about using clickers in your courses? Do you see a

place for this type of technology in your courses? What activities can you think of for using them to increase your students' engagement and learning?

#### References

Bruff, D. (2009). *Teaching with Classroom Response Systems: Creating Active Learning Environments* (1st ed.). Jossey-Bass.

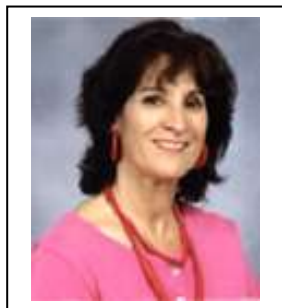
Photograph supplied by Eastern Kentucky University.





## PRESIDENT'S REPORT

**Glenna Ashton, Ed.S.**  
**ASLTA Professional**  
**Valdosta, GA**  
**Boca Raton, FL**  
**president@aslta.org**



It is now the holiday season with many traditional events and activities going on. It is also a time to feel thankful for our families and friends. It is also a time to look forward to the new semester with our students full of plans and ideas to engage them in meaningful classroom activities using the 5 Cs.

It is time to renew your annual membership as an individual member or as a chapter. The ASLTA 2012 forms are in this newsletter for you fill out and send to our treasurer in Washington State. Please note the address change for mailing the forms. The Board is still working on a way to do membership and other payments online. We have been investigating different online membership systems that will meet our needs.

It is also time to think about donations to various favorite organizations. We hope you will consider ASLTA's two new funds in honor of Thomas Riggs, Lawrence Fleischer, and Lawrence Forestal. The Riggs and LF2 funds will support the chapters and its leaders. Our goal is to reach \$5,000.00 each before we begin disbursements. Please add these worthwhile donations on your membership form.

We now have a lawyer working with our treasurer, Cathi Bouton, who is very knowledgeable and experienced with 501c3 IRS applications and has been giving us great advice. Since 1975, we were under NAD for financial reporting to IRS. That relationship ended this year, so we are now under CIT for financial reporting until we get the final approval from IRS. We have been and are still a 501c3 organization due to our connection to NAD before and CIT now. The treasurer is very focused on getting this done as quickly as possible, so we become fully independent.

The ASL national standards will be in the final version ready for publication by January. ACTFL plans to publish a book with the general information accompanied by a CD with the standards for specific languages. Publication and distribution timelines have not been decided yet.

ASL Honor Society continues to grow stronger. If you have not yet joined (especially colleges, universities and schools/programs for the Deaf), now is the time to join in order to participate in the annual ASL competition, order the cords and medals for graduation, and to qualify for money grants.

The Board is continuing work on a strategic plan for the future, a policy and procedure manual, and a conference handbook for host chapters. We continue to work together through weekly emails and monthly Oovoo video meetings with occasional individual VP calls. We hope that by the time you receive this newsletter we will have new board

members with the addition of a Chapter Chair, Professional Development Chair, and a Member-at-Large.

ASLTA looks forward to participating in the CIT Conference in October 2012 and ASLTA PD Conference in July 2013, both in Charlotte, North Carolina. There is also the Deaf Studies Today Conference April 2012 in Orem, Utah and NAD Conference July 2012 in Louisville, Kentucky. Hope to see many ASLTA members at all the conferences!



**VICE-PRESIDENT REPORT**



**Brian Kilpatrick**  
**ASLTA Professional**

Time flies fast. We have accomplished on revising/developing the job descriptions for different committee chairs in short timely manner. We hope that more interested members join the ASLTA and gear to get more ASLTA certifications. ASLTA board encourages them to learn about teaching ASL from people with many different types of policies, opinions, and philosophies. We need your memberships and your volunteerism for the committees we have.

One of the highlighted was Greater Houston ASLTA chapter has formed the new ASL project: ASL Professors Training. There are about twenty professors and adjunct faculties from Lone Star College-North Harris and Cy-Fair and Kingwood, Houston Community College,

Blinn College, University of Houston, Sam Houston University, and Lamar University. Each team works on each Signing Naturally unit 1-6 plan for the uniform lesson, content in their spare times. On each meeting, the team presented the unit each other for the feedbacks and input. The goal is that all ASL programs have good ASL teaching as equal or higher standard expectation resources instead of teaching lower expectation resources. Some of them are encouraged to join ASLTA and get the ASLTA certification

Being the state and local chapter member is a challenge. ASLTA loves watching ASL teachers grow and network together. By being involved the chapters and association can respond better to your interest and needs.

