



# AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION

## ★ ★ ★ ASLTA'S RECORD BREAKING CONFERENCE ★ ★ ★

### 475+ Have Registered for ASL Elevated!

#### The Beehive State is ready for the 2017 ASLTA National Conference

The 2017 National ASLTA Professional Development Conference might be the year where attendance finally reaches 500+ registrations! Thus far, registrations have zoomed past records set by previous conferences. Attendees are coming from all over the USA, with multiple individuals from foreign countries registered for ASL Elevated as well. Who will you run into at the conference? Your professional peers, from every facet of ASL instruction!

- College professors
- High school teachers
- ASL specialists
- Community activists
- Heritage language teachers
- Researchers
- Interpreter trainers
- Curriculum developers
- World language teachers
- Program administrators
- Deaf Education teachers
- ASL tutors
- Community college instructors
- Master's students from University of Northern Colorado & Gallaudet University

Professionals such as yourself are gathering to learn new ideas, exchange materials, brush up on old skills, and return home energized and ready to tackle a new school year. It's not too late to join 475+ of your friends and peers in Salt Lake City!

### CONFERENCE SCHEDULE

Plan your conference experience now!

**PAGE 3**

### SNEAK PEEK INTO TWO WORKSHOPS

Go behind the scenes with Damon Johnson & Patricia McCarthy

**PAGES 19-22**

### THANK YOU TO OUR DONORS

ASLTA work cannot happen without community support

**PAGES 6 & 21**

#### Election & Voting Info

Elections for several positions to be held at the conference. You can vote from home!

**pages 7-9**

#### Workshop Descriptions

Which topics are a must-see for you?

**pages 26-36**

#### Membership Is Up, Up, Up!

Membership report for 2016-2017.

**page 16**

#### ASL Honor Society

See what the ASLHS has in store for you at the conference.

**pages 10 & 23**

#### ASLTA Website Update

Some members have reported difficulty logging in to their ASLTA account. Solutions here!

**pages 17-18**





# ASL ELEVATED

## Conference Schedule At-a-Glance

Exhibits & Registration Desk open Thursday - Saturday all day (8am - 6pm)

Time	Wednesday, June 28	Time	Friday, June 30
All Day (8am-6pm)	Conference Registration Desk Open	7-8:30am	<b>Breakfast (provided)</b>
9-12 (Part A)	Pre-Conference Workshop: Signing Naturally Pre-Conference Workshop: GoReact	7:30-8:45am	<b>Teacher Sharesop: All Teachers</b> <i>Bring materials to share with others.</i>
12-1pm	<b>Lunch on your own</b>	9-10:20am	<b>Changemaker Address: Dr. Carla Garcia Fernandez</b>
1-5pm (Part B)	Pre-Conference Workshop: Signing Naturally Pre-Conference Workshop: GoReact	10:30-11:45am	Business Meeting #2
6-10:30pm	<b>Welcome Reception (provided)</b> <b>Keynote Address: Rosa Lee Timm</b>	11:45-12:50pm	<b>Lunch (provided)</b> <b>ASLTA Reorganization: Arlene Garcia</b>
Time	Thursday, June 29	Time	Friday, June 30
7-8:15am	<b>Breakfast (provided)</b> <b>Teacher Sharesop: High School Teachers</b> <i>Grab some breakfast and network with other high school teachers. Bring materials to share with others and bring home new ideas!</i>	1-2:25pm	6 workshop choices
8:15-10am	Business Meeting #1 & Infrastructure Forum	2:30-3pm	Break
10:15-11:40am	6 workshop choices	3-4:25pm	6 workshop choices
11:45-12:50pm	<b>Lunch (provided)</b> <b>Spotlight Address: Dr. Sam Supalla</b>	4:30-5:55pm	6 workshop choices
1-2:25pm	6 workshop choices	6-7:30pm	<b>Dinner on your own</b>
2:30-3pm	Break	8-9pm	<b>Entertainment: Ben Jarashow Show</b>
3-4:25pm	6 workshop choices	Time	Saturday, July 1
4:30-5:30pm	<b>Panel Discussion: Diversity in ASL Teaching</b>	7-8:30am	<b>Breakfast (provided)</b>
5:30-6:30pm	<b>Dinner on your own</b> <b>ASLTA Chapters Dinner</b> <i>(by invitation)</i> <b>ASL Honor Society Banquet</b> <i>ASLHS members are invited to attend this free dinner. Please RSVP to <a href="mailto:aslhs@aslta.org">aslhs@aslta.org</a></i>	9-10:15am	<b>Changemaker Address: Dr. Curt Radford</b>
7-8pm	<b>Entertainment: Evelina Gaina, "One Woman Show"</b>	10:15-11:40am	4 workshop choices
		11:45-1pm	<b>Lunch on your own</b>
		1-2:45pm	Business Meeting #3
		3-4:25pm	5 workshop choices
		4:30-5:30pm	<b>ASLTA Certification Forum</b>
		6:30-10:30pm	<b>ASLTA Banquet (provided)</b> <b>Emcee: John Maucere</b> <b>Endnote Address: Marvin Miller</b>



**SEE YOU SOON!**

**ASLTA**



**JUNE 28 - JULY 1, 2017**

**ASL ELEVATED**

ASLTA 9th Biennial National Professional  
Development Conference

Salt Lake Marriott Downtown at City Creek



AMERICAN SIGN LANGUAGE  
TEACHERS ASSOCIATION





# ASL ELEVATED!

**9th Biennial ASLTA National Conference**  
 SLC Marriott Downtown at City Creek — Salt Lake City, Utah  
 June 28 — July 1, 2017

## Conference Registration

### Contact Information

PLEASE TYPE OR PRINT CLEARLY

(Forms that cannot be read will be returned. This may delay your registration.)

First Name:
Last Name:
Street Address:
City, State, Zip
Country:
Phone Number:
Email:
Work Email:

Need CEU? If yes, RID ID# \_\_\_\_\_

### Special Food Accommodation

Please check. If yes, then fill in. Thank you.

- Food Sensitive Allergy: \_\_\_\_\_  
 Vegetarian    Gluten-free    Vegan

### Special Interpreting Requests

Although the workshops will be conducted in ASL, we will be more than happy to accommodate one of the following of individual requests. Please check below if you require one on these special interpreting needs **by May 15, 2017** to guarantee services.

- Close Vision Interpreting    Tactile Interpreting  
 Close Seating

All checks, money orders, and purchase orders for membership and registration forms are to be payable to ASLTA, and Mail to this address below:



ASLTA Treasurer  
 10413 East Spring Creek Road  
 Sun Lakes, AZ 85248

### Join ASLTA Now! Save!

Save money on our Conference Registration. Get member rate. Teach ASL? – Join as an **Associate Member**. Not an ASL Teacher? Join as a **Supporting or Student Member**

- Certified Member      \$75.00  
 Associate Member      \$60.00  
 Supporting Member      \$30.00  
 Student Member\*      \$30.00

Fill out ASLTA Membership form and submit this form and membership form with payment

\* send PDF file of current full-time enrollment verification & valid student ID.

### Registration Payment Fee

**Early Bird** (Postmarked by/on January 31, 2017)

- ASLTA Member      ~~\$300.00~~  
 Non-Member      ~~\$400.00~~  
 Student ASLTA Member      \$150.00  
 Student Non-Member      \$250.00

**Regular** (Postmarked by/on May 31, 2017)

- ASLTA Member      ~~\$375.00~~  
 Non-Member      ~~\$475.00~~  
 Student ASLTA Member      \$225.00  
 Student Non-Member      \$275.00

**Late\*\*** (Online Registration ONLY - June 1-15, 2017)

- ASLTA Member      \$425.00  
 Non-Member      \$525.00  
 Student ASLTA Member      \$250.00  
 Student Non-Member      \$300.00

\*\*No paper, by mail registration accepted

**At the Door** (June 28-July 1, 2017)

- ASLTA Member      \$450.00  
 Non-Member      \$575.00  
 Student ASLTA Member      \$300.00  
 Student Non-Member      \$350.00

ASLTA Membership Fee: (if necessary)	\$
Conference Registration Fee:	\$
<b>Total Fee:</b>	<b>\$</b>

★ Latest date to mail-in postmarked on/by June 1, 2017

# ASL ELEVATED

ASLTA deeply appreciates the financial support of every sponsor who generously contributed to the ASL Elevated conference. Without the support of our friends, allies, partner organizations and more, ASLTA could not make this event possible. In a small community like ours, supporting each other when needed means we can do much more for the greater good than we can do individually.

ASLTA members and conference attendees, please consider extending your own appreciation to each of our sponsors as the occasion arises.

## THANK YOU SPONSORS

### CANYONLANDS (\$500+)



WEBER STATE  
UNIVERSITY

### CAPITOL REEF (\$1,000+)



UNIVERSITY OF  
NORTHERN  
COLORADO

### BRYCE CANYON (\$2,500+)



### WASATCH (\$10,000+)



Sorenson  
Communications®



## Message from the Vice President

Keri Brooks, M.A., ASLTA Master Certified



Elections for ASLTA Board of Directors positions are nearly here! Becoming involved at the national level is a great way for interested members to help shape the direction, focus, and work of ASLTA. As a member-driven organization, ASLTA relies on volunteer leaders to address the needs of members and the field of ASL instruction. ASLTA needs leaders who have a passion for ASLTA's mission and are excited by the challenges of better serving membership and increasing ASLTA's visibility as a leader in ASL education. Step up and get involved!

Members are invited to nominate themselves or other individuals (with permission) for the positions below.

**Note:** Nominees must be an ASLTA member in good standing and meet the criteria of the position. However, if a member does not possess the certification required for the position, they must be willing to obtain their certificate within one year of Board appointment.

