

# ASLTA

American Sign Language Teachers Association

Newsletter

Volume 6 Number 1 Spring 2000

## PAH!!! Joint ASLTA and NAD Board Meeting

### News from President

By Leslie C. Greer



### ASLTA/NAD meeting

The ASLTA Board members and I went to Norfolk, Virginia last January to meet face to face with the NAD Board members. The meeting was productive. The issues were: 1) ASLTA's affiliation with JNCL/NCLIS; 2) ASLTA and CIT collaboration; 3) working with state associations to establish local chapters of ASLTA; 4) lack of ASLTA visibility on such projects as Deaf Children's Bill of Rights, Stokoe Scholarship Committee and any committee/task force that has ASL related issues; 5) working with state legislatures to recognize certified ASLTA teachers and other issues; 6) discussion of helping ASLTA members to get a clear visual concept of where their NAD membership money is going; 7) discussion of the feeling that NAD treats ASLTA as a stepchild, and the need to become a more visible and recognized part of the NAD; 8) more visibility and announcements about ASLTA activities at the upcoming conference including that the Sheraton Waterside is the headquarters hotel for ASLTA activities. The issue that was discussed the longest was about

NAD Membership dues for ASLTA members. ASLTA members have not seen anything offered by the NAD for ASLTA. Some examples were that the ASLTA logo is not visible in NAD Broadcaster and the NAD/ASLTA Conference Brochure shows a "tiny" ASLTA logo possibly indicating that ASLTA is not an important part of the NAD/ASLTA Conference. The discussion centered around how ASLTA members are primarily interested in the professional concerns of teaching ASL but that NAD has many other broader concerns and that it might be time for ASLTA to become its own independent organization. Will ASLTA continue to grow if under NAD? Some people do not want to be affiliated with NAD and some want to continue with it. NAD has nurtured many of the existing independent organizations serving Deaf and hard of hearing people. For example: American Society for Deaf Children, the RID (Registry of Interpreter for the Deaf) and others. In the end, both ASLTA and NAD Board members agreed to set up a Ad-Hoc committee to investigate these issues. The ASLTA Board and I voted to have Bill Newell, Laura Thomas and me represent ASLTA on an Ad-Hoc Committee to discuss the issue of the relationship between ASLTA and NAD. NAD has appointed Kent Kennedy, Vice President, Claudia Bergquist, Region II and Phil Moos, Region I to this Ad-Hoc committee. The

committee will report at the ASLTA/NAD conference. On Saturday evening, the Virginia Association of the Deaf invited ASLTA Board members and me to join a friendly reception with NAD Board members and the NAD staff. I extend my most sincere appreciation to the NAD President, Libby Pollard and her Board for inviting the ASLTA Board and me to attend the NAD Board meeting.

### **ASLTA/CIT meeting**

The ASLTA Board members and I had the opportunity to meet face to face with the CIT subcommittee, Anna Witter-Merithew, Vice President, Robert Lee, Region I Rep and Board Liaison to the ESC (Educational Standards Committee), Paul Schreyer, Region II Rep, and Barbara O'Brian, Association Secretary. Christine Smith, President and Carolyn Ball, Treasurer also joined us at the ASLTA's 1st national professional development conference. We continued the discussion about specifics of collaboration between ASLTA and CIT.

CIT will find ways for the ASLTA to be involved in and contribute to CIT's accreditation process to help to ensure that the language and cultural foundation that is requisite to the acquisition of interpreting skills is represented authentically in interpreter training programs. Bill Newell and I will be involved with CIT's ESC.

Professional development opportunities will be offered to the members of both CIT and ASLTA each year. Registration fees will be established so that ASLTA members registering for CIT convention will be at the same rate as CIT members and vice versa.

During the conferences of CIT and ASLTA, the Board members will meet to continue to discuss strategies for working toward common goals. The CIT and ASLTA are more educational organizations than service organizations such as RID and NAD.

CIT and ASLTA will explore ways to have joint publications and opportunities for research.

I strongly encourage you to attend the CIT Convention this coming October to earn hours for ASLTA Certification. Please read Barbara Ray Holcomb's report.

### **Conference at Norfolk, Virginia (July 3-8)**

I would like to remind you that the ASLTA headquarters will be at the Sheraton Norfolk Waterside Hotel. All ASLTA workshops and the ASLTA office will be there. The address of the Sheraton Norfolk Waterside Hotel is 777 Waterside Drive, Norfolk, VA 23510 and FAX number is 757-623-7346. When you reserve your room at the Sheraton, make sure to tell them that you attend the NAD/ASLTA Conference 2000.

### **Contribution**

On behalf of ASLTA, I wish to express my gratitude of the late Hazel Virginia Waldron for her generous and unselfish contributions to two organizations, ASLTA and the Registry of Interpreters for the Deaf (RID). There is a tribute to her in this issue.