Have a great productive year 2012.



**ASLTA Secretary**



**Dorothy M. Wilkins**  
**ASLTA Professional**  
**Rochester, NY**  
**secretary@aslta.org**

The minutes were read (with the approval of the ASLTA President Glenna Ashton) by three different readers who are members of the ASLTA: Bill Newell from Washington State, MJ Shahan, PA ASLTA, and Beatrice Pfaff from Indiana. Each has given their feedback/input

from the ASLTA General Business Meeting at the recent ASLTA Professional Development Conference in Seattle, Washington. Many thanks for taking your time and energy to proofread the Minutes. The Minutes currently posted on the ASLTA website.

We, the board members, have met twice online to discuss the upcoming conference, QuickBooks and the IRS application, job descriptions for Professional Development Chair, Chapter Affiliation Chair and Evaluation Chair. We also had two e-motions that we discussed on emails since the recent conference. They were:

September 10, 2011  
E-Motion #1

Cathi Bouton moved that we reimburse Betti Bonni up to \$1,000 in travel expenses to represent ASLTA at Dr. Larry Forestal's Celebration of Life Service on Saturday, Oct. 22, 2011 in Surprise, AZ. Carried.

October 9, 2011  
E-Motion #2

Cathi Bouton moved we accept the contract with Russ Mead of Allen & Mead Law Firm for the purposes of consultation for our 501(c)3 application. Carried.



### ASLTA Treasurer

**Cathi Bouton, MA**  
**ASLTA Professional**  
**Clinton, WA**  
**treasurer@aslta.org**



New mailing address:  
ASLTA Treasurer  
P.O. Box 38  
Clinton, WA 98236



### ASLTA Evaluation Chair

**Keith M Cagle, Ph.D.**  
**ASLTA Professional**  
**Newell, NC**



We are turning more to GREEN with the evaluation system. You may send your scanned Provisional application forms and documents along with your YouTube video attachment to the Evaluation office. The YouTube must be put in as UNLISTED. It is the same thing for Qualified and Professional evaluation. You may send your scanned application and documents electronically to me at [asltaevaluation2003@yahoo.com](mailto:asltaevaluation2003@yahoo.com) As soon as the Evaluation office receives a check from you via the post office, the office will process your evaluation electronically with evaluators.



The annual ASLTA membership fee is due in January, 2012. As soon as the Evaluation office receives a list of renewed members from ASLTA membership office, the Evaluation office will send a letter with an annual valid stamp for the certificate.

Several of you have contacted me about the extension for your certification. You may request for a two-year extension. The first extension fee is \$100. The second extension fee is \$150.

Have a wonderful holiday and another great year in 2012.



**Interim Chapter Liaison**

Vacant

**Dorothy M. Wilkins  
ASLTA Professional  
Rochester, NY**

**Affiliated Chapters' Reports**

For now all Chapter Reports and questions should be directed to Dorothy M. Wilkins, Interim Chapter Affiliated Chair, ATTN: Chapter Affiliated, PO Box 92426, Rochester, NY 14692.

From the Interim Chapter Affiliation Chair

Everyone will be looking for the reminder to pay his/her membership to ASLTA which begins from January to December. In addition, the chapters will pay their membership fee to maintain the

professional relationship with ASLTA. Each active chapter must provide at least 2 workshops per year, have at least 8 members, and have bylaws and officers. The president of the chapter must be a member of ASLTA. It will cost \$35 a year starting from January to December.

There is a job description for the Chapter Affiliation Chair in this issue. Please take the time to look over the responsibilities and qualifications. It is a wonderful way to get connected with different ASL instructors/professors in various educational settings such as K-12 and Colleges/Universities. Additionally, the chapter affiliation chair will be one of the ASLTA Board members.

If you have questions related to responsibilities and qualifications or if you are interested in becoming a Chapter Affiliation Chair, please contact the ASLTA President Glenna Ashton at [president@aslta.org](mailto:president@aslta.org).

**Chapter Events (Past)**

**2011**  
Marty Taylor gave a workshop on assessment to the Orlando area FASLTA. Her presentation was very well received and we'd recommend her to any chapter looking for a speaker!

**Chapter Events (Up-coming)**

**2012**  
February, 2012: Florida ASLTA will hold its annual conference in February 17-19, 2012. \$100 for members; \$25 membership fee; or \$150 for non-





members – join today! Pay 2 bills with 1 PayPal!