Please fill out the nominations form here: <https://goo.gl/forms/jHQOHZmbKLBhX0x92>

## Nominations May Be Made Until Voting Begins

### President (ASLTA Professional / Master certification required)

The President presides at all meetings and is responsible for oversight of all Board duties. The President coordinates all Board activities and meetings; prepares meeting agendas; appoints committee chairs; and serves as the primary liaison with external organizations. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2021**

**Must be an ASLTA member in good standing for at least two years prior to election.**

### Secretary (any ASLTA certification required)

The Secretary is responsible to keep minutes of all meetings; creates the ASLTA newsletter and eblast notices to membership; responds to email inquiries made to ASLTA by members and non-members in a timely fashion. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2019 (vacant early due to resignation)**

**Must be an ASLTA member in good standing for at least two years prior to election.**

### Chapters / Regions Director (any ASLTA certification required)

The Chapters / Regions Director oversees all affiliated chapters; oversees the affiliation process and maintenance process of chapters, including submission of chapter Bylaws, fulfillment of required procedures for affiliation and maintenance of chapters. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2019 (vacant early due to resignation)**

**Must be an ASLTA member in good standing for at least two years prior to election.**

(Continued on next page)

## Professional Development Director (ASLTA Professional / Master certification required)

The Professional Development Director is responsible to coordinate all aspects of professional development activities for ASLTA, including: Conference planning, webinars, and CEUs. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2021**

**Must be an ASLTA member in good standing for at least two years prior to election.**

## Treasurer (Board appointed; any ASLTA certification required)

The Treasurer oversees all financial transactions; maintains accurate financial records; prepares financial reports for each Board meeting; and also maintains accurate membership records. Additional duties may be assigned by the Board of Directors.

Familiarity with IRS (c)(3) requirements is highly desired. Bookkeeping and accounting experience required.

**Term: July 2017 - July 2021**

**Must be an ASLTA member in good standing for at least two years prior to election.**

## Communications Director (any ASLTA certification required)

(formerly known as Member-at-Large)

The Communications Director is responsible to develop and maintain communication between the Board and membership on all matters; monitors and responds to content on all of ASLTA's social media channels; makes announcements via video; and communicates information to membership from other Board positions. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2019 (vacant early due to restructuring of Member-at-Large position)**

**Must be an ASLTA member in good standing for at least two years prior to election.**

## Heritage Language Director (any state-level certification required)

(New Position)

The Heritage Language Director is responsible for developing and overseeing ASLTA's activities and initiatives regarding learning and teaching ASL as a first / heritage language, including: Conference planning, communications with stakeholders, and advocacy needs. Additional duties may be assigned by the Board of Directors.

**Term: July 2017 - July 2021**

**Must be an ASLTA member in good standing for at least two years prior to election.**

## How to Vote



Information will be sent out with instructions on how members can vote from home. Be sure to check e-blast emails for voting information during the week of the conference.



# ASLTA AWARD NOMINATIONS

# ARE OPEN

ASLTA members are invited to nominate individuals for the following awards, which will be presented to the recipient at the ASL Elevated conference. Use this link <https://goo.gl/forms/YlLuy8oDMi3sVNE3> to submit a nomination. Questions? Contact Keri at [vicepresident@aslt.org](mailto:vicepresident@aslt.org).

**Nominations Deadline: June 11, 2017, 11:59PM EST**

## **T.J. O'Rourke Memorial Award**

Honors T.J. O'Rourke (1932-1992), a well-respected Deaf rights activist, ASL teacher, publisher, advocate, and pioneer. One of his many accomplishments was succeeding in his effort to have ASL officially recognized as a language. **This award is given to an ASLTA member who has contributed tremendously to the field of ASL teacher education.**

## **Stephen M. Ryan**

### **Teacher of the Year Award**

Honors Stephen M. Ryan (1958-1995), ASL comedian, storyteller, and teacher who taught at Gallaudet University. **This award is given to an ASLTA-certified member who has made major contributions to the cultural and humorous aspects of ASL instruction.**

## **George Veditz Award**

Honors George Veditz (1861-1937), NAD president, remembered for his courageous leadership, advocacy, and efforts to preserve ASL in the face of tremendous opposition. **This award is given to an ASLTA member in recognition of significant contributions to the field of ASL teaching.**

## **Marie Jean Philip Memorial Award**

Honors Marie Jean Philip (1953-1997), a national and international advocate for the Deaf community, who promoted ASL as a heritage and modern language for all people. **This award is given to a K-12 teacher teaching ASL as a first or second language and is actively involved in expanding language and literary opportunities for students outside of the classroom, such as the ASL Honor Society, literary competitions or projects, community volunteer work, and other forms of student involvement.**

# SPECIAL *for ASLTA Chapter Leaders* EVENTS

*for ASL Honor Society Members*

*ASL Honor Society  
10-Year  
Anniversary Banquet*

*ASLTA Chapters  
Connect Time Dinner*

**RSVP**

*All ASL Honor Society  
Sponsors Invited to Our  
10-Year*

***Anniversary Banquet***

*Enjoy a free meal, socialize, and  
help guide future ASLHS growth*

*Thursday, 5:30 - 6:30  
June 29 pm*

*Deer Valley Room*

*RSVP by June 27, 2017  
by sending an email to  
[aslhs@aslta.org](mailto:aslhs@aslta.org)*

*you're invited*

*Limited to the first 30 people!*

*event* Chapters Connect Time

*date* Thursday, June 29

*time* 5:30 - 6:30 pm

*location* Buca di Beppo (200 W. 300 South)  
5-minute walk from hotel

*rsvp* Brenda Schertz,  
Chapters Coordinator

*If your chapter is interested in participating in  
this dinner, send two names and email address  
of each representative to [chapters@aslta.org](mailto:chapters@aslta.org).*

*We would like to see 2 representatives from  
each chapter (both active and inactive) join this  
group. We will network and see how we can  
support chapters in leadership, professional  
development activities, and legislative action.*

*Choose from a set menu (up to \$30 per person);  
alcohol purchased on your own.*





# ASLTA PRE-CONFERENCE

June 28, 9-4pm

CEU's and Professional Development Provided

Lunch provided by GoReact

**RSVP at [go.goreact.com/aslta](http://go.goreact.com/aslta)**



**Alisha Bronk MA, CDI**

Teaching Depiction using ASL Tales  
and GoReact



**Karen Boyd MA**

The ACTFL 5 Cs Creates a Holistic  
Approach to Teaching ASL



**Keith Gamache Jr, MA, CDI**

Assessments in the Classroom



**Regan Thibodeau MA, CDI**

Meaningful Feedback: Constructive  
and Concise



**David Davenport MA**

Top 5 Technology Tools and Features  
every ASL Teacher should know



**Raychelle Harris PhD, Tracy  
Shannon MS, Ritchie Bryant  
MS, CDI, Lisa Gelineau MS**

TRUE+WAY ASL: A Revolutionary  
Digital ASL Curriculum



**Ku Mei Kern, MA**

**GoReact**

Lights, Camera, Action!



**JV Featherstone, MA, CDI**

**GoReact**

Using Pop Culture in the  
Classroom



DawnSignPress in collaboration with the **2017 ASLTA National Conference** presents ...

# Signing Naturally Units 7-12 REVEALED!

**When:** June 28, 2017 • 9 AM – 4 PM

**Where:** Salt Lake Marriott Downtown at City Creek  
75 South West Temple • Salt Lake City, UT 84101

**Presenters:** Ella Mae Lentz, Ken Mikos, and Cheri Smith

**Registration fee: \$50**

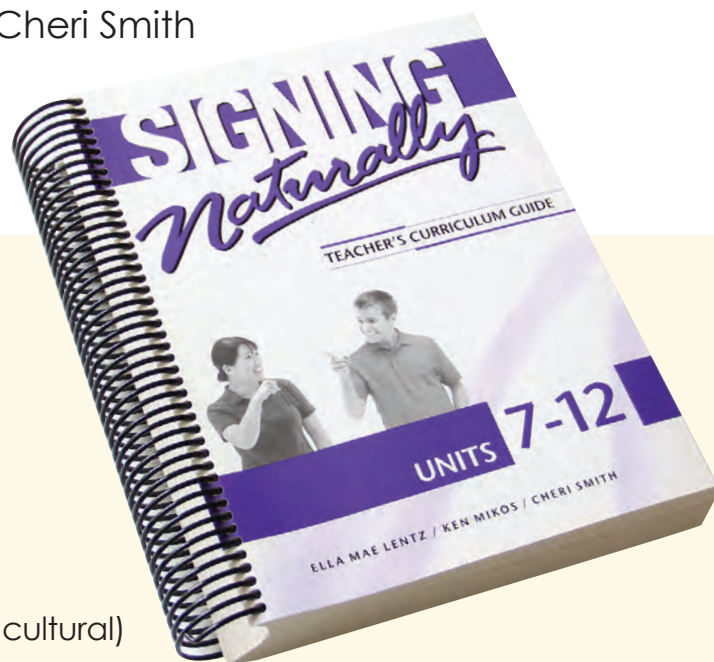
## SEATING IS LIMITED!

### OVERVIEW OF UNITS 7-12 CURRICULUM MATERIALS:

- Teacher Curriculum Guide
- Teacher DVD materials
- Teacher support videos online
- Student Workbook
- Student video library and Student DVD

### DISCUSSION:

- Types and purposes of lessons (function, skill, and cultural)
- Narrative lessons
- Assessment tools
- Teacher's role as a model, coach, and evaluator
- Role of student workbook
- Scheduling and time management tips
- Principles of introducing signs in the target language
- How student can review materials



Participants are **required** to bring both the **Signing Naturally 7-12 Teacher's Guide**, and **Signing Naturally 7-12 Student Workbook** to the workshop.

Please contact Joe Seifrid at [joes@dawnsign.com](mailto:joes@dawnsign.com) for registration information.