### **New Editor of ASLTA Newsletter**

I want to welcome Cindy Campbell, Assistant Professor at the ASL and Interpreting Education Department at the NTID, to be the editor of ASLTA Newsletter. She is very excited to be editor for you. Please read her report.

### **Thank you, Bill Newell**

I want to express my heartfelt thanks to Bill Newell because he has been ASLTA Evaluation Chair since 1990. He has been working hard to satisfy ASLTA members about ASLTA Certification. As you know, Evaluation Chair is a tough job. Bill also saved this organization from falling apart in 1980's. He rolled up his shirtsleeves to revitalize the organization and put us on the path to become strong and independent. He also revised the certification system with Keith Cagle, Chuck Gramly and Laura Thomas. Please welcome Keith Cagle of Gardner Webb University as our new ASLTA Evaluation Chair starting this coming July.

## **Tribute to Hazel Virginia Waldron**

By Delores Alice Miller

Imagine being born deaf on January 31, 1909; in the mountains near Maben, West Virginia in the heart of coal mining and lumber mill country. How do you raise and educate a deaf child there? The average salary of these hard working citizens there was far below the poverty level. The lifeline for its Maben citizens was the Railroad Company, which was a modern source of transportation for the town folks. At a time when people relied on horse and buggy for local and short distance travel. Only the wealthy and the privileged drove a car in later years. It would be incomprehensible for us to appreciate as it was nearly a hundred years ago. Try to imagine a life with minimal or no electrical power, no hot running water, without a radio, no television, and phones. People had to leave their home to go to the train station or to the general store to make a phone call. Comfort, security and conveniences were not common place.

Hazel V. Waldron attended the State School of Virginia for the Deaf and Blind in Staunton between 1915 and 1928. She returned to her hometown to live with her parents until the late 1940's. Hazel lived with the stigma of being thought of as "deaf and dumb". She was not allowed to vote, to work, to drive a car or to get married. She later moved to the Washington, DC area to live with her only sister and brother-in-law. There she lived under their loving and protective care. By 1980, Hazel had outlived her immediate family and for the first time she had to live alone. Hazel depended on the kindness of her neighbors and a few close friends to survive. She knew that she was fortunate and appreciated their help as she advanced in age.

Hazel told me an endless number of stories about her life. Many were delightful and funny as well as sad and tragic. Hazel understood that her life would have been different if she had teachers who could communicate with her in ASL. As time went by, Hazel realized that education and rights for the deaf were seriously lacking. It wasn't until 1989, when Hazel was 79 years old that she saw a TTY machine. Soon after she was introduced to closed captioned television, door and phone

lights, smoke alarms with strobe lights and computers. Hazel's eyes would fill with wonder and amazement.

Hazel often asked about deaf people and their lives. She learned that deaf people could vote, drive, get married and work. I would tell her that this is just the beginning. At every chance we would talk about the "deaf world" that she never knew about. The conversations would start like; "Did you know that there are deaf lawyers, deaf teachers, deaf doctors, deaf dentists, deaf business owners, deaf government workers, deaf car mechanics, deaf electricians, deaf homebuilders, deaf actors and dancers?" Hazel was very proud that deaf people were making great strides.

We talked about professional sign language interpreters. Interpreters? Hazel referred to them as people who "sign and speak both." Hazel knew the true value of having a friend who could facilitate communication. She understood when communication were a success this often brought on understanding and happiness. She believed strongly that interpreters are unique class of people who deserve recognition by hearing and deaf people.

Hazel found reassurance in knowing that deaf people's lives had improved by generations of good leadership and that new laws were passed to protect deaf people all over America. She respected the organizations that were established to serve the deaf and the hard of hearing community. Hazel spent most of her life without the luxuries such as TTY, relay services, or sign language interpreters. Nor had she had ASL role models in the classroom or anytime thereafter in her life.

Some years before her death Hazel expressed her desire to help and support persons or organizations that will provide services to ensure the future of deaf education and the profession of sign language interpreters. Hazel's generosity can be honored through professional services that produces positive results. If you are that person or organization remember an angel has touched you and her name was Hazel Virginia Waldron.

## News From Vice President

By Barbara Ray Holcomb



### NAD/ASLTA Conference

Hello! The NAD/ASLTA Conference is approaching soon. There will be two co-headquarters: 1) NAD headquarter will be located at Marriott and 2) ASLTA headquarter will be located at Sheraton. The co-headquarters located one block apart. Most ASLTA workshops will be held at Sheraton with an exception of an event, NAD and ASLTA Presidents' reception that will be held at Marriott. In addition, ASLTA award event will be at Marriott as well. During the week, there will be 20 different workshops related to teaching ASL and Deaf Studies. This is a good opportunity for ASL teachers to earn their hours in order to maintain or obtain their certification. I am looking forward to see all of you there!

### Professional Development Hours

The first National Professional Development Conference was held in Rochester, NY and the outcome of this was successful. A question often is asked in regards to the hours that participants earned by attending workshops that should be documented officially. It is in the process right now. The agency is currently working on documenting all the participants'

hours and will send it out some time in the spring.