Confirmed presenters (alphabetical by first name) and topics: Bo Clements: *Values and Norms of the Deaf Culture & What is Deaf Community? What is the core of the Deaf Culture and the Deaf Community?*; Jason Zinza: *Simulations: An Effective Strategy to Get Students to Use the Language*; Jer Loudenback: *ASL Aesthetics: ASL: YOUR AREA ASL INFORMATION HAVE WHAT? ENGLISH: What ASL Resources in your area?* and *Flagler College's ASL/Sign Language Studies Programs*; Marika Robinson & Beth Carlson: *Critical Pedagogy in American Sign Language Instruction for High School Students*; and Shawn Olmstead & Kathy Bingham: *Ice-Breakers*.

Information on the conference hotel (Embassy Suites -- \$129/night – free airport shuttle, breakfast, evening snacks, great rooms) – and remember, the best part: Fantastic conference in the middle of FEBRUARY where the average temperature high 72°, low 54°! Check us out at: [www.fasлта.org](http://www.fasлта.org).



**Professional Development Chair**

**ASLTA Professional**

No report at this time.

Vacant



**COMMITTEE REPORTS:**



**ASL Honor Society  
National Coordinator  
Jason E. Zinza, MA**

2011-2012 is off to a great start at new ASLHS chapters are being established all over the USA and Canada at high schools, community colleges, universities, and schools for the Deaf. We are thrilled to see strong interest in encouraging ASL, ITP, and Deaf Studies students to achieve high academic achievement.

This year we are awarding more than \$6,000.00 in scholarships for students, along with grants for ASL teachers for special projects, and are continuing our annual ASL Literature Competition. The ASL Honor Society is a program offered by ASLTA to help teachers and students raise standards, improve ASL student retention, and inspire academic success.

Students at Gardner-Webb University (NC), Utah State University (UT), Lone Star College (TX), Nassau Community College (NY), and McDaniel College (MD) received ASLHS scholarships. If you want your students to be eligible to apply for the scholarships, your institution must have an ASLHS chapter on campus. It's painless and the benefits are great!

In addition to student scholarships, we awarded grants for ASL teachers for the following: Money to ...

- purchase video recorders for digital lab
- pay for guest speakers
- fund field trips
- buy educational games
- purchase educational DVDs
- pay for campus ASL advocacy efforts

If you want to know more about the ASL Teacher Mini-Grants and ASL student scholarships offered by ASLHS, visit our website at [www.aslhonorsociety.com](http://www.aslhonorsociety.com). Also check us out on Facebook!



**REHI: Research in Higher Education  
Alysse Rasmussen, MA**

Seeking volunteers to help collect more data (see article on p. 9). If you can make 5 VP or phone calls, you can volunteer!

For more information contact: [AlysseR@aol.com](mailto:AlysseR@aol.com). Please put REHI in the header.



**PROFESSIONAL DEVELOPMENT SCHOLARSHIPS**



It's true that money doesn't grow on trees, but there are scholarship funds out there – especially for those of us interested in pursuing ASLTA Certification.



For the past several years SMI has been donating funds to support professional development opportunities for teachers who wish to pursue ASLTA Certification. Please thank SMI for all it does for ASL / Deaf Studies and ASL teachers!

This year SMI awarded 24 certificates.

**Provisional**

1. Dawnette Reis
2. Keri Wilson
3. Bob Donaldson
4. Alex Lynch
5. Brenda Warwick
6. Jessica Parker
7. Lisa Layton
8. Patricia McCarthy

**Qualified**

1. Dana Gilbert
2. Teresa Kessie
3. Christina Griffin
4. Kristine Hall

5. Suzette Garay
6. Darlene Sarnouski
7. Arlon Nash
8. Melanie Drolsbaugh

**Professional**

1. Patrick Fischer
2. Reinaldo Vega
3. Kevin Fleese

4. Beverly Stokem
5. James Wilson
6. Kristi Winter
7. Christine Sharkey
8. Lynn Steinberg

CONGRATULATIONS to the SMI  
Scholarship Recipients!

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## Call for presenters

### Deadline

Completed applications must be submitted by **April 1, 2012**. Receipt of proposals will be confirmed through email by the Conference Workshop Coordinator. If you do not receive confirmation receipt within one week following submission, please contact the Conference Chairperson at [rogelio.fernandez@nchdhh.org](mailto:rogelio.fernandez@nchdhh.org). Applicants will be sent notification of workshop selection by the end of April 2012.