Email DawnSignPress at [contactus@dawnsign.com](mailto:contactus@dawnsign.com), provide proof of workshop registration and **get 40% off** the retail price of \$149.95 for *Signing Naturally 7-12 Teacher's Curriculum!*



The National Education Association (NEA)'s 2016 report on teacher and student diversity revealed sobering statistics about PK-12 students and educators. While the number of students of color has grown dramatically over the past ten years, there is a distinct lack of diversity among educators:



**PK - 12 Teachers in the USA**

- 82% White / Caucasian
- 18% People of color
- Of that 18%, 2% are Black men

**PK - 12 Students in the USA**

- 51% White / Caucasian
- 49% People of color

Source: U.S. Department of Education / Office of Planning, Evaluation, and Policy Development. (2016). *The State of Racial Diversity in the Educator Workforce*. Washington, D.C.: Policy and Program Studies Service.

**What About ASL Teachers?**

What about the diversity of ASL teachers? No formal studies have been done to identify how many ASL teachers are people of color, but looking around at a typical ASLTA gathering shows very little diversity within the ASL teaching profession. To move beyond awareness and toward action, the ASLTA Board decided to host a panel discussion at the conference on the topic of **Diversity in ASL Teaching** and invited well-known ASL teachers of color to address ASLTA members. Simply appreciating diversity without taking concrete steps to help grow the number of people of color teaching ASL is inadequate. ASLTA hopes this is a healthy, strong first step!

**Diversity in ASL Teaching Panelists**

(from top left: Nick Lalanne; Tracy Ivy; Ritchie Bryant; Felicia Williams), and Moderator Arlene Garcia.

“ ASL teachers must move beyond simple awareness of diversity to action inside and outside of the classroom. ASLTA must do the same. ”  
 - Arlene Garcia, ASLTA's first Latina President



ASLTA member **Sagar Kothari** was awarded a conference scholarship dedicated to increasing the number of people of color in the ASL teaching profession. Kothari, originally from New York and now residing and teaching in Maryland, is currently in the MASLED program at Gallaudet University. After graduation, he hopes to teach ASL at either the K-12 or college level.

This scholarship was made possible by an anonymous ASLTA certified member and 2017 conference presenter who donated their presentation fees for this purpose. Both Sagar and ASLTA deeply appreciate this person's generosity and commitment to diversity.

*Interested in funding scholarships for more People of Color to attend ASLTA conferences? You can do so by donating at <https://aslta.org/donation/>*

*Click on "General Unrestricted Donation Fund" and add a note in the comment field to direct your donation to the POC Scholarship fund. Eventually we hope to have the POC scholarship have its own dedicated fund.*

# ASL ELEVATED

ASLTA and the conference planning team pushed themselves to identify individuals sure to energize attendees, spark great discussions each day, and add value to our lives, not just as ASL teachers but as people belonging to the ASL community. We're sure you'll find plenty of different perspectives, challenging points, and food for thought at each keynote and changemaker session!

Wednesday, June 29



Opening Keynote: Rosa Lee Timm

## “ASL Musicality: Why It Matters”

As a culturally Deaf person who adores music, Rosa Lee will explore the role music plays in ASL and Deaf culture, ultimately addressing whether it benefits ASL as an instructional tool. Current trends in signed music videos will be spotlighted as well as a range of song translation approaches that calls for more research.

Friday, June 30



Changemaker: Dr. Carla Garcia Fernandez

## “Language of the Oppressor: A Call to Action Through Transformational Change and the Language of the Oppressed”

Carla will briefly discuss historical politics of language in the United States and its deep rooted ideology which impacts the oppressed both academically and socially by assailing their multiple intersectional identities. Paulo Freire's concept of conscientização is followed by a discussion of some specific actions to achieve and sustain transformational change.

Saturday, July 1



Changemaker: Dr. Curt Radford

## “The Efficacy of Teaching ASL Online”

In this presentation, you will learn about teaching an ASL course online effectively using LMS (learning management system). You will also learn about some issues that need to be addressed prior to establishing an ASL online course, which may help you make informed decisions. We will also discuss important features that are necessary for teaching ASL online. The purpose of this presentation is to show universities and community colleges that developing an ASL online course is possible if developed appropriately.





Endnote: Marvin Miller

## “The Untapped Power of Deafhood and Reframing in ASL Teaching”

For over 135 years, our community has struggled how to bring about several key paradigm shifts on how our people are viewed by the world. As ASL teachers, you represent our community as a first line of contact with hearing people who want to learn more about American Sign Language and our Deaf culture. What should you be doing in order to have significant and meaningful impact on their collective worldview and succeed in creating new allies in our fight for ASL, Deaf culture and the well being of the Deaf people all over? Once you understand the power of reframing and Deafhood, we will begin to see long lasting and positive change for all.

# ENTERTAINMENT



**Evelina Gaina’s One Woman Show** is sure to make you laugh, shed tears of amusement, wave your hands, and leave you wanting more! Her unique storytelling, vignettes, reminisces, and comedic commentary are one of a kind. You don’t want to miss her show!

**Date: Thursday, June 29  
7:00 - 8:00 pm**



### The Ben Jarashow Show

will dazzle you with an incredible range of storytelling, from side-splitting embarrassing stories to real-life anecdotes, and more! He’s also a talented stand-up comedian, so no topic is off limits tonight!

**Date: Friday, June 30  
8:00 - 9:00 pm**

**John Maucere** is the closing banquet’s master of ceremonies and entertainer. Whether he shares his original ASL poetry, delivers hilarious stand-up comedy, or dons his Superdeafy cape, he will leave you wanting more!

**Date: Saturday, July 1  
6:30 - 10:30 pm**



## Message from the Treasurer

Bill Newell, Ph.D., ASLTA Master Certified

Our membership has grown this year which is usually the case in a conference year. In conference years we see a good number of ASL teachers joining so they

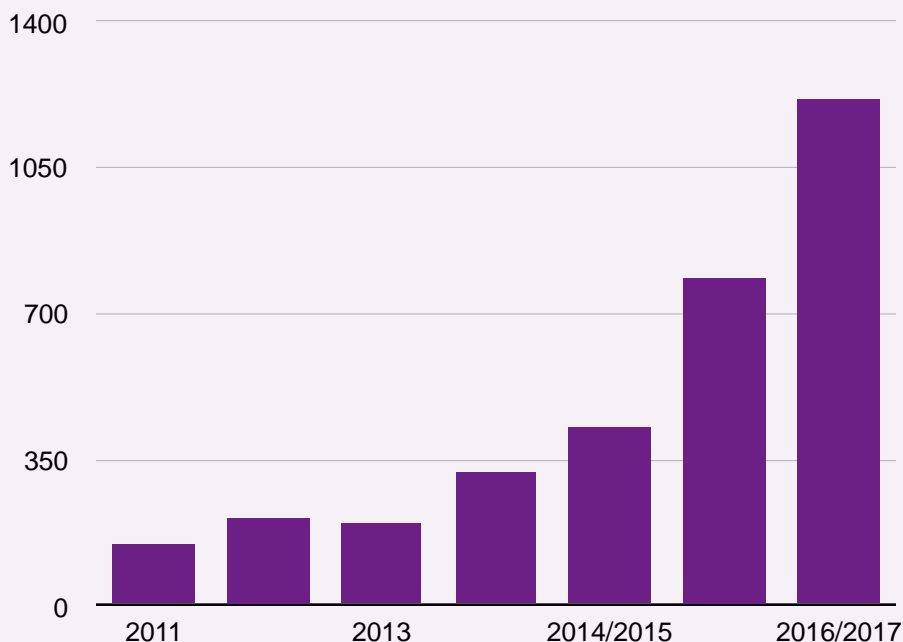
may receive our reduced conference registration fee for members only. We welcome these new or returning members and hope to see everybody support the work of ASLTA consistently on an annual basis. On the right you will see our membership as of May 14, 2017.

We currently have 991 Individual Members and 220 Organizational Members for a total of 1,211. **This is the highest number of membership in the organization's history.** You are among these numbers and we thank you for your support. We hope you will stay with ASLTA every year to support the work of our organization.

Of course these are excellent numbers but we would like to see these numbers doubled or tripled. There are literally thousands of ASL, Deaf Studies, and related professionals nationwide. Our ASLTA Facebook page has over 3,000 followers. We still have some work to do to expand our membership and strengthen our organization. If you are receiving this newsletter, you are one of our 1,211 members. Thank you for your support.

ASLTA MEMBERSHIP, 2016-2017	
Membership Type	Member Count
Supporting Individual	174
Associate Individual	531
Certified Individual	286
<b>Total Individual Members</b>	<b>991</b>
<b>Organizational Members</b>	
Institutional Members	12
ASLTA Chapters	10
ASL Honor Society Chapters	198
<b>Total Organizational Members</b>	<b>220</b>
<b>Total ASLTA Membership</b>	<b>1,211</b>

■ ASLTA Membership 2011 - 2017



Do you know an ASL teacher who isn't a member?

Won't you help us? Recruit your fellow ASL and / or Deaf Studies teachers, and related professionals. This is our National Professional Development Conference year. If you have attended our conference in the past you know what a great opportunity it is for professional development and networking. Recruit a member and have them join you in attending the conference. Please visit [www.aslta.org](http://www.aslta.org) for membership and conference information.

If you are registered for the conference, I look forward to meeting you there. Please do introduce yourself and say Hello.

Advocating for quality  
ASL instruction at all levels

# New! Website Enhancements for Members Only

Prepared by Alicia Lane-Outlaw, President/CCO, AllOut Marketing (ASLTA web partner)  
Bill Newell, Ph.D., Treasurer/Membership Coordinator, ASLTA



### MEMBERSHIP

Anyone can become a member! Get conference discounts, newsletters and more

Join or Renew



### CERTIFICATION

For highly qualified teachers of American Sign Language and the culture of ASL users

Become Certified



### CONFERENCE 2017

Elevate ASL! Network, earn CEUs and learn about current trends in the field of ASL instruction

Register

## Manage Your Member Profile

Did you know? Registered users can view and make changes to their individual account profiles at our website. Recently get married and changed your name? Move and change your address? Want to use a different email address?