### ASLTA Speaker's Bureau

In the past, Keith Cagle coordinated the Speaker's Bureau. Now, the responsibility is delegated to me. Speakers will receive a letter to update their personal information such as residence, occupation, email, phone number and so forth. Furthermore, new ASLTA members will also receive the letter. I am currently working on this. Your response is essential to the success of this project in order to be completed by the summer, hopefully at the NAD/ASLTA Conference.

### Conference of Interpreter Trainers(CIT)

The CIT will be celebrating their 21st birthday in Portland, Oregon. It is my pleasure to serve on the CIT Convention Program Committee. The CIT convention committee is looking for presenters to submit papers directed at the audience in the following three tracks; (1) Instructors of American Sign Language, (2) Educators in Interpreter Preparation Programs, and (3) Educators conducting short-term inservice training. Presentation will be either one and half hour or three hour sessions. If you wish to submit your abstract, contact Christine Smith, CIT President, Georgia Perimeter College, 555 North Indian Creek Drive, Clarkston, GA, 30021, (404) 299-4360.

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## News From Newsletter Editor

By Cindy Campbell



It is my pleasure to be the editor of this ASLTA newsletter. Imagine a decade ago, to put all this information together into a newsletter would consume a lot of time. Thanks to advanced technology,

computers allow us to simplify the process of creating a newsletter. I would appreciate it if in

the future you have any information, crossword puzzles or announcement to be printed in the ASLTA newsletter, please email directly to me. This is much easier for me, I can copy your document, then export and paste into another software, or mail a disk or a zip to me. I just want to make everything easy for everyone. The following deadline dates for the ASLTA newsletter are: August 1st, 2000, November 1st, 2000 and March 1st, 2001. If you have any questions or feedback, please feel free to email me at [editor@aslt.org](mailto:editor@aslt.org).



## News From Western Regional ASLTA Editor

By Eric Scheir

Attention all Western Regional ASLTA Chapters: please submit any interesting articles related to ASL, linguistics, research news about ASL Instructors and their profiles, or other information by email to Eric Scheir at [Esheir@aol.com](mailto:Esheir@aol.com) for the next ASLTA Newsletter.

NWASLTA and WA ASLTA have agreed to recognize each other's membership lists. The members from either chapter can attend the other chapter's events at membership costs.

American Sign Language Proficiency Interview (ASLPI) Training Regional Service Center for the Deaf hosted the intensive training of ASLPI for 20 Deaf individuals on February 4-6, 2000 at Portland, Oregon.

The 4th International Conference on Deaf History, Researching, Preserving, and Teaching Deaf People's History will be held at Gallaudet

University at Washington, DC on June 27—30, 2000. Contact Audrey Wineglass at 202.651.6060; [conference.cce@gallaudet.edu](mailto:conference.cce@gallaudet.edu); [www.gallaudet.edu/-dhiweb/dhi.html](http://www.gallaudet.edu/-dhiweb/dhi.html).

The American Deaf Community, Diversity and Change, a follow-up conference to the above conference will be held at Gallaudet University on July 1, 2000. Three themes are: 1) Changes in the Deaf Community over 50 years, 2) Diversity in the American Deaf Community, and 3) The Potential Impact of Change and Diversity on the Deaf Community in the 21st Century. Contact Audrey Wineglass, Gallaudet University, 202.651.6060 or [conference.cce@gallaudet.edu](mailto:conference.cce@gallaudet.edu).

Conference of Interpreter Trainers (CIT) will host a Conference at Portland, Oregon on October 18—21, 2000 ASLTA, WA ASLTA and NW ASLTA are co-sponsoring this national conference. Registration forms are now available through Julie Moore, 503.977.4672 or [jsmoore@pcc.edu](mailto:jsmoore@pcc.edu). Any ASLTA member can register at CIT membership rates.

# Movers & Shakers

## Deaf People Who Changed the World

*If Ludwig van Beethoven  
could write  
some of the world's  
greatest music  
without hearing it...*



*If Thomas Edison  
could invent  
the phonograph  
to copy sounds  
he could not hear...*



*If Helen Keller  
could rise above deafness  
& blindness  
to spend her lifetime  
helping others...*



*Then  
each of  
us can  
achieve  
greatness!*

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ASLTA

## News from Board Liaison

by E. Lynn Jacobowitz



### The excerpt of her letter to Dr. Love

Dr. Love,

Dr. Victor Galloway, former RSA director, recommended me to contact Dr. Ricardo

Hernandez of the OBEMLA (Office of Bilingual Education and Minority Languages Affairs) to work on approving American Sign Language as one of the official languages in the Bilingual Education Act. I'm interested in pursuing the OBEMLA's recognition of ASL as one of the official languages in bilingual education.