## Call for Presenters

**National Council of Hispano  
Deaf and Hard of Hearing**

**3<sup>rd</sup> Biennial National Conference**

**September 13 – 16, 2012**

**Austin Marriott South  
4415 South IH-35  
Austin, Texas 78744**

### Deadline for submission: April 1, 2012

Texas Latino Council of the Deaf and Hard of Hearing is excited to announce that we will be hosting the 3<sup>rd</sup> Biennial NCHDHH National Conference at the Austin Marriott South Hotel in Austin, Texas. The goal of the conference is to offer professional development, networking and leadership opportunities to advance individuals and the profession. You can be a part of this effort! We are calling for presenters that address a wide variety of issues that face Deaf Latinos across USA. We ask that your topic focus be related to our theme of "Knowledge is Power."

### Topics

Topics include but are not limited to: Advocacy, Arts, Communication Access, Community Organization & Development, Educational Issues, Employment/Training, Ethnicity & Cultural Issues, Family Dynamics, Finances, Health, History, Immigration, Interpreting, Leadership/Empowerment, Legal Rights, Literacy, Media, Services and Resources, Sign Language, Technology, and Youth.

### Format

Concurrent sessions are 1 hour long and include time for introductions, discussions, questions, and evaluations. Longer sessions in 1 hour increments (2 hours) will be considered.

### Proposal

Email all materials to the Conference Workshop Coordinator at [workshops@nchdhh.org](mailto:workshops@nchdhh.org) no later than **April 1, 2012**. All applications and documents must be sent as attachments using Word (.doc) or Rich Text Format (.rtf).

### Questions & Information

Please contact Roberto Sandoval, Conference Workshop Coordinator, at [workshops@nchdhh.org](mailto:workshops@nchdhh.org).



***Knowledge is Power***  
***El Conocimiento es Poder***



The 3<sup>rd</sup> Biennial National Council of Hispano  
Deaf and Hard of Hearing Conference

*Hosted by*



**September 13 – 16, 2012**

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### The Unlearning Curve: Learning to Learn American Sign Language

*by Rico Peterson*

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**Marlee Dyce**  
*Professor of Sign Language Interpreting  
Augustana College, Sioux Falls, SD*



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**Teachers are talking.**

Florida ASLTA  
2012 Annual Conference

# Vision – Action – Results

President’s Day Weekend  
February 17-19, 2012  
Tampa, FL

[www.fasлта.org](http://www.fasлта.org)

Workshops Titles, Presenters, Registration (\$100 members; \$150 non-members; \$25 membership fee), and Hotel Information (Embassy Suites \$129/night) will be on our website:

[www.fasлта.org](http://www.fasлта.org)

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To learn more about the VRSII and the requirements for these positions, as well as complete an employment application and attach a resume, visit [www.vrsii.com/jobs](http://www.vrsii.com/jobs) or contact Dr. Carolyn Ball at [cball@sorenson.com](mailto:cball@sorenson.com).

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Curriculum and Instruction, EIPES,  
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As announced, two new **Memorial Funds** have been established by the ASLTA Board to honor several ASLTA members who have passed on. See the information below, and consider making a donation to one or both Funds!

The Board would like to see each fund reach at least \$5,000 prior to accepting any application for funds. Please help! Your donation will help future leaders of ASLTA.



**The Tom Riggs Memorial Fund**

The Tom Riggs Memorial Fund was established to honor Thomas Riggs who was very involved in ASLTA at the national and chapter levels. The monies will go toward supporting ASLTA affiliated chapters in their activities at a state level.

Examples of supported activities:

- 1) Supporting the state chapter conference via sponsorship, program book, or key presenter
- 2) Supporting the chapter President to attend ASLTA conference including the chapter luncheon, especially for first timers
- 3) Supporting invited officers for the leadership and/or advocacy training opportunities provided by ASLTA

- 4) Other appropriate chapter activities at the state level



**The LF2 Memorial Fund**

The Lawrence Fleischer and Lawrence Forestal (LF2) Fund was established to honor these two former presidents of ASLTA for their support of leadership skills. The monies will go toward supporting leadership and advocacy training for the national and chapter officers.

Training opportunities may include;

- 1) Invited trainers for the ASLTA conference to provide one day pre-conference training in leadership and/or advocacy for invited officers.
- 2) Extended training in leadership and/or advocacy for invited officers in a separate workshop.

