

NEW DIRECTIONS IN DEAF EDUCATION

VOL. 4 ISSUE 1

ODYSSEY



literacy

PREPARING STUDENTS FOR JOBS AND CAREERS

coursework
can help

LAURENT CLERC
NATIONAL DEAF
EDUCATION CENTER

FALL 2002



AT&T Relay Service
is accessible from your PC,
Laptop, Cell Phone and PDA.

© AT&T 2002. All Rights Reserved.

AT&T Relay Service gives you more:

- No local or long distance charges (national)
- No TTY necessary
- No downloads or software required
- Adjustable font size and color
- Full-size print outs of conversation
- Availability in English or Spanish
- Online tech support



relay.att.com
tell a friend!

LETTER FROM THE DEAN

Literacy in the Workplace: Review Curriculum To Facilitate Transition

In this issue of *Odyssey*, we focus on workplace literacy. Some readers might question why there is a need to focus on workplace literacy when students have not yet graduated from high school. Actually, everything we do in a K-12 educational program should prepare students for the world of work. In addition, some evidence indicates that schools are not preparing graduates for the workforce. For example, in June 1997, *USA Today* reported that a



significant number of employers believed a very high percentage of their newly hired employees were not well prepared in their ability to communicate, meet deadlines, write, perform basic math, or perform computer tasks. Further, recent reports indicate that future jobs will require higher level thinking and writing skills. With the technology boom, the growth in future jobs will be in literacy-intensive occupations. We will need more lawyers, accountants, and engineers—and there

will be less growth in entry-level jobs.

The Secretary's Commission on Achieving Necessary Skills at the U.S. Department of Labor reported after interviewing consultants, employers, and employees that there was a large gap between what schools teach and the skills that employers need. For instance, schools teach writing to show mastery of knowledge, but employers need employees to write for a range of purposes, e.g., to inform, to persuade, to explain how to do something, and to make recommendations. Schools teach students to write for the teacher, but employers need employees to write for a variety of audiences, e.g., supervisors, clients, colleagues, subordinates, the general public. Schools teach the writing of essays, reports, poetry, and stories, but employers need employees who can craft reports, brochures, letters, memos, proposals, messages, news releases, personnel evaluations, and minutes.

It is, therefore, incumbent on schools to seriously review what we are teaching. Educators need to consider their role in preparing students for life after graduation. This issue of *Odyssey* presents various perspectives on techniques used in the classroom to help students focus on literacy skills. Since there is evidence to show that higher levels of literacy correspond to higher-level jobs, it is critical that educators do their utmost to promote high levels of reading and writing skills in classrooms. Making activities that support classroom reading and writing congruent with activities that require reading and writing in the workplace will facilitate our students' transition.

—Katherine A. Jankowski, Ph.D., *Dean*,
Laurent Clerc National Deaf Education Center,
Gallaudet University

On the cover: Knowledge of today's technology helps students on the job and in the classroom. Photo by John Consoli.



I. King Jordan, President
Jane K. Fernandes, Provost
Katherine A. Jankowski, Dean
Margaret Hallau, Director, National Outreach, Research, and Evaluation Network
Cathryn Carroll, Managing Editor,
Cathryn.Carroll@gallaudet.edu
Leslie Rach, Contributing Editor
Susan Flanigan, Coordinator, Marketing and Public Relations, *Susan.Flanigan@gallaudet.edu*

Catherine Valcourt-Pearce, Production Editor

Timothy Worthylake, Circulation, *Timothy.Worthylake@gallaudet.edu*

John Consoli, Image Impact Design & Photography, Inc.