If you checked the "Create an account" box when signing up for a membership, you are already registered and can make all of these changes yourselves at our website.

Overlooked this checkbox? No problem! You can still register, as long as you use the same email address you used when you paid for the membership. When you visit the ASLTA website, look for the "My Account" link at the upper right. (continued on next page)

If you would like to create an account on this site, check the box below and enter a Username and a password. If you already have an account [please login](#) before completing this form.

Create an account?

Username

[Check Availability](#)

Punctuation is not allowed in a Username with the exception of periods, hyphens and underscores.

Password

Confirm

Password

Provide a password for the new account in both fields.



If you are not yet logged in, you will see a login form, along with options to register and get a new password.

ASLTA AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION

News Contact Donate My Account

HOME ABOUT MEMBERSHIP CERTIFICATION EMPLOYMENT CONFERENCE JOIN NOW

## Account Dashboard

Please log in to view your Account Dashboard. (Don't have a login? Use the same email address that you used for your membership to [register for a login](#). Forgot your password? [Get a new password](#).)

Username or Email Address

Password

Remember Me

Log In

If you are already logged in, you will see your Account Dashboard.

ASLTA AMERICAN SIGN LANGUAGE TEACHERS ASSOCIATION

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## Account Dashboard

Welcome! What would you like to do next?

- [Renew your individual membership](#)
- [Pay your ASLTA chapter's application or membership fee](#)
- [Register for the conference](#)
- [Pay evaluation fees for your certification](#)
- [Review your account information and payment history](#)

Not a member yet? [Sign up for an account on the individual membership form](#).

Note the last bulleted item: "Review your account information and payment history." Here you can make changes to your online profile, reset your password, and double-check whether you made a membership or conference registration payment. Instead of contacting ASLTA and waiting for a response, you can do many things yourself right at our website!

Hope this little tutorial was helpful, and once again thank you for being a member of ASLTA.

## Great News for the ASL Honor Society

Want to sponsor an ASL Honor Society chapter at your school? Now it's easier than ever! ASLTA's newly enhanced website will guide you through all the necessary steps to register and pay online. To get started, go to the ASLHS page on the ASLTA website and click on the "Register online" button.



Behind the  
Scenes Of Damon  
Johnson's  
Presentation

# Teach Smarter, Not Harder!

## CONFERENCE SNEAK PEEK

“Flexing Students Out: A Personalized Approach to Second Language Instruction in High School Settings”

*Long-time teacher Damon Johnson, from Minnesota, is presenting on this topic at the upcoming ASLTA National Professional Development Conference. **ASL Elevated!** will be his third ASLTA conference.*

**ASLTA:** How did you develop this personalized approach to teaching high school ASL learners?

**Damon:** My principal pushed teachers to come up with more creative approaches to teaching. In the first year, I experimented with ideas. The second year, I focused on cementing best practices. I've been using this

approach full time since the third year.

**ASLTA:** What does this personalized approach look like?

**Damon:** Most importantly, it has many student-focused activities. This is essential to keeping students engaged. It's the opposite of teacher-focused instruction, where students focus on what the teacher is doing.

The key concept is what I'll be focusing on in my presentation: How to set up a self-paced and self-guided learning process that helps make everything work.

**ASLTA:** What are some benefits  
*-continued on next page-*



**Damon Johnson**

Damon Johnson has been teaching ASL for 17 years, primarily at the high school level, along with part-time work at various colleges. His advanced degree is a Master's in Sign Language Education from Gallaudet University.

# “MY CLASSROOM IS PRAXIS-BASED, NOT INSTRUCTION-BASED”

to this personalized approach that you’ve noticed?

**Damon:** It opened the door to help me be able to differentiate instruction for various learning styles. I struggled with how to do this before, but now it’s almost seamless. What a difference it makes!

**ASLTA:** What are some techniques used in this personalized approach?

**Damon:** First, I use the flipped model, so students get instruction, new concepts, or vocabulary at home, or during class time as well. Students can use their time wisely by going through instruction during class time, so they don’t have to do it at home.

In class, I limit myself to only 5 minutes of instruction, and then turn it over to students. It allows me to serve more as a guide for students as they practice their language skills together.

**ASLTA:** Can you share the biggest benefit of this personalized approach?

**Damon:** What really works about this approach is that it allows me to meet each student individually once per week.

During that time, we have a natural, free-flowing conversation where I can observe language proficiency, see areas that need more work, and make suggestions for improvement.

**ASLTA:** Is that the secret to this personalized approach?

**Damon:** It’s part of it, sure, but there’s a lot more. I’ll be covering important concepts behind the approach, how to implement it, and how and why it benefits teachers.

**ASLTA:** What’s the biggest benefit for teachers?

**Damon:** It’s less work for teachers and students do better. That’s what we need!

**ASLTA:** What do you see as the biggest challenges for ASL teachers in high schools?

**Damon:** The biggest challenge is the limited resources we have compared to other languages.

The second biggest challenge we have is accepting that we’re working with a new generation of learners. We have to change our teaching style to be student-centered. My presentation focuses on how to be student-centered, and what I’ve done to make it work in my classroom.

**ASLTA:** What are some key words that’ll be part of your presentation?

**Damon:** Flipped model. Personalized instruction. Student-centered. Proficiency-based. Motivating learners. Self-paced. Self-guided. Differentiated.

**ASLTA:** Your presentation is sure to appeal to high school teachers, but also college-level instructors. Looking forward to your workshop!

“ASL teachers should be guides, instead of being the focus of every moment of class time.”

“My classroom reflects an interactive, immersion, and collaborative approach to learning the target language.”

## START THE CONVERSATION!

High school teachers, this is only a sneak peek at Damon Johnson’s presentation. What would you like to see? What questions do you want to ask? Start the conversation on ASLTA’s Facebook page, and be sure to attend his presentation at the conference!



# Integrate Technology - Don't Fear It!

Q1 Who used the argument "I think, therefore I exist"?

Next >

Behind the Scenes of Patricia McCarthy's Presentation

Plato

Descartes

Leibniz



## CONFERENCE SNEAK PEEK

### “Have you Kahoot or Pear Deck Today?”

High school and college teacher Patricia McCarthy is presenting on the latest technology applications at the upcoming ASLTA National Professional Development Conference. **ASL Elevated!** will be her sixth ASLTA conference.

**ASLTA:** Your presentation is about integrating the tech apps Kahoot and Pear Deck into the classroom. How did you choose these two to share?

**Patricia:** I'm also sharing Flip Grid, which is amazing, and Storyboard, so I'll be showing ways to incorporate four different technology applications into the ASL classroom. I selected these because they're unknown to

many ASL teachers, and because I see how well my students have responded to them.

**ASLTA:** How do you use these apps in class?

**Patricia:** Each app can be used in several ways, ranging from warm ups, reviews, or as a stand-alone activity. I design activities with these apps in mind, and use them when they are most effective at helping develop a student's skills. I don't use technology for technology's sake, but I do like to try out new apps and see how students respond to them.

**ASLTA:** How have students  
*(continued next page)*

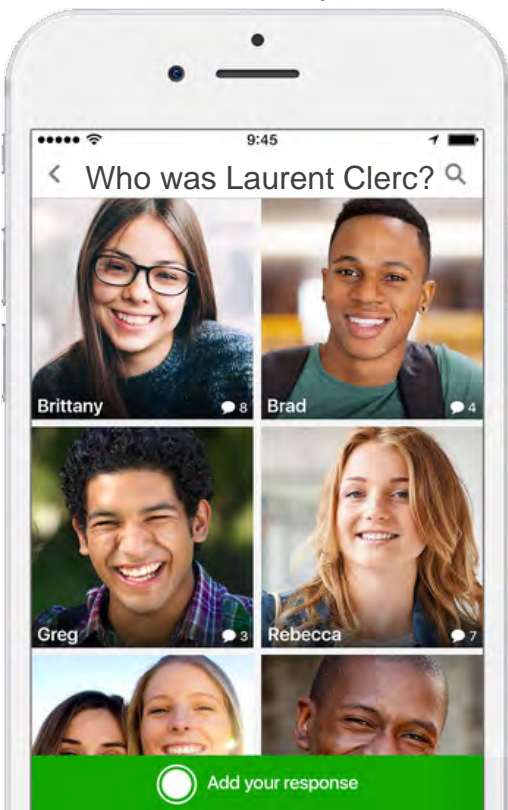


**Patricia McCarthy**

Patricia McCarthy has taught high school ASL for 21 years, and for 7 years at the college level. She teaches ASL 1-4. She has a M.A. degree plus 60+ credits in coursework related to teaching.

**Apps can enhance learning. As society moves away from pen and paper, these apps are like having another trick up your sleeve to keep students engaged and interested.**

Students can view each other's video responses



**Drawbacks to Technology?**

Many teachers are pressured to integrate technology into lessons, but how do you know whether the technology is useful or not? Patricia's workshop will show you what can be done with tech apps, effective best practices, and how to make the most of them. See you there!

responded to these apps?

**Patricia:** The apps are interactive, so students have to practice their signing as part of the activity. Most importantly, they need to focus and attend to the lesson or activity because they have to respond via these apps. Students feel more confident and empowered to participate, which is great.

**ASLTA:** How has technology impacted you?

**Patricia:** I used to be afraid of technology, since I didn't know how to best use it as part of a lesson, or how to make sure that I was maximizing learning. I know what it's like for teachers because I was there! After using these and other apps, I'm no longer intimidated. The apps I'm highlighting are so simple anybody can do it, which is a great place to start.