---

Yes!! I am enclosing my donation of \$\_\_\_\_\_ . I would like this amount to go to (select one or both):  
 Tom Riggs Memorial Fund  
 LF2 Memorial Fund

My Name: \_\_\_\_\_

Address, City, State, Zip: \_\_\_\_\_

---

Send check payable to ASLTA to:  
 ASLTA Treasurer, P.O. Box 38, Clinton,  
 WA 98236

## Larry Forestal Memorial Service

Report by  
Betti Bonni



On October 22, 2011, I attended a memorial service held in Phoenix, AZ for Larry Forestal. I was one of 3 people giving eulogies during the service, representing the ASLTA Board. The other speakers were Sean Forestal, Larry's son, on behalf of his family, and Roz Rosen, on behalf of NAD.

Kathy Jankowski did an admirable job putting together the program, with Father Coughlin leading the Memorial Mass. There were over 100 invited guests. Below is a synopsis of my comments during my presentation.

*Previous speakers have already touched on Larry's love of baseball (Yankees in particular!) and history.*

*They also mentioned how Larry was the type of leader who was effective because he worked quietly and diligently, building bridges and liaisons with members and colleagues. He was not the razzle-dazzle type, preferring instead to engage in dialogue with people about issues and concerns.*

*He was often a trail-blazer, for instance being one of the first deaf administrators hired to work in a newly established program for deaf and hard of hearing*

*students in the Chicago public school system, Whitney Young High School, in the early 1970's.*

*I stated this was when I first knew of Larry. I had just graduated from a public school in the Chicago area, and was somewhat disappointed that I did not get to be a part of this new school, envying the Chicago kids who now had the opportunity to not only go to one consolidated high school for all deaf and hard of hearing students, but also to have a Deaf role model leading them. This was a first for Chicago.*

*I also mentioned that Larry's wife, Gerry, was one of my early models, as she was a native Chicagoan, from the well-known Deaf family of Francini's.*

*I passed along Barbara Hayes' comment about Larry being her constant supporter while she was Chair of the 2011 ASLTA National Professional Development Conference in Seattle. Even while Larry was hospitalized during his last days, he continued to text her to his last day. He never stopped "working."*

*I mentioned the establishment of the "LF2" memorial fund, to honor both Larry Forestal and Larry Fleischer, and that monies donated to this fund will go to support leadership endeavors on related to ASL teaching or ASLTA.*

*In closing, I used the acronym "ASLTA" and came up with five words to describe Larry:*





**A** = Ambassador. Larry exemplified this characteristic.

**S** = Service. Larry gave many hours of his time to various deaf-related organizations.

**L** = Leadership. Larry will always be remembered as a leader.

**T** = Team. Larry was not a loner. His leadership relied on building relationships, creating a team.

**A** = Affable. People couldn't help but like Larry. He had a pleasant personality.

*We were all blessed to have Larry among us during his time on Earth. Heaven is now blessed to have Larry among them.*

## Professional Development Opportunities

**Gallaudet University** ... The Department of American Sign Language and Deaf Studies offers a M.A. degree in Sign Language Teaching. This program is designed to prepare future sign language teachers, who will provide exemplary leadership in the sign language teaching field. For more information, contact:

[SignLanguageTeaching@gallaudet.edu](mailto:SignLanguageTeaching@gallaudet.edu)

**University of Alberta** is pleased to announce the offering of two fully on-line courses for interpreter educators and workshop teachers. These courses are available to participants that meet the pre-requisites from any country. The courses are option courses that can be credited towards the Masters in Educational Studies or they can be taken as individual courses. For more information: <http://www.mes.ualberta.ca>

**Valencia College** offers 5 online courses for Florida ASL educators who need to acquire the FL-DOE K-12 ASL Endorsement: ASL 2510: Deaf Culture, ASL 2300: Structure of ASL, ASL 2600: Methods of Teaching ASL, ASL 2601: 1st & 2nd Language Acquisition of ASL, and ASL 2700: ASL Literature. Class sizes are small. For more information: [www.valenciacollege.edu](http://www.valenciacollege.edu) or contact the ASL / Interpreting Studies Coordinator, Debbie Drobney: [ddrobney@valenciacollege.edu](mailto:ddrobney@valenciacollege.edu).

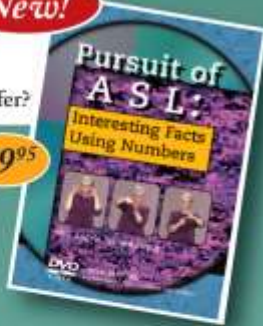


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Did you know that ASLTA now has three (3) different mailing addresses to ensure that we can respond to your needs quickly and efficiently?