While I was the past president of the American Sign Language Teachers Association (ASLTA), we requested to be recognized by the JCNL/NCLIS and they have welcomed the organization to become a member. We, the members of ASLTA, have sent a couple of representatives to their delegation meetings.

We learned that Dr. Barbara Kannapell has requested OBEMLA to recognize ASL back in the early '80s and to no luck, ASL has not been accepted as an official language in the Bilingual Education Act. We, the ASLTA members, think it's a good time for OBEMLA to change this. There are a number of reasons:

As indicated in the Chronicle of Higher Education, November 5, 1999, Volume XLVI, Number 11, enrollments in foreign language courses are on the rise again, after a dip in the early '90s. The Modern Language Association reports that 1,151,283 undergraduates took such courses in 1998, up from 1,096,603 in 1995.

Spanish	656,590	+8.3%
French	199,064	-3.1%
German	89,020	-7.5%
Italian	49,287	+12.6%
Chinese	28,456	+7.5%
ASL	11,420	+165.3%
Korean	4,479	+34.0%

The Center for Applied Linguistics (1999) reports that there was an increase in offering ASL in elementary schools from 1987 (0.3%) to 1997 (2%), a seven-fold increase. In addition, they found the offering of ASL in secondary schools increased from 1% to 2% over the same period.

Dr. Cooper's study shows that there were 1174 reported ASL classes in the nation in 1997 and the numbers of students above (the report by Chronicle of Higher Education) seems to be underestimated. There are over 990 ASL teachers in institutions of higher education (Cooper, 1997). There are over 1000 ASLTA members and approximately 225 teachers are ASLTA certified (Newell 1999).

ASL is no longer viewed as solely the language used exclusively by grassroots deaf people in the deaf community (Carter 1980; Olson 1988; Padden 1994; Lucas and Valli 1994). Indeed, ASL as a first, second or foreign language is fast becoming an instructional option. Several schools for the deaf have instituted bilingual programs promoting ASL as the primary language for their deaf students (Kuntze 1992; Lane 1992; Philip 1995); Lane (1992) recommends that "the Secretary of Education should contact for a reexamination of teacher-training programs and criteria for their Federal funding with a view to fostering greater bilingual-bicultural competencies among special educators of the deaf" (pp. 183-184).

A letter dated March 9, 1999 was sent to the U.S. OBEMLA from Congressmen Gary L. Ackerman and Peter T. King, requesting that ASL be classified as a distinct language under the Bilingual Act. I had a personal communication with someone from OBEMLA last January and I was told that the OBEMLA still has not recognized ASL as one of the official languages for grant purposes but will work on its recognition for Bilingual Education Act. With this classification, deaf citizens could conceivably benefit from bilingual education programs and other such bilingual legislation that provide educational funding.

In this rise in popularity for legal recognition, there are 32 states that have legislation recognizing ASL as a foreign language or primary language (ASLTA newsletter, 1995). In each of these 32 states, there is legislation explaining how ASL must be recognized. Some recognize ASL either as first language, second language, foreign language, or even a primary language of deaf citizens. Some states go further by mandating that personnel and/or teachers working with deaf people must be fluent in ASL. And finally, some states recognize ASL as being acceptable for satisfying the foreign language requirement in elementary, secondary or post-secondary settings.

ASLTA has begun some of this important work with curricula projects. The need for a standardized curriculum was recognized and a special interest group was established to work on an ASLTA, K-12th Grade ASL Curriculum for L1 Users and L2 Learners. Stone (1995) supports this need and is currently developing

the ASLTA ASL curriculum in K-12.

The ASL curriculum will provide students with an appreciation of language arts and the ability to use these skills to learn and communicate. It will produce a comprehensive, idealized, and presumably visionary ASL program which could be adopted by K-12 schools for Deaf students nationwide. It will exemplify the desire to try something new that is often based on a wish to break away from the past and the present, especially where the feelings involve discontent by Deaf people who have not had the opportunity to learn their language through a formal education (p. 119).

All these reasons and more are excellent justifications for why OBEMLA should recognize ASL as one of the official languages soon. I hope to hear from you as well as Dr. Ricky Hernandez. Thank you, in advance, for considering ASL as one of the possible official languages. Looking forward to working with you someday.

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## **AN OPEN LETTER TO ALL MEMBERS OF CIT AND ASLTA:**

Bill Isham, Former Treasurer, AAEI

Many of you will remember a short-lived organization known as the Alliance of ASL/English Interpreters (AAEI). Disappointed with the RID's neglect of ASL interpretation, many interpreters and Deaf people expressed an interest in a new organization that would focus on the development of and support for Deaf and hearing interpreters who work between ASL and spoken English.

A steering committee was formed to work on the initial stages; I was on that committee and served as its treasurer. During several conference calls, we gathered information about the pros and cons of being a "profit" or "non-profit" organization; discussed issues of the organization's mission and philosophy, and much more. The committee's work led to a weekend retreat in the San Francisco Bay area,

open to anyone, where our findings were presented to a larger group. The decisions from that retreat were then presented to a general meeting that occurred just after a national convention of the RID. Over 100 people attended.