**ASLTA:** What's something you'll emphasize in your presentation?

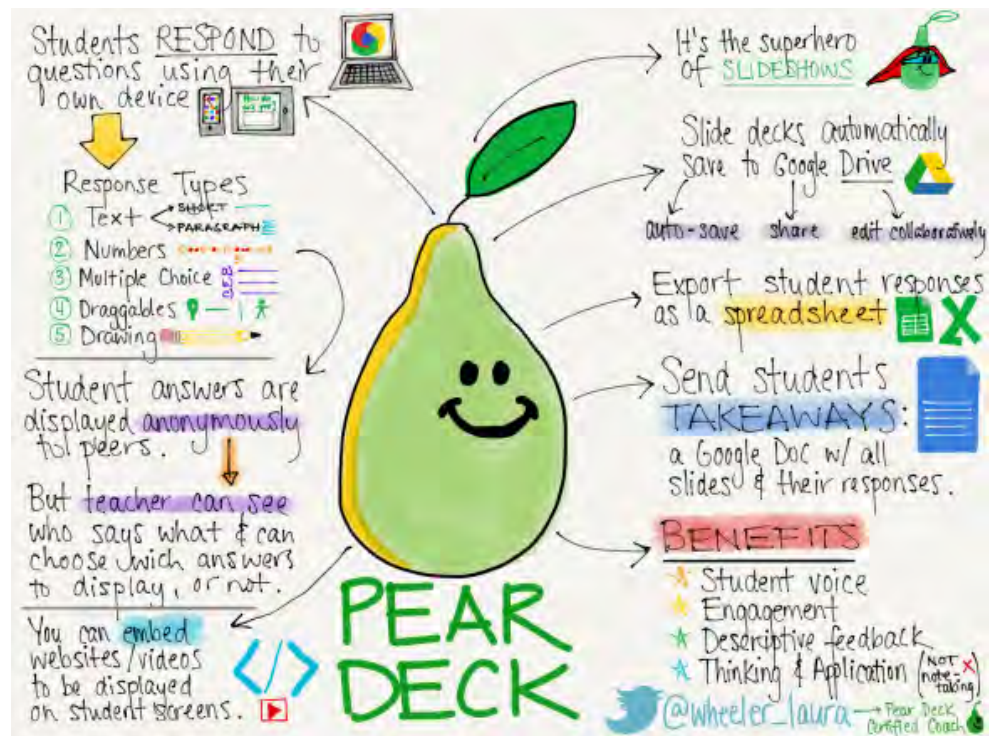
**Patricia:** I want teachers to leave knowing how to use these innovative apps, and start using them as soon as they get home. They're exciting to use, they're new, and I think all teachers can use ideas on how best to use them - and that's what I'm focusing on.

**ASLTA:** Sometimes there's a steep learning curve with technology. How will you help?

**Patricia:** To stay relevant, teachers need to try new things all the time. This will be a safe environment for teachers to explore.

**ASLTA:** Any final thoughts?

**Patricia:** Don't fear technology. Using apps like these make us more a part of the foreign language department. ASL teachers can use the same tools as the spoken languages, and we can show we are just as successful with them, if not more so. It's an exciting time to be an ASL teacher!





# American Sign Language Honor Society



High School • College • University

## CONGRATULATIONS to our WINNERS!

The annual ASL Literature competition asked students to retell the Bison Drum Song or create their own school drum song. We had a tremendous amount of participation in 2017 and are glad many students studied this important piece of Deaf culture!

Special thanks to Russell Harvard, who judged the winning entries.

Congratulations to the winners! Links to the winning entries are here: [www.aslhonorsociety.org](http://www.aslhonorsociety.org)

### **Bison Drum Song Recitation (ASL 1 & 2)**

1st place: Camryn Booth & Camille Mercer  
*Quince Orchard High School (MD)*

2nd place: Grant Ingalls  
*Saint Francis University (PA)*

3rd place: Julia Cohen & Amy Sheng  
*Brandon Hall School (GA)*

### **Bison Drum Song Recitation (ASL 3+)**

1st place: Anna Lopez & Matt Jarvis  
*East High School (AK)*

2nd place: Isabelle Pope  
*East High School (AK)*

3rd place: Lilly Morris  
*East High School (AK)*

### **School Drum Song (ASL 1 & 2)**

1st place: Zane Fisher & Sophia Oyervides  
*Sunnyvale High School (TX)*

2nd place: Evon Sanders & Jose Cervantes  
*Sunnyvale High School (TX)*

3rd place: Taylor Touma  
*Sunnyvale High School (TX)*

### **School Drum Song (ASL 3+)**

1st place: Mesert Rick & Jared Finney  
*Denton High School (TX)*

2nd place: Tiann Melanie  
*Flower Mound High School (TX)*

3rd place: Camryn Leclair & Ralph Toleafoa  
*East High School (AK)*



## HOW TO MAKE YOUR FIRST DAY A WINNING DAY!



Start off the ASLTA conference with a win by networking with high school teachers and sharing materials with each other at a morning shreshop.

**Thursday, June 29**  
**Open from 7-8:15am**

All high school teachers are invited to participate. You don't need to be an ASL Honor Society member to come. Just bring some of your materials to share!



**ASLHS members: Show your conference badge at the ASLHS booth in the exhibit hall and pick up some free snacks, goodies, and beverages!**



# ANNOUNCEMENTS

# facebook

LIVE

This Spring, ASLTA hosted three successful Facebook Live discussions with members. We discussed the Evaluation system, Chapter needs, and reorganizing ASLTA.

What topics would you like to see addressed in future events? Let us know by sending an email to [secretary@aslta.org](mailto:secretary@aslta.org)!

## REMINDER

ASLTA membership dues increase September 1, 2017. We know increased dues can be a burden but hope you understand that stronger financial stability means ASLTA can begin doing more for its membership.

	2016-2017 Dues	2017-2018 Dues
Certified	\$ 75.00	\$ 100.00
Associate	\$ 60.00	\$ 80.00
Supporting	\$ 30.00	\$ 50.00
Institutional	\$ 200.00	\$ 200.00
ASLHS	\$ 20.00 / \$ 25.00	\$ 20.00 / \$ 25.00

**amazon**smile  
Org Central

Dear Charity Administrator,

This email is to notify you that American Sign Language Teachers Association (EIN: 74-3084069) has been issued a \$6.27 donation from the AmazonSmile Foundation as a result of AmazonSmile program activity between January 1 and March 31, 2017. The donation will be deposited to your organization's bank account on or before May 15, 2017. It may take several days for the donation to appear in the account.

You can increase your organization's donation potential by spreading the word about AmazonSmile.

**Share this link:** <http://smile.amazon.com/ch/74-3084069> and ask your donors, volunteers, employees, and friends to bookmark this link so all their eligible shopping will benefit American Sign Language Teachers Association.

**Send an email:** In your next email newsletter to supporters, promote your AmazonSmile participation and include the link above.

**Copy and paste this message in a Facebook post:** When you #StartWithaSmile, Amazon donates 0.5% of the purchase price to American Sign Language Teachers Association. Bookmark the link

<http://smile.amazon.com/ch/74-3084069> and support us every time you shop.

**Copy and paste this message in a Tweet:** Amazon donates to American Sign Language Teachers Association when you shop @AmazonSmile.

<http://smile.amazon.com/ch/74-3084069> #YouShopAmazonGives

Thank you for your participation in the AmazonSmile program!

This year, members helped generate donations to ASLTA simply by shopping at Amazon, with no extra cost to you! How?

- 1) Do your shopping at [smile.amazon.com](http://smile.amazon.com)
- 2) Go to "Your Account" from the top of any page, and select the option to "Change Your Charity."
- 3) Select the American Sign Language Teachers Association.
- 4) Shop at Amazon and a percentage of your eligible purchases are donated to ASLTA.

It's as simple as that!

For more info, visit <http://smile.amazon.com/about>

# THANK YOU DONORS

ASLTA deeply appreciates the contributions to our work given by members, friends, allies, and those who support ASL instruction. This year, ASLTA received **\$1,190.35** in restricted and unrestricted funds. Unrestricted donations were used to help fund the national professional development conference, the ASL Can-Do Statements project, and updating the main ASLTA website. Thank you to all of our donors!

## Unrestricted Donations

<https://smile.amazon.com>

Pauline Ballentine / North Central University

Monica Bourret / William R. Boone High School

Sandra Buchholz

Britney Corbett *\*\*in memory of Ms. Shelly Lemoi\*\**

Hannah Elbe

Daniel Faulkner

Daniel Frame

Mimi Galbo

Jenny Gough

Cathy Haas

Dione Hayward

Karen Hicks

Kelly Large / Carlsbad High School

Patricia Lessard

Darryl Luton

Tanya Miller

Kimberly Russo / Pembroke Pines Charter High School

Regan Thibodeau

Melissa Westlake

Jason E. Zinza

## L2 Fund, in honor of Lawrence Fleischer & Lawrence Forestal

*This fund supports leadership and advocacy training for national and chapter officers.*

Glenna Ashton

Sandra Buchholz

Kelly Coplin / North Eugene High School

Patricia Lessard

Cheri Martinez / Woodgrove High School

## Tom Riggs Memorial Fund

*This fund supports state-level ASLTA chapters.*

Glenna Ashton

Sandra Buchholz

Elizabeth Hanson

Edna Johnston

David Krueger

Karen Kunkler

Patricia Lessard

Karen Petronio

## L1 Initiatives Fund

*This fund supports Deaf children's acquisition of American Sign Language as a first language.*

Burbank High School

# ASL ELEVATED

## CONFERENCE PRESENTATION ABSTRACTS

(view the abstracts in ASL at [www.utaslta.org/presenters](http://www.utaslta.org/presenters))

### Thursday Sessions (6/29/17)

#### *ASL Immersion Program for Deaf Education Teachers and Education Interpreters*

**Bruce Bucci & Andrew Bottoms**

This workshop will outline the theories, applications and results of an innovative and successful ASL immersion program for Deaf Education Teachers and Education Interpreters. We will detail an approach to teaching and learning that includes a special focus on the grammar of ASL, fluency in production, and enhanced receptive skills. This approach uses a creative combination of video and live language opportunities to enhance language attitude plan, production skills, receptive skills, ASL analysis, advanced vocabulary, syntax, and register variation in ASL (formal, consultative, informal and intimate). The workshop will outline a successful curriculum that integrates these language-based goals along with cultural discourse identities that lend themselves to more effective use of ASL and understanding about the role of culture and collaboration in successful alliances. We will showcase hands on activities and model ideas that have generated positive outcomes without compromising high expectations for language skills and cultural sensitivity.