ODYSSEY • EDITORIAL REVIEW BOARD

Sandra Ammons
Ohlone College
Fremont, California

Gerard Buckley
National Technical Institute for the Deaf
Rochester, New York

Becky Goodwin
Kansas School for the Deaf
Olathe, Kansas

Cynthia Ingraham
Helen Keller National Center for Deaf-Blind Youths and Adults
Riverdale, Maryland

Freeman King
Utah State University
Logan, Utah

Harry Lang
National Technical Institute for the Deaf
Rochester, New York

Sanremi LaRue-Atuonah
Laurent Clerc National Deaf Education Center
Gallaudet University
Washington, D.C.

Fred Mangrubang
Gallaudet University
Washington, D.C.

Susan Mather
Gallaudet University
Washington, D.C.

June McMahon
American School for the Deaf
West Hartford, Connecticut

Margery S. Miller
Gallaudet University
Washington, D.C.

David Schleper
Laurent Clerc National Deaf Education Center
Gallaudet University
Washington, D.C.

Peter Schragle
National Technical Institute for the Deaf
Rochester, New York

Susan Schwartz
Montgomery County Schools
Silver Spring, Maryland

Luanne Ward
Kansas School for the Deaf
Olathe, Kansas

Kathleen Warden
University of Tennessee
Knoxville, Tennessee

Janet Weinstock
Laurent Clerc National Deaf Education Center
Gallaudet University
Washington, D.C.

NATIONAL MISSION ADVISORY PANEL

Dianne Brooks
National Technical Institute for the Deaf
Rochester, New York

Jan-Marie Fernandez
Mantua Elementary
Fairfax, Virginia

Joan Forney
Illinois School for the Deaf
Jacksonville, Illinois

Gertrude Galloway
Retired superintendent
Austin, Texas

Tom Holcomb
Ohlone College
Fremont, California

Jana L. Jones
Idaho Department of Education
Boise, Idaho

Henry (Hank) Klopping
California School for the Deaf
Fremont, California

Ronald Lanier
Department for the Deaf and Hard of Hearing
Richmond, Virginia

John R. Lopez
National Hispanic Council
Arlington, Virginia

Ricardo Lopez
VSA Arts
Washington, D.C.

Diane Victoria Perkins
Baltimore County Public Schools
Baltimore, Maryland

Linda Raymond
Clark County School District
Las Vegas, Nevada

Ramon F. Rodriguez
United States Department of Education
Washington, D.C.

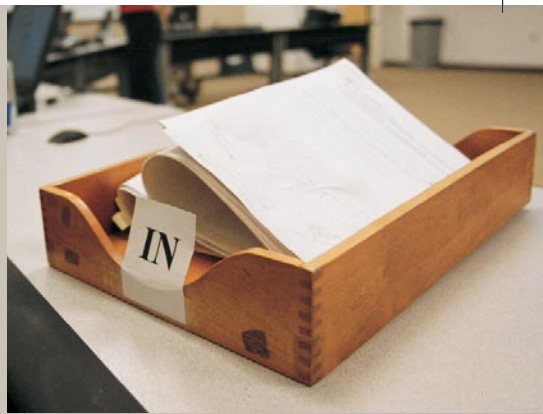
Gabriela Sorensen
Phoenix Day School for the Deaf
Phoenix, Arizona

Reproduction in whole or in part of any article without permission is prohibited. Published articles are the personal expressions of their authors and do not necessarily represent the views of Gallaudet University.

Copyright © 2002 by Gallaudet University Laurent Clerc National Deaf Education Center. All rights reserved.

Odyssey is published three times a year by the Laurent Clerc National Deaf Education Center, Gallaudet University, 800 Florida Avenue, NE, Washington, DC 20002-3695. Non-profit organization U.S. postage paid. *Odyssey* is distributed free of charge to members of the Laurent Clerc National Deaf Education Center mailing list. To join the list, contact 800-526-9105 or 202-651-5340 (V/TTY); Fax: 202-651-5708. Web site: <http://clerccenter.gallaudet.edu>.