At that meeting, an official Board of Directors was elected, and so the work of the Steering Committee came to a satisfying end. Excitement was high, and someone starting passing a hat: virtually everyone contributed cash to be added to the donations AAEI had received previously.

Sadly, that was the last anyone heard from the AAEI. For reasons unknown, the new AAEI Board of Directors took little or no action, and repeated attempts to transfer the AAEI bank account to the new board were unsuccessful.

This left me holding over \$600 of AAEI money. I waited, hoping that the AAEI would reappear.

It has been several years now, and it is time I closed this account. But how? What should I do with this money? I wish I could refund to each contributor the exact amount he or she had donated, but this would be impossible to do fairly. First, some of the funds had already been used for the Steering Committee, retreat, and general meeting; and second, many people contributed various amounts "anonymously" by dropping cash into the hat at that last meeting.

Therefore, I am writing to announce that I have donated the AAEI monies to the CIT and ASLTA (in equal halves). These are two organizations that still offer hope for the future of ASL/English interpreting. ASLTA sent two representatives to the CIT convention in November 1998, and the two organizations have established a firm bond and working relationship. Because the CIT and ASLTA strive toward the betterment of interpreting educators and ASL educators, respectively, I felt that together, they best represented what the AAEI stood for.

You will notice that I have not mentioned any names of AAEI members, Steering Committee members, or Board of Directors. I did this for two reasons. First, I'm sure that some AAEI contributors will be unhappy with my decision, and I want their blame to fall entirely on me. The decision to close the AAEI account and donate the money to the CIT and ASLTA were entirely my own. At the same time, please remember that this money comes from Deaf

and hearing people across North America, and so any gratitude should go to them.

The second reason for avoiding names is that listing the names of the elected Board of Directors might lead to a "blame game." Many of you will know their names; PLEASE don't contribute to the rumor mill by placing fault on individuals.

Instead, let's remember the dream that created the AAEI in the first place: that ASL users would someday have easy access to qualified ASL/English interpreters, both hearing and Deaf, who work with and advocate for the Deaf World.

Finally, on behalf of all people who contributed this money to the AAEI, I would like to dedicate these donations to colleagues that we have lost in recent years. The donation to CIT is in memory of Ronald L. Coffey, who still, in our hearts, perfectly represents the kind of interpreter the AAEI wanted to emulate; the donation to the ASLTA is in memory of Marie Philip, who defended and advanced the status of ASL world-wide.

We miss you both.

Most Sincerely,

Bill Isham  
Former Treasurer, AAEI

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## News From Central Regional Editor

By Nina Cover

Blue Grass ASLTA hosted two conferences. Barbara Ray Holcomb presented a two-day workshop in Frankfort, KY on October 29-30, 1999. Everyone learned a great deal from her teachings. The first Winter Conference was held in Louisville, KY on February 29, 2000. Two presenters, Bea Pfaff and Sharon Hobbi from Indianapolis, Indiana gave their

presentation, "How to Teach ASL Storytelling," and it drew about 40 participants. It was a very good one and the participants certainly can use their teachings in their ASL classes.

Next Blue Grass ASLTA Workshop will be at General Butler State Park, KY on April 14-16, 2000. Dr. Clayton Valli will conduct this workshop on "ASL Grammar." We are certainly glad to have him in our Blue Grass State. More information on [www.kyrid.org](http://www.kyrid.org).





October 18-21, 2000

*CIT at 21:  
Celebrating Excellence,  
Celebrating Partnership*

<b>Convention Registration</b>	CIT or ASLTA	
	MEMBER	NON-MEMBER
Early Registration* postmarked by July 31, 2000	\$230	\$300
Registration* postmarked between Aug. 1, 2000 and October 1, 2000	\$250	\$325
On-Site Registration* postmarked after October 1, 2000 or at the door	\$275	\$350
<b>* Includes reception, banquet, proceedings</b>		
Daily Registration	\$ 75	\$100
Banquet	\$ 32	\$ 32
Proceedings	\$ 35	\$ 35

**CANCELLATION POLICY**

Written request postmarked by July 31, 2000	\$25 deducted
Written request postmarked between August 1 & October 1, 2000	50% deducted
Written request postmarked after October 1, 2000	No refund



**Questions? Contact Julie Moore, Registration Chair**  
503-977-4672 v/tty      Email: [jmoore@pcc.edu](mailto:jmoore@pcc.edu)



Name: \_\_\_\_\_  
Address: \_\_\_\_\_  
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Phone: \_\_\_\_\_ v/tty  
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Banquet:  Chicken  Vegetarian

**Check or money order payable to CIT:**  
Send registration to:  
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P.O. Box 86277  
Portland, OR 97286-6277