#### *A Different Approach to Teaching ASL for Better Retention*

**Robert DeMayo & Hilari Scarl**

SIGN WITH ROBERT is a new and exciting teaching tool for educators, students, parents, and individuals of all levels who wish to improve their signing skills and knowledge about Deaf culture. Featuring acclaimed Deaf actor/ASL consultant Robert DeMayo, SIGN WITH ROBERT provides over 15 hours of engaging and informative lessons on wide-ranging topics such as science signs, business vocabulary, ASL stories for young children, unique insights into Deaf culture, receptive practice, Deaf history and much more! Each of the 30 episodes is 25 minutes long, with each episode segmented into 4-6 minute chapters based on specific topics. The series is directed by award-winning filmmaker Hilari Scarl (See What I'm Saying, No Ordinary Hero) and is available to stream to your entire school, download for your classroom or view on our 10-DVD collection. The ASLTA presentation will show clips from the series and provide teaching tools, games and topics for discussion.

#### *Introduce Your Students to ASL Classifiers*

**Anthony Isaacs**

Are you looking for more effective ways to incorporate teaching ASL classifiers in your ASL classes? Many ASL teachers have developed additional lessons in teaching ASL classifiers but feel something is missing and are looking for new ideas on how to emphasize ASL classifiers in their teaching. This presentation will discuss basic information on classifiers and offer some ideas in teaching ASL classifiers such as teaching strategies, technology use, activities, and evaluations. The Deaf presenter will demonstrate how he connects his ASL classifiers lessons to the Signing Naturally textbooks.



## *Mastering the ASL Conversation: Teaching and Discussing ASL Conversation Regulators*

### *Christine Multra Kraft*

Opening with a dissection of conversational dynamics and how culture impacts conversation behavior, strategies to teach and practice this in all levels of ASL classes will be discussed. Guiding students in their explorations of conversation functions through video work, observation/labelling, and guided practice pays off with students more confident in their ASL interactions. Both one-on-one and group conversation mastery practice activities can be integrated into lesson plans. Strategies for teaching students to explore and learn specific vocabulary/NMM for opening, introducing, switching topics; maintaining conversations; holding the floor; interrupting; backchannelling; and closing dialogues will be shared along with assessment techniques.

## *Community Connections at Fresno State: Deaf Space and Service Learning*

### *Dr. Janice Smith-Warshaw*

Many hearing undergraduate students are taking American Sign Language classes at California State University, Fresno, also popularly known as Fresno State. More and more frequently, hearing students are attending ASL Level Four classes, in which deaf-friendly design outside of the classroom is not well-understood or implemented. "Deaf Space and Service Learning" is a set of principles which provide an in-depth understanding of communication and Deaf culture outside of the classroom. ASL IV students must attend a "Deaf Space" room where the use of ASL-only is required. These students also need to complete 15 or more service learning hours by participating at the local Deaf and Hard of Hearing Services Center (DHHSC) and the Fresno State ASL Club's community events. Primarily, the idea of establishing these community connections is what guided the deaf-friendly design experience outside of the classroom.

## *ASL COURSE, ME DEVELOP ONLINE ME?*

### *Beth Siebert & Bradley Neubarth*

Developing or creating an effective hybrid/blended/flipped ASL course can be intimidating. In this interactive workshop, the following questions will be addressed. What does an effective hybrid ASL course look like? What content should be taught online and what should be taught in the traditional face-to-face class? How and when do the instructor and students interact with each other online? How do we build this format with effective online materials? Does this instructional method support mastery of the course content and progression to higher levels of fluency? Along with addressing these questions, information on how to develop a hybrid course will be presented, including a demonstration of a hybrid ASL I course developed by the presenter. The goal of this workshop is to encourage ASL instructors to consider the benefits and challenges of creating hybrid courses.

## *Raising the Bar: Setting a Standard for Academic ASL*

### *Brandon Hill*

The aim of this workshop is to introduce the concept of a standard in the recording and preservation of academic ASL. There are various written formats for academic reports (i.e. APA, MLA) however, there is a lack of any standardized format for signed languages in academia. Since signed languages are visual, there are different parameters to consider. This workshop will explore those parameters and the importance of establishing standards for ASL in academia, as well as teaching technical skills that can be used to implement such a standard.

## *Using Holidays to Teach ASL*

### *Patricia McCarthy*

Holidays come and go but are an exciting times to be celebrated. Students enjoy discussing holidays and can make the conversation more meaningful and relevant. Ever consider incorporating holidays into your instructional time rather than mentioning on the actual day? Enjoy expanding your curriculum with holiday activities. This workshop will be hands on for the participants. The activities include paper and pencil, independent and group work, YouTube segments and others. Participants will have an opportunity to perform some activities. *Holidays include Halloween, Thanksgiving, and winter events.*

## *Round-table Discussion on ASL Curriculum & Instruction*

### *April Haggard & Michelle Swaney*

In spring 2015, a nationwide survey of ASL Instructors at the postsecondary level on American Sign Language Curriculum and Materials was conducted. Some questions the survey addressed included curriculum utilized as well as perceived gaps. The three most widely used curriculum indicated from survey results were Signing Naturally, Master ASL and Learning American Sign Language. This round-table discussion will engage participants in open dialogue based on survey results and garner ideas and feedback regarding ASL curriculum, instruction and perceived gaps and in order to generate new ideas and approaches for instructors to utilize.

## *Flexing Students Out: A Personalized Approach to Second Language Instruction in High School Settings*

### *Damon Johnson*

Over the years, the climate of classroom instruction has been uniform with minimal changes to how we teach students. Shifting the focus from teacher-centered instruction to a student-centered learning experience by implementing comprehensive pedagogical and technological opportunities, providing a personalized learning experience for each student. A personal journey of imagining, designing, implementing and redesigning a personalized learning approach allowing students to personally develop skills and achieve academic success. The workshop expands on the concept of personalized learning discussing the roles teachers and students are assigned and the comprehensive approach to personalized learning facilitating technology and lesson planning.

## *Distribution of Meaning*

### *Pamela Wright Moers*

Semantics can be an area of challenge when teaching ASL to English users. They often want to connect each ASL sign to one English word, but we know that is not possible. As teachers, we often tell our students, "It's all about context," but there are ways we can discuss semantics with more depth. This workshop goes beyond the context to show the three-dimensional web of connections between multiple meanings, synonyms, connotations, registers, idioms, and allusions. Using information from linguistic research and pedagogy, we will discuss the variety of ways that meaning can be expressed in ASL and English.

## *Design a Computer-Based Test for American Sign Language Courses*

### *Nicholas Lalanne*

Educational programs are shifting their assessment designs from paper-pencil testing (PPT) to computer-based testing (CBT). There are concerns regarding the differences between deploying PPT and CBT types of tests. Students taking the CBT may have an advantage due to their ability to replay videos multiple times. The findings from research indicate little or no significant differences in grade scores between PPT and CBT. Evidence shows that students are more motivated taking CBT rather than taking PPT. One advantage of (continued on next page)

(continued from previous page) taking CBT is that it reduces students' anxiety. Currently, educators are questioning their assessment designs and asking, "How do we, as educators, design a computer-based test that is accessible, reliable and valid for ASL courses?" This workshop will discuss several valid assessment design options that increases practicality, reliability, and authenticity for ASL instruction.

### ***Nuisances in American Sign Language: How to De-Oralize Your Signing***

#### ***Bo Clements***

This workshop will discuss some commonly used signs that can be bothersome to those using ASL, for example, signs whose productions can have oral/aural influence. Reasons for these changes in production will be discussed, and different signs have shown to be identified. It has to do with the historically evolved signs from the post-oralism to the period of the oralism. The goal of this workshop is to reduce the nuisances in American Sign Language to get back on the right track of the originality of American Sign Language. The audience can share it to disagree or agree with these signs to be standardized.

### ***The Status of Sign Language Instruction in Institutions of Higher Education: 1982-2016***

#### ***Dr. Sheryl Cooper***

A few short surveys published in 1982 and 1984 marked the beginning of research on teaching sign language in post-secondary institutions. In 1994-1995, this researcher collected data from over 300 colleges and universities where sign language was taught, providing a baseline of data on the structure, content, teaching, administration, and resources in post-secondary sign language programs. In 2004, she conducted a follow-up survey to see what changes had occurred in the 10-year interim, and she repeated the study again in 2016. This presentation will compare data across more than three decades, showing how ASL has emerged as an academic subject on campuses around the United States, and how this is impacted by the presence of Deaf teachers and administrators, and advances in technology and curricula. Data include descriptive and comparative information on institutions, faculty (gender, hearing status, age, minority status, teaching experience), program content and resources, administrative oversight, and more.

### ***ASL Language Mentoring: More Than Just Giving Feedback! Strategies From a Language Mentoring Team***

#### ***VRSII Language Mentoring Team***

ASL Language mentors form professional relationships with people wanting to get direct support with their ASL abilities. Like a personal trainer, the ASL Language mentor works with their mentee to create a individualized skill development program that builds up on their available skills, focuses on filling in the knowledge/ability gaps and helps them push the limit on what they can do. A key component to successful mentoring is to foster the mentee's ability to evaluate their own progress and make decisions about priorities and goals. The mentor provides guidance and support, helping to create objectives leading into the pair choosing specific tasks/ assignments aimed at developing skills. Reflection and re-assessment of their abilities/progress needs to be done by the mentee regularly with discussion with the mentor to ensure the mentoring stays on track.