#1. Please use Clinton PO Box address for membership dues, donations, checks, or bills.

**ASLTA Treasurer  
P.O. Box 38  
Clinton, WA 98236**

#2. Please use the **Rochester PO Box address** for letters for any information, inquiries, and requests.

**ASLTA Correspondence  
PO Box 92426  
Rochester, NY 14692**

#3. Please use the **North Carolina address** for all evaluations and certifications as usual.

**ASLTA Certification  
PO Box 39  
Newell, NC 28126**

## Looking for Work?

Check out ASLTA's Website for complete details and current job openings: [www.aslta.org](http://www.aslta.org)

### **INSTRUCTIONAL PROGRAM MANAGER (IPM) - SIGN LANGUAGE INTERPRETATION Florida State College at Jacksonville**

Florida State College at Jacksonville has an immediate opening for an IPM – Sign Language Interpretation. The selected candidate will develop, direct and coordinate the Sign Language Interpretation Program and teach the course(s) assigned within the department or program(s) according to a teaching workload approved by the instructional dean.

At a minimum the selected candidate will have a Master's degree from an accredited institution with a graduate major concentration in Sign Language Interpretation or related field (minimum of eighteen (18) graduate semester hours) and Registry of Interpreters for the Deaf (RID) national qualification supplemented by three (3) years experience in college teaching and/or administration. The preferred candidate will have a Doctorate degree in Sign Language Interpreting, Deaf Studies, Deaf Education, ASL Linguistics, or ASL teaching from an accredited institution. Documented college teaching experience including the use of technology in the classroom and alternative course deliveries is highly desirable along with previous experience with curriculum development and supervision of internship programs.

**Interested candidates must submit a Florida State College at Jacksonville online application.** To complete an online application and for a complete description of this, and other positions that we have available, please visit our website at <https://Jobs.FSCJ.edu>

\*\*\*

### **Department of Linguistics Tenure Track Faculty Position, Gallaudet University, Graduate School and Professional Programs**

#### **Position contingent on funding**

#### **Qualifications:**

1. Experience and demonstrated excellence in teaching linguistics required.
2. PhD in Linguistics, Psychology, Linguistic Anthropology, or closely related field.
3. Ability to lecture in American Sign Language required.
4. Substantial research and experience in sign language linguistics.

#### **Responsibilities:**

1. Teach graduate courses in the MA and PhD Programs in Linguistics.
2. Teach undergraduate courses in the undergraduate Minor in Linguistics.
3. Supervise undergraduate and graduate students in linguistics.
4. Undertake scholarly studies.
5. Fulfill program, department and university committee assignments.
6. Other duties as assigned by the chair.

**Compensation:** Rank and salary commensurate with experience and qualifications. Appointment will be for the regular nine-month academic year. Preferred January 2012 but no later than August 2012.

**Application Information:** Send letter of application, vita, official transcripts of graduate work and three letters of reference demonstrating quality of research and teaching to the Linguistics Search Committee at the address given below.

Screening of applicants will begin as early as October 15 and continue until the position is filled.

Application Address: Dr. Paul Dudis, Linguistics Search Committee, Department of Linguistics (SLCC 3rd floor), Gallaudet University, 800 Flor-



ida Avenue, NE, Washington, DC 20002

\*\*\*

**GEORGIA PERIMETER COLLEGE**

**Job Number:** 0000587  
**Campus:** Clarkston  
**Department:** CWD-Full-Time Tenure Track Faculty

**Job Title:** Instructor of Interpreting  
*(Two positions available)*

**Position Description:** The Instructor of Interpreting is responsible for teaching 27-32 hours per academic year. Participation as a member of the teaching team includes academic advisement to interpreting students, curriculum design and assessment. Professional development within the discipline is expected. Service on appropriate department, campus, and college committees and service within the community is expected. **This is a full-time, tenure track position.**

**QUALIFICATIONS**

**Educational:** A minimum of a Master's degree required with a minimum of 18 semester (27 quarter) graduate hours in ASL/English Interpretation, Interpreting Pedagogy, American Sign Language, ASL Linguistics, Deaf Studies, or closely related field is required.

**Desirable Skills:** Ability to teach Sign Language Interpreting at the collegiate level. Ability to teach effectively using a variety of methods, relate to students and facilitate student learning. Commitment to excellence in teaching. Broad knowledge of Deaf culture and the Deaf community. Demonstrated knowledge of instructional technology.