Registration Fees	Amt.
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___ CIT Member \$275	
___ Non-member \$350	
Daily (specify _____)	_____
___ CIT Member \$75	
___ Non-member \$100	
Proceedings \$35	_____
Banquet \$32	_____

**CANCELLATION POLICY**

Written request postmarked by July 31, 2000	\$25 deducted
Written request postmarked between August 1 & October 1, 2000	50% deducted
Written request postmarked after October 1, 2000	No refund



# CIT CONVENTION 2000

October 18-21, 2000

*CIT at 21:*

*Celebrating Excellence,  
Celebrating Partnership*

## HOTEL INFORMATION

Portland Marriott Downtown  
1401 SW Naito Parkway  
Portland, OR 97201 503-226-7600

\$120 + tax/night (single or double)  
\$130 + tax/night (triple)  
\$140 + tax/night (quad)

Specify Conference of Interpreter Trainers

RESERVATIONS MUST BE MADE BY SEPTEMBER 18, 2000  
TO GUARANTEE RATE AND AVAILABILITY

## CONVENTION FUND RAISING

In order to keep convention costs as low as possible, the 2000 Convention Committee is seeking Corporate Sponsorships. If you know of an organization or business that you think would be interested in serving as a Corporate Sponsor, please contact Julie Simon at 503-838-8731 or [simonjh@wou.edu](mailto:simonjh@wou.edu).

Fund raising will also follow more traditional forms with a Quilt Raffle and Silent Auction. If you are interested in helping with these or other fund raising activities for the Convention, please contact Stacey McIntosh at [stacey.mcintosh@coors.com](mailto:stacey.mcintosh@coors.com) or Celene de Miranda at [celenedm@aol.com](mailto:celenedm@aol.com).

## News from the Chapter Meeting

by Laura J. Thomas



### New Chapters

Congratulations to Wisconsin ASLTA which became affiliated with national ASLTA in December 1999! The millennium welcomed LA ASLTA (Los Angeles, CA) to the growing list of affiliated chapters - congratulations to you! We have had impressive relations and impeccable bylaws that were proposed which facilitated the process for affiliation. Chapters in process of affiliation include: CLERC ASLTA, NJASLTA, Northern California ASLTA, San Diego ASLTA, and Ark ASLTA.

### Workshop

The Association of ASL Professional Instructors will host an all-day workshop for ASL Instructors on May 6, 2000 at Stanford University in California. They will also have special presenters

from ASLTA: Leslie Greer, the President and Laura Thomas, the Chapter Affiliation Chair to talk about ASLTA and how to work together. Then they will hold an election of officers for Northern California ASLTA Chapter. For fun at the end of the day, the Drama-Comedy Play directed by the famous Julianna Fjeld with the cast by Ohlone College students will be held at the Little Theatre at California School for the Deaf in Fremont. It will be open to the public. More information via email: [asl\\_info@monterey.edu](mailto:asl_info@monterey.edu).

### Nominations

It is time to nominate for the national Vice President position and for ASLTA awards. These awards will be presented during the July 3-8, 2000 NAD/ASLTA conference in Norfolk, VA. Three awards will be selected by the ASLTA Board, the other three are selected by ASLTA members. Each ASLTA member will have received a nomination letter, form and self-addressed stamped envelope to submit his/her nominations in the envelope enclosed.

## COMING SOON FROM SIGN MEDIA, INC! CREATIVE RESOURCES FOR ASL AN INNOVATIVE ASL TEACHING KIT

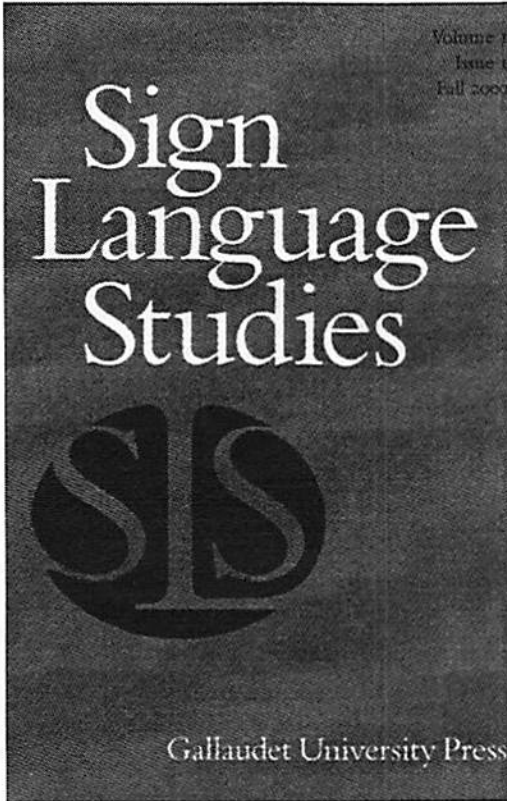
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David F. Armstrong, Editor

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Know by many as the father of the linguistics of American Sign Language, William C. Stokoe, Professor Emeritus at Gallaudet University, began publication of *Sign Language Studies (SLS)* in 1972. With the encouragement of Thomas Sebeok, Stokoe created his seminal journal as an outgrowth of his pioneering studies of the American Sign Language and the dynamics of Deaf communities. From then until recently, *SLS* has presented a unique forum for revolutionary papers on signed languages and other related disciplines, including linguistics, anthropology, semiotics, and deaf studies, history, and literature.