The VRSII Language Mentoring team will share their experiences with creating successful mentoring relationships, tips for adapting ASL classroom activities into a one-on-one skill development series, plus specific ways to enable and inspire the mentee to honestly assess their own skills and apply their energy toward positive growth.



## *Coursework Meets Practice in the Lab: Take Your ASL Classes to the Next Level*

### *David Solis & Melody Hull*

Are your students meeting their potential? Do you make effective use of learning outside of the classroom? Do you want to maximize student engagement? If you want to know how to get the most benefit for your students join us for an informative session on getting the most out of your department's ASL lab! San Antonio College is a nationally accredited program and we will share best practices from our 20 plus years of effective use of classroom activities and teaching with supplemental work in the ASL lab.

## *Transforming Your Students Into Life-Long ASL Communicators*

### *Dr. Don Bangs*

**Problem:** Over a million high school and college students take ASL courses annually, but most lose their skills after completing their courses. If students retained and used their ASL skills, imagine what a wonderful ASL-Elevated world we would live in!

**Program:** This workshop will give participants the tools they need to transform their students into life-long ASL communicators by:

1. Helping ASL students incorporate stronger motivating reasons and Deaf Gain concepts into their learning processes.
2. Teaching through a task-based communicative approach that involves ALL ASL students in class activities.
3. Showing students how to use fictional and historical storytelling to develop fluency in ASL.

## *Finding and Applying ASL Videotexts for Classroom Use*

### *Keith Gamache, Jr.*

The use of literature is believed to be one of the keys in learning a language. There is an explosion of available ASL videos on DVD, YouTube, and websites with ASL vlogs in recent years. How would you be able to use them to your advantage in the ASL classroom? They can be used as a learning resource to enhance the teaching and learning process in schools. We are facing a rising generation who are tech savvy and relies on internet applications and social networks for information. The workshop suggests a five-step process: finding a videotext, record a vocabulary list, identifying its linguistic features, assigning text to category or categories, and creating relevant activities. The workshop will include an explanation of key concepts and a demonstration. The participants will then participate in a sample videotext using the same approach and to discuss their experiences at the end of the workshop.

## **Friday Sessions (6/30/17)**

### *ASL Head Movements - Critical Features in ASL and Interpretation Teaching*

#### *Dr. Keith Cagle and Sharon Lott*

The presenters will discuss head movements and their vital grammatical and discourse functions in American Sign Language. The study is based on their teaching experiences with ASL and interpretation students and their studies with the ASL signers in videotapes. Head movements are critical features in ASL and they need to be emphasized in the classes. Head movements are alike using patterns of rhythms, stress, and intonation in a language. They are analogous to the use of punctuation, such as commas, semicolons, and spaces between sentences and paragraphs. The presenters will demonstrate several examples of head movements that co-occur with certain words and fingerspelling, as well as their use as grammatical and discourse markers and in managing listener's feedback. The presenters will discuss some strategies for use in ASL and interpretation classes, which will include teaching head movement for students to improve their ASL expressive and receptive skills, and interpreting skills.

## *ASL Flash: A Sequel*

*Regan Thibodeau*

As requested, ASL Flash returns to talk about signing conceptually on the phrasal level and to dive further into the concept of sign-roots. How the 5 parameters are embedded in our sign play and how they support what we say as being conceptually accurate.

## *Teaching American Sign Language Learners to Become Engaged Scholars in the 21st Century*

*Timothy Riker*

This workshop will introduce participants to the process of developing a course that prepares students to become an engaged scholar using the participatory approach to teaching American Sign Language. After completing a series of language courses with a strong Deaf Studies component and learning media production skills, students can enroll into a course designed to collaborate with the Deaf community on a semester-long project. Through community engagement, students will use their advanced ASL skills on projects designed to raise awareness and lead to positive change in the community. Participants will learn about model courses which have used community engagement, including a report of the results of an engaged scholars ASL course at Brown University during spring 2017. Some successes and challenges will be discussed, including what it means to be a Deaf ally, the role of students as engaged scholars, and engaging the Deaf community using a transformative approach.

## *What the Best ASL Teachers Do: Examining Traits and Characteristics of the Best ASL Teachers*

*Joseph Featherstone*

There are always a few teachers that just do it right, and when they teach, they have our undivided attention. What do they do that makes us want to learn? What do they do that makes us not want to blink? The book "What best college teachers do" Dr. Ken Bain conducted a research from teachers from all over the country in all disciplines, and found common themes in the best and most effective teachers. This research will be the foundation of the workshop along with my experience and research and will be covering the following questions in ASL teachers:

1. What do the best ASL teachers know and understand?
2. How do they prepare to teach?
3. What do they expect of their students?
4. What do they do when they teach?
5. How do they treat students.
6. How do they check their progress and evaluate their efforts.

## *Canvas: Maximizing ASL Instruction*

*April Haggard & Michelle Swaney*

This presentation will explain how The University of Tennessee (UTK) is utilizing Canvas to maximize ASL instruction and increase course rigor to develop standardization in our program. The UTK program has experienced exponential growth since fall 2012 with enrollment in all ASL courses increasing by 58%, the number of courses offered increasing by 57% and the number of ASL instructors increasing by 60%. With the increase of ASL courses, instructors and students, the need to standardize instruction and increase classroom instruction was critical. To meet the demand and increase rigor, the UTK program began implementing the use of technology to provide testing and increase expressive and receptive skills in ASL students. The process began with Blackboard until the University migrated to Canvas. Canvas is proving to be more efficient and user-friendly in conducting testing and creating standardization across all ASL courses.

### *Required Deaf Event Attendance: A Burden on the Deaf Community?*

***Dr. Thomas K. Holcomb***

Many ASL programs require their students to attend events in the Deaf Community as part of course requirements. However, the benefit of such requirement is often questionable. Furthermore, Deaf people are losing patience with ASL students who do not exhibit appropriate behavior or respect at the events. In this workshop, the participants will discover strategies to maximize the deaf event experience for their students and, at the same time, protect the sanctity of the Deaf community. Such strategies include helping students to identify appropriate events for students to attend, to demonstrate appropriate behavior and attitude when attending an event, to find ways to become an ally, and to process their feelings related to the event attendance.

### *Elevating Standards for ITP Students in ASL Classrooms*

***Regan Thibodeau & Joseph Featherstone***

This workshop is a discussion about elevating the standards for performance outcomes in all ASL students as well as streamlining learning outcomes that the ITP student needs as early as possible for building a stronger command of language processing in ASL. This can be done regardless of which course materials are being used and it starts with innovative activities done by you. These activities are made available for your perusal if you come to this workshop!

### *Basic Principles of Stories with Handshape Constraints*

***Ben Jarashow***

This lecture will focus on a specific ASL Literature genre, Stories with Handshape Constraints. There are four types of stories with constraints, which are: ABC stories, numbers stories, word stories, and one-handshape stories.

During the course of this lecture, the audience will explore history of each four stories. Also the audience will learn the appropriate format for each of the four stories and how to create good quality stories with constraints.

These basic principles will also give the audience tools to critique others' stories with constraints. Video examples of stories with constraints will be shown and the audience will be able to practice critiquing the stories using tools learned during the presentation.

### *Designated Interpreters in the Higher Education Field: Best Practices*

***Claire Sanders***

In the last 20 years, the growing profession of Deaf Studies Programs includes numerous Deaf Staff, Faculty, and Administrators, leading to a greater demand for QUALIFIED interpreters to bridge the communication and cultural gap between these Deaf professionals and students, colleagues, administrators, and community members. Unlike traditional/common interpreting situations, there is a unique need on campuses across the nation for interpreters in these environments to be able to possess specific skills and additional competencies with regards to Higher Ed that allow successful communication and interaction to occur. The presentation is designed to share best practices which include common issues and dilemma and solutions for the Deaf professionals as well as the staff (i.e. service for students with disabilities) that are often assigned the duty of hiring interpreters.

Identifying and understanding the common issues and dilemmas, brainstorming for possible solutions and suggesting the best practices are the objectives of this workshop.



## *Digital Innovation Elevates New Zealand Sign Language (NZSL)*

***Sara Pivac Alexander and Dr. David McKee***

This presentation examines how sign language teaching and learning in New Zealand is being elevated through two projects of national significance: TeachSign and Learn NZSL websites. Although NZSL has been an official language since 2006 and NZSL teaching has been around since the late 1980s, NZSL teachers have relied heavily on adapting the Signing Naturally ASL curriculum, and face-to-face training for NZSL teaching. How do we make NZSL teaching 'ours' and resources more readily accessible to a small, dispersed population? In 2014, TeachSign, an online resource and information hub for everything to do with NZSL teaching, was developed. This site offers a NZ based curriculum, with teaching/learning materials, including demonstration videos designed for deaf teachers. Work is currently underway on Learn NZSL, an e-learning website for beginner NZSL learners nationwide that has high production values. These large-scale projects highlight the potential of technology to increase quality, standardization and professionalization of sign language teaching and learning, which plays a critical role in elevating language status.

## *The ASL Honor Society & Your ASL Program: Scholarships, Student Competitions, and Recognizing Academic Achievement*

***Lisa Godfrey, Patricia McCarthy, Jessica Parker, and Jason E. Zinza***

Honor societies have a long history serving various foreign language programs, with some of them existing for more than 100 years. Now in its 10th year as part of ASLTA, the ASL Honor Society provides enrichment opportunities for ASL teachers and students in high school, community college, and college / university programs. This presentation will help you understand the purpose of the ASL Honor Society, the benefits that come with membership, and review the major programs that ASL teachers and students can participate in. See why so many different institutions have established chapters of the ASL Honor Society on campuses across the country, and how you can encourage better student academic achievement, ASL proficiency, qualify for scholarships and teacher grants, and more.