**Experience:** A minimum of two (2) years of teaching experience, preferably in a college setting, or an equivalent combination of education and experience is required. The successful candidate must possess current NAD-RID certification. Minimum of five (5)

years professional interpreting experience in a variety of settings.

**Physical Requirements:** Local travel may be required. Mobility to travel from place to place on campus and to other campuses to perform required duties. Ability to perform light physical exertion on a frequent basis and moderate physical exertion on an occasional basis as needed (i.e., carry boxes, handouts, etc.). Ability to interact with people in person, on the phone, and in writing. Job takes place in normal environmental conditions.

**Requirements:** Criminal History Check required. NAD-RID certification

**Hours:** Position may require non-standard work hours (nights and weekends).

**Salary:** Rank and 10 month salary (\$35,432+) commensurate with education & experience with excellent benefits

**Start:** August 2012

**Application Instructions:** A Foreign Transcript Evaluation is required for foreign graduate degrees.

Please apply at:  
[ca-reers.gpc.edu/applicants/Central?quickFind=51174](http://ca-reers.gpc.edu/applicants/Central?quickFind=51174)

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Western Oregon UNIVERSITY

**Assistant Professor of American Sign Language/English Interpreting & Interpreting Studies (Division of Special Education)**

**Recruitment Number:** F1115

**Application Deadline:** Review of completed applications will begin immediately and will continue until the position is filled.

**Start Date:** September 16, 2012. Opportunities to begin teaching before September 2012 may be negotiated.

The Division of Special Education at Western Oregon University seeks qualified applicants with experience in interpreter education for a





full-time, 9-month, tenure-track Assistant Professor position in the graduate Interpreting Studies and undergraduate ASL/English Interpreting programs. Coursework in these programs are offered in a variety of formats, including on-campus, blended, online, and condensed formats. The *Commission on Collegiate Interpreter Education* accredited undergraduate ASL/English Interpreting program at WOU prepares students as generalists who are able to interpret in a variety of settings. Students are prepared through a curriculum infused with the demand-control schema, which serves as the foundational framework on which to build their professional practice. WOU's undergraduate interpreting program was the inaugural winner of the *Sorenson VRS Interpreter Education Award of Excellence* in 2008. The primarily online graduate program in Interpreting Studies prepares experienced interpreters to become leaders, mentors, and teachers of interpreting. The university strongly encourages applications from scholars of diverse backgrounds with a commitment to multicultural education. Salary is dependent upon qualifications and degree. Excellent benefits package included.

**Responsibilities:** The successful candidate will teach graduate courses, both online and on campus, in the growing MA in Interpreting Studies program and will teach campus-based and/or online undergraduate courses focusing on ASL/English Interpreting. Other responsibilities may include student advising, alternative calendar/off campus teaching, program development and coordination, graduate thesis supervision and project supervision, clinical supervision, teaching condensed courses in the summer, and committee work as required by the union contract.

**Qualifications:  
Required**

- MA in applicable field (e.g., interpreting, interpreter education, or linguistics)
- National interpreting certification (e.g., CI and CT; NIC; Ed:k-12; or CDI)
- 3 years experience teaching interpreting at the postsecondary level (specifically theory, processing, and practical application courses)

- Experience with online education and openness to online instruction.
- Knowledge, skills, and abilities
  - Knowledge of theories of meaning transfer and research on interpreting/interpreter education.
  - Knowledge of national standards for interpreter education and interpreter practitioners
  - Excellent signed and/or spoken communication, written, and presentation skills
  - Effective teamwork, interpersonal, organizational, and time management skills
  - Ability to collaborate with faculty from a wide range of interpreting backgrounds
  - Ability to design and implement engaging and effective instruction

**Preferred**

- Ph.D/Ed.D in applicable field (e.g., interpreting, interpreter education, linguistics, distance education, or adult education)
- Other national certifications (ASLTA or SC: L)
- Experience with training interpreter educators
- Program development and coordination experience
- Knowledge, Skills, and Abilities
  - Demonstrated leadership in the field of interpreting
  - Ability to provide professional interpreters with the opportunity for growth and development beyond the undergraduate level and to participate in observation, practice, and supervision

**Contact information:**

Questions regarding this position may be directed to Elisa Maroney, Ph.D., or Amanda Smith, Program Co-Coordinator, at 503-838-8735 (TTY/V) or 503-838-8650; [maronee@wou.edu](mailto:maronee@wou.edu) or [smithar@wou.edu](mailto:smithar@wou.edu). For more information about the graduate and undergraduate programs, go to <http://www.wou.edu/sped>. For questions regarding the application process or to submit your application documents, please



contact Human Resources at 503-838-8552 or [employment@wou.edu](mailto:employment@wou.edu).