After a three-year hiatus, *Sign Language Studies* will commence publication again in Fall 2000. The new editor is David F. Armstrong,

distinguished anthropologist and author of *Original Signs: Gesture, Sign, and the Sources of Language*, and also the coauthor of *Gesture and the Nature of Language* with Stokoe and Sherman Wilcox. A long-time collaborator with Stokoe, Armstrong became a member of the *SLS* editorial board in 1986. The first issues of the new *SLS* are being prepared now, and you can take advantage of an opportunity to benefit from this vital journal's renewal with the special reintroduitory offers below.

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## News from the Evaluation Chair

by William J. Newell, Ph.D



### Why Have Evaluations Taken Longer than Normal?

For some of you who have been in the process of being evaluated within the last six months or so, I would like to take this opportunity to explain why you may have experienced some longer than normal delays in hearing the results of your evaluation.

We lost a couple of our evaluators over the last year due to death or their own decision not to participate in the evaluation process due to other priorities. As you may be aware Isabelle Calvacca retired from the evaluation process and then passed away a few months ago from cancer. We miss her as a very dedicated evaluator. We were in the process of training two additional evaluators but this process takes approximately 1 year and was not completed until recently. Due to the shortage of evaluators that we experienced temporarily our remaining evaluators became "overloaded" with requests for evaluations and thus we experienced a backlog.

The good news is that two new evaluators have recently been approved by the ASLTA Board. These are: Sue Boesen of Austin, Texas and Barbara Stansbury of Boling Spring, NC. In addition two more evaluators have been nominated by the ASLTA board and we are in the process of screening them now. If approved by the Evaluation Committee they will begin their training during our pre-conference activities in July. Therefore, although we did experience a "slump or slowdown" in our services, I am happy to report that everyone should see the system "back up to speed" in the very near future. Please be aware that we are sincerely sorry and apologize to those of you who may have experienced some frustration at the slowness of the system during the last 6 months or so. We appreciate your continued patience while we "dig ourselves out of the backlog."

### Planning for Norfolk

An evaluator refresher training session is

planned for one of our pre-conference activities in Norfolk. This refresher training is only for current ASLTA evaluators and new evaluators who are approved by the ASLTA to participate in this training session. The event is not open to the public.

On July 2 and 3 in Norfolk the ASLTA Evaluation Committee will be holding Interviews for the Professional Level Certification. Only persons who already hold the Qualified level certification may be evaluated for the Professional level certification. If you hold the Qualified level certificate or you are "in process" meaning your Written Exam is being evaluated now, you may be eligible for the Professional level evaluation in Norfolk. Anyone wishing to inquire about this should contact me as soon as possible.

### Handing Over the Reins

After ten years as Chairperson of the ASLTA Evaluation and Certification System, I am stepping down and handing over the reins to a very competent new chairperson. This summer at the July conference the chair position for the ASLTA Evaluation Committee will be officially turned over to Keith Cagle of Gardner-Webb University in Boling Spring, NC. I doubt there are many of you reading this column who do not know Keith so I will save space and not tell you about how excited I am that Keith has graciously accepted the very important responsibility to be chair of this committee. I look forward to working with Keith during a one-year transition and training period in which I will be assisting Keith with "learning the ropes." Please join me in welcoming Keith and supporting him as he assumes the responsibility as Chair of this very important committee within ASLTA. As many of you also know, I have managed the ASLTA Evaluation System since 1990 after "salvaging the process and the system" from imminent collapse in 1986. Therefore, the ASLTA Evaluation System is very dear to my heart. I have enjoyed serving ASLTA as chair of the Evaluation System. I do however believe that it is an appropriate time for a new face and fresh blood at the helm. I have every confidence that Keith will do an outstanding job as chairperson.

## **News from Eastern Regional Editor**

By Holly Roth

### **Portfolio Assessment of each ASL student**

What is ASL student's portfolio assessment?

1. Portfolios are systematic, purposeful, and meaningful collections of students' works in one or more subject areas. It is not a collection of a student's work hazards thrown together.

During this process of collecting, students make decisions about what pieces need to be worked on. It is to determine not only what a student has learned but how a student is learning. It gives teachers valuable information about the students know and can do; in particular; it provides information about the way language is used. Portfolios can only work if the teacher has the knowledge to help students build them and if the teacher can interpret the student's progress and development.

2. Students can learn not only to select pieces to be placed into their portfolios but can also learn to establish criteria for their selections.