## *The Unseen Secret Behind the Evolution of ASL*

***Missy Keast***

In voiced languages the evolution is driven by native speakers. Unfortunately not true for signed languages! In signed languages the evolution is driven by a combination of native signers and non-native signers. The non-native signers have learned the language out of necessity to participate in the community. This workshop traces the evolution of ASL starting in previous centuries and arriving today in our "Modern" world where a combination of culture, technology and stakeholders all drive the evolution. A key part of this workshop will be a discussion as to the evolution and when it is good and bad for the language.

## *The Evolution of Gallaudet University's Graduate Preparation Program for Sign Language Professionals*

***Dr. Raychelle Harris***

The Masters in Sign Language Education (MASLED) graduate program is currently the longest-running, existing graduate sign language preparation program for professionals working in educational settings specifically with sign language. The MASLED program, established in 2011 by Dr. Raychelle Harris, who will be moderating a multi-pronged, open-ended panel covering multiple content areas: 1) Dr. Harris will present an overview of the evolution of the MASLED graduate program, including what kind of changes were implemented over the years based on current trends in the ASL teaching field; then 2) Hosting a panel with multiple MASLED alumni representing each year of the program (2011 through 2016) and then 3) Another panel of MASLED faculty members over the years (Drs. Keith Cagle, Kim Kurz, Curt Radford, and more) and finally, An electronic showcase of the top, award-winning ePortfolios showcased by MASLED alumni.

## *Interactive Class Activities*

### *Timothy Trotto & Gerardo Di Pietro*

This year our ASL team will be focusing on fun activities to bring up student motivation. Many students today have a difficult time staying motivated in ASL classes during a block schedule. This is largely due to not having enough activities over the course of the period so students become restless and bored easily. Providing fun activities that enhance grammar, fingerspelling, facial expressions, and eye-contact will not only increase student motivation but also help with classroom management, lesson planning, and reinforcement of the language.

## *What's With the Attitude? The Impact of Intonation on ASL*

### *Pamela Wright Moers*

Several studies have shown that a large part of communication is how we say things—not what we say. This awareness is vital for ASL teachers, interpreters and researchers, yet can be one of the most difficult things to determine while processing information. In this workshop, participants will learn about different types of intonations that occur in ASL and identify the speaker's intended meaning. Through discussions and activities, using data and research from interdisciplinary fields, we will analyze tone, prosody, pauses, turn-taking and word choices in ASL and English, and will look at how all of these impact the meaning of what is said.

## **Saturday Sessions (7/1/17)**

### *Implementing Deaf/ASL Cultural Anecdotes in Your ASL Classroom*

#### *David Martin*

Many American Sign Language programs are struggling with retention of ASL students. Many also deliberate how to engage students into learning ASL. Many Interpreter Preparatory Programs enroll future interpreters that do not know in depth about Deaf people and their culture. How can we as ASL teachers increase our enrollment, have lower dropout rates from our ASL classes and prepare our interpreters to the best of their ability and knowledge of the Deaf community. Teach about Deaf culture and community in your ASL classes! We cannot separate language and culture. General knowledge is that one of the favorite parts of ASL classes are when stories are presented. ACTFL encourages any language teachers to include the 5 C's. Few ASL curriculum, textbooks and materials include the 5 C's. In this workshop participants will understand the importance of sharing cultural anecdotes during your class time. Participants will be able to recognize and find various ASL/Deaf related topics to share in their classroom. The presenter will demonstrate and give examples. Participants will be inspired, not only to teach ASL, but use cultural tidbits in your lessons and classroom.

### *The Use of L1 as a Tool to Teach L2 American Sign Language (ASL)*

#### *Dr. Jason Listman*

The efficacy of using a person's native language (their L1) to teach them a second language (L2) has been debated for years in the fields of second language acquisition and American Sign Language pedagogy (Cook, 2001). Currently, the most popular method of teaching ASL to L2 adult learners is known as the Direct Experience Method (DEM) (Newell, Mallery, Menkins, Holcomb, & Arthur, 1980). DEM advocates exclusive use of the target language (ASL in this case) with no use of English as a learning tool in the classroom. To date, there are no existing studies that examine the effectiveness of different teaching approaches for teaching ASL to L2 adult learners. The purpose of this presentation is to share the results of a mixed study comparing the two teaching approaches: the Direct Experience Method versus a second approach which uses L1 (English) as a learning tool to teach L2 learners about ASL grammatical structures. Participants' opinions about the teaching methods will be discussed as well.

### *Have You Kahoot or Pear Deck Today?*

***Patricia McCarthy***

Tired of the same materials? Can you really use that handout one more time?? Try incorporating these two new technology programs into your instructional materials. The first is Kahoot. This is a fun learning game made from a series of multiple choice questions. Add videos, images and diagrams to your questions to amplify engagement! KAHOOT gives the teacher the ability to share with other teachers or create your own specific activity. This type of social learning promotes discussion and pedagogical impact, students can create then share their own kahoots to deepen understanding, mastery and purpose. The second is called Pear Deck which brings interactive, engaging slide presentations to your classroom. Real-time formative assessments and discussions enhance understanding. Pear Deck encourages interaction with peers and allows dialogue. Each of these technology programs can be used as either a do now activity, a review activity or to instruct a full lesson.

### *Beyond Observation: Service Learning and Community Involvement for American Sign Language & Deaf Studies Students*

***Andrew Veith & Dr. Octavian Robinson***

Students who are introduced to deaf communities through service learning and meditated community involvements develop stronger language and cultural skills. It is critical for students to engage in service-based learning and develop strong, mutually beneficial relationships with the local Deaf community. Teaching from a social justice framework, we explore service-based learning through two different avenues. One is community-based and the other is project-based engagement with the community. Service-based learning, is a pedagogical approach of learning from direct experience with deaf communities and individuals with an emphasis on mutual exchange of benefits. Students also participate in interactions with the local deaf community through carefully curated events hosted by our program to model socially just relationships. Students gain a deeper understanding of course content by integrating theory with practice in the community, and communities gain access to volunteers and resources.

### *Developing Cultural Competency Through ASL Courses*

***April Haggard & Michelle Swaney***

The ASL program at The University of Tennessee has made changes in its approach to providing ASL student's exposure to Deaf Culture. The UTK program has experienced exponential growth since fall 2012 with enrollment in all ASL courses increasing by 58%. With the increase of ASL courses, the numbers of students required to attend Deaf events skyrocketed but the number of Deaf related events did not match the increased need. Our program learned from the Deaf community that there were concerns about having large numbers of hearing students attend Deaf events. The UTK ASL program learned strategies from the Spanish program on increasing student understanding of the Spanish culture. Therefore, we implemented new strategies into our courses. The UTK ASL program has seen a very positive impact and response from students regarding activities that have been implemented in ASL courses in lieu of a large number of required Deaf events.



## *Reframing Introduction to Deaf World for Students*

### *Regan Thibodeau*

Often students learn about the Deaf World as bystanders, like people at the museum looking at the Masterpieces, but what if we taught the course in a way that the students became aware of their active roles in the Deaf World? It begins with reframing. We can talk about who we are, identify our power and privilege, and then we can talk about our impact on each other thus our impact on the Deaf World. An active perspective means that students will engage in a critical inquiry about where information about deaf people come from as well as their responses to events that pertain to deaf people.

## *The Social Justice Framework in Teaching ASL and Deaf Studies: Benefits and Applications*

### *Dr. Octavian Robinson*

This presentation proposes the use of social justice frameworks in teaching ASL and Deaf Studies. Research has shown that using social justice frameworks in teaching helps improve student retention in programs, student graduation rates, and relationships between students and faculty. The value of using the social justice framework is apparent with the changing demographics of our student populations, the increasing emphasis placed on minority student recruitment and retention among higher education institutions, and national conversations about equity. After exploring the benefits of using social justice frameworks, the talk will explore a variety of social justice applications to syllabi and assignment design while considering how we use canonical texts in teaching ASL and Deaf Studies. The talk will conclude with reflection on how to avoid microaggressions in teaching ASL while promoting authentic encounters with Deaf/DeafBlind/DeafDisabled/Hard of Hearing people through service based learning and meditated contact.

## *APPsolutely ASL*

### *Bo Clements*

This workshop will discuss about using the APPS in the ASL classrooms. APPsolutely is the digital way to say absolutely. It is for the mobile device Apps via smartphones, or tablets for the student to use in the classroom. There are wonderful apps that you can use it to create a quiz, a presentation, a discussion board, a survey, and to post videos and introduce many more in the classroom use. I will teach some signs of a glossary of WIFI technology. Your inputs of sign vocabulary would be helpful. I will give you a list of recommended Apps that you can use it in your ASL classroom. I will demonstrate this App - Kahoot! - To use it as a step by step with you in the session to use it for the games in the classroom as an example. After using this Kahoot! Games, you can share your Apps if you have one from your smartphone or tablet with us to gain more Apps to use in the ASL classroom.

## *College Admissions and Graduation Policies Regarding ASL: National Survey Results*

### *Dr. Jason E. Zinza*

Between February and November 2016, every four-year college / university program in the United States was contacted to determine whether ASL fulfills entry and / or graduation requirements. More than 5,000 institutions were surveyed total. This presentation will review the survey results, identify which schools do or do not accept ASL, highlight particular reasons some institutions resist acceptance of ASL, and examine specific areas for further advocacy. ASL teachers, administrators, and guidance counselors at the high school level are particularly encouraged to attend, in order to finally be able to answer the common question "Which colleges do or do not accept ASL?"



Thank you for being part of ASLTA and making 2016-2017 a very successful year for YOUR organization. Have a great summer, and we hope to see you at the conference!



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