**Application Process:**

Required application materials:

- A WOU Faculty Application Form (available at [www.wou.edu/facultyapp](http://www.wou.edu/facultyapp))
- Letter of interest
- Curriculum vita including evidence of scholarly activity
- Teaching philosophy
- Unofficial graduate transcripts for highest degree earned
- Names and contact information for three (3) references  
(Three (3) current letters of reference preferred for initial screening and will be required prior to an interview. At least one of the references must address teaching interpreting.)

**Submit Application Materials to:**

F1115 Assistant Professor of ASL English Interpreting/Interpreting Studies  
Human Resources, Western Oregon University,  
345 N. Monmouth Ave., Monmouth, OR 97361 -  
OR- E-mail as an attachment to [employment@wou.edu](mailto:employment@wou.edu) -OR- Fax to 503-838-8144.

*Western Oregon University (WOU) is a mid-sized public comprehensive university located in the Monmouth-Independence area, the heart of Oregon's lush Willamette Valley. The university serves a large number of first-generation college students. WOU has received national recognition for its commitment and success in serving students. The campus is about 20 minutes from Salem, the state's capital, about 75 minutes from Portland, the state's cultural hub, and a short drive from the Oregon coast, mountains, and other scenic areas. The university is located in an increasingly diverse, bilingual, and rural area in the Willamette Valley. Our student body*

*of about 5400 undergraduate and 800 graduate students enjoys the vibrant and close-knit intellectual community of a leading liberal arts college. Opportunities exist to work in diverse local communities. It is home to the Regional Resource Center on Deafness and a variety of programs preparing professionals to work with individuals who are Deaf including Rehabilitation Counseling, ASL/English Interpreting, Interpreting Studies, American Sign Language Studies, and related continuing education and technical assistance programs.*

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**Indian River State College** is presently hiring Adjunct Faculty to teach American Sign Language courses. Please see the link and additional information below, regarding this position, if you or someone you know might be interested in applying. For further information or to submit an application, please visit the IRSC Human Resources office located in the Administrative Annex, Building "F", on the Main Campus at 3209 Virginia Avenue in Fort Pierce, FL. Hours are Monday – Friday from 8:00 – 5:00 p.m., with availability to 6:00 p.m. on Wednesdays, by appointment only. Or, visit the Human Resources website:

<http://www.irsc.edu/humanresources/humanresources.aspx?id=623>

**ADJUNCT FACULTY POSITION DESCRIPTION**

[http://www.irsc.edu/uploadedFiles/HumanResources/Employment/PTAdjunct/American-Sign-Language\(1\).pdf](http://www.irsc.edu/uploadedFiles/HumanResources/Employment/PTAdjunct/American-Sign-Language(1).pdf)



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We’ve sent snail-mails.  
We’ve even phoned a few ... but we need you!

**2nd: About you**

We need every ASLTA member to step up.

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We cannot use anecdotal information – we need to follow a very specific script so that our data is both reliable and valid.

You’ll contact each of your assigned colleges, collect and record the data.

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Send an email to [AlysseR@aol.com](mailto:AlysseR@aol.com) with subject header REHI.



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2012 Annual Chapter Fee  
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**Information about the Chapter Officers:**

(This is for the ASLTA Chapter Affiliation Chair to use for distribution of information, communication, Chapter News in the ASLTA's quarterly newsletter, etc. This email will not be shared with third parties)

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Is the current President a member of ASLTA? Yes \_\_\_\_\_ No \_\_\_\_\_

Vice-President: \_\_\_\_\_ Email: \_\_\_\_\_@\_\_\_\_\_

Secretary: \_\_\_\_\_ Email: \_\_\_\_\_@\_\_\_\_\_

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2012 ASLTA Membership  
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## 2012 Membership Application

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ASLTA may set up a membership directory on our website. Members' names, state of residence, and certification level may be published. If you do NOT wish to have your information in the directory, Initial here: \_\_\_\_\_ Lack of initials implies consent.

Be sure to visit our webpage often: [www.aslta.org](http://www.aslta.org)

American Sign Language Teachers Association  
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