A teacher is to help them identify the criteria provide models, and encourage them to continuously refine their criteria.

3. Portfolio collections may include input by teachers, peers, and an ASL Coordinator.

4. In all cases, portfolios should reflect the actual class to class learning activities of students.

Portfolios should never be used to present a curriculum. Instead, they should be used to showcase what students have learned. It is more of a measure of where they have been and what they have accomplished.

5. Portfolios should be ongoing so that they show the students' effects, progress, and achievements over a period of time.

6. Portfolios may contain several compartments, or subfolders. One section for works in progress, another for notes and comments about the

collected works, and one to show the best works. This last section would be for works that are polished, works that are meant to be seen.

7. Selected works in portfolios may be in a variety of ways such as making videotapes, reading books, watching videotapes, attending signing dinners, attending plays or movies.

### **Suggestion for Getting Started**

1. Explain and educate:

Be prepared to answer questions about portfolio assessment

2. Decide how-to and when:

Prepare a phase-in schedule so that you don't overwhelm yourself or your students by trying to do too much all at once. In each class, begin by choosing of one or two areas where portfolios will naturally fit in with the kinds of activities you are currently doing.

3. Demonstrate and decide:

Discuss with your students what kind of things they'd like to include in their portfolios. In fact, students should be able to choose and suggest items to customize their portfolios. You can even have a contract ready for the students to sign so that you and they know and remember exactly what was agreed upon. Keep in mind, as well, that what goes into portfolio will always vary, depending on the level and abilities of your students.

4. Establish a grading policy:

Consider how your grading policy will be affected by the use of portfolios.

5. Organize:

Organize groups and group activities and, if necessary, establish a flexible schedule for moving through various groups. Designate or have students designate particular group members to oversee compilation and/or presentation of group projects. Of course, as your

students work in groups, you can schedule in some conferences with individual students.

#### 6. Schedule:

Set up specific times for direct instruction, large-group discussions, individual conferences, and the time you will need to evaluate student work, videotapes, and grades.

#### Looking inside the portfolio, placing items in portfolios in written and/or videotape

1. Essays about a deaf-related reading materials
2. Reports about signing dinners
3. Reports about a deaf-related movies
4. Reports about a deaf-related plays or interpreted plays
5. Reports about a famous deaf person
6. Letters from deaf people
7. Journals about the class
8. Journals about what was learned from the class
9. Journals about what was learned from the VISTA homework
10. Reports about deaf related items from web-sites
11. Interviews with deaf people
12. Posters/artistic media by deaf people
13. Attitude surveys: Content subjects, topics, events, etc. will often indicate yours students' likes and dislikes, opinions, and feelings
14. Self-Assessment Checklists
15. Self-Assessment Statements
16. Teacher's Comments
17. Teacher's Checklists
18. Peer Reviews
19. ASL Signing samples

#### Instructor's Course Assessment

Was the day successful? Explain.

Were any students absent?

Which students needed help the most? With what?

Which topic had the most impact? Why?

Which topic had the least impact? Why?

What topic do you feel needs to be offered again? Why?

How could the course be improved? What different activities could be used?

List any new materials needed to be developed or bought.

#### Workshop

Gallaudet University is offering a two-day workshop that is designed to provide American Sign Language (ASL) teachers an opportunity to develop, create, and share activities for classroom curriculum on June 17 and 18, 2000 from 9:00am to 4:00pm. Through brainstorming and discussion sessions with veteran Deaf teachers, participants will explore the problems and challenges in using activities and strategies for overcoming them. Participants will also learn how ASL activities can have a positive or negative impact on students and how to appropriately incorporate these activities into level/unit of the textbook. Tuition is \$185.00. The course number is SSP 350-01. Contact person: Beth.Folsom@gallaudet.edu or <http://gallaudet.edu/~cceweb/summer/>

#### Be an ASL Teacher

Know what you are going to do before class. Prepare ahead of time.

Arrive the classroom fifteen minutes before the class starts.

Come in the class full of energy. Show your high motivation and positive attitude! Get a lot of rest before going to class. Be alert! Always smile! (Editor's addition: leave the problems at home!)

Do not say "YOU WRONG." It is okay for the students to make mistakes. This is a part of learning. Why not say "GOOD TRY, TRY AGAIN."

Make the class environment pleasant and fun. Avoid making the class too boring by doing too many drills.

Have several different activities (five to ten minutes each) on hand and be ready.

Try to avoid lengthy and philosophical discussions.



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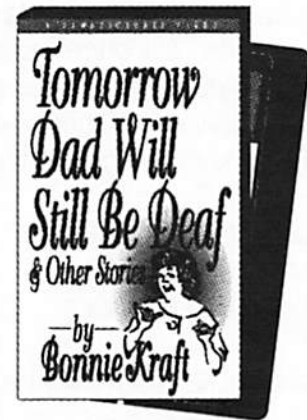
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