The activities reported in this publication were supported by federal funding. Publication of these activities shall not imply approval or acceptance by the U.S. Department of Education of the findings, conclusions, or recommendations herein. Gallaudet University is an equal opportunity employer/educational institution and does not discriminate on the basis of race, color, sex, national origin, religion, age, hearing status, disability, covered veteran status, marital status, personal appearance, sexual orientation, family responsibilities, matriculation, political affiliation, source of income, place of business or residence, pregnancy, childbirth, or any other unlawful basis.



8

SMOOTHING OUT TRANSITION

Adapt Teaching to the
World of Work
By Leslie Rach

FEATURES

4

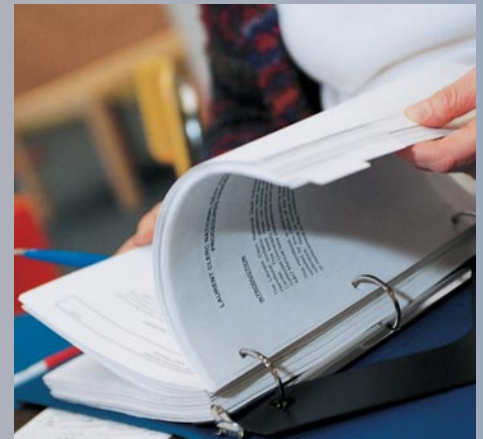
BRINGING TECHNOLOGY TO ENGLISH CLASS *By Kathleen M. Wood*



11

LITERACY SKILLS ON THE JOB

Reading and
Writing in the
Workplace
By Leslie Rach



PERSPECTIVES AROUND THE COUNTRY

- 16** Literacy: Empowerment for Deaf Students
A Teacher's Personal Testimony
By Beth Ann Dobson
- 18** SOAR-High: A Web-Based Science Program
*By Charles R. Barman, Jamie D. Stockton, Mary Ellsworth,
Chris Gonzales, Teresa Huckleberry, and Sarah Raymond*
- 22** Electronic Schedulers
for Resource Room and Itinerant Teachers
By Thomas N. Kluwin, Christina Lougen, and NiYa Costley

NEW DIRECTIONS IN DEAF EDUCATION
VOL. 4, ISSUE 1 **FALL 2002**

14

AT THE LIBRARY OF CONGRESS

Deaf Students Get
an Assist from
Deaf Mentors
By Eric Eldritch



26

SSR? DEAR? DIRT?

Independent
Reading is for
Everyone
By David R. Schleper



NEWS

- 30** Dean Buys Art for Clerc Center
- 30** MSSD Alum Cheers for the Miami Dolphins
- 31** New Deaf History Educational Materials
- 31** Clerc Center Announces Gallaudet's 2003 National Essay Contest
- 32** Clerc Center Grad on TV!
- 32** MSSD Students Wow Scientists at American Geophysical Union
- 33** MSSD Parents Award Scholarship

IN EVERY ISSUE

- 34 REVIEW**
Text a Benefit for Deaf-Blind Students
By Cynthia Ingraham
- 36 REVIEW**
Ready! Set! Sign!!
A Helpful CD
By Rosemary Stifter
- 38 TRAINING OPPORTUNITIES**
- 40 CALENDAR**

ODYSSEY

**LAURENT CLERC
NATIONAL DEAF
EDUCATION CENTER**

bringing technology to english class

GETTING READY FOR THE WORLD OF WORK

By Kathleen M. Wood

About four years ago, I taught a freshman composition class that would forever change how I think about teaching English reading and writing. After a series of prewriting activities, I sent the students on their way with a homework assignment: to write an essay supporting or opposing a ban on smoking in public places.

The next class, one of my students turned in a great first draft. It was organized, well-developed, and even checked for grammar and spelling. Sadly, my first reaction was that she might have lifted the essay from the Internet. But when I asked her how she did it, her explanation made sense. She told me that two things helped her:

- The collaborative prewriting activities in the previous class—As part of these activities, she and her group generated six different reasons to support a ban on smoking in public places. She said she copied these reasons and decided that she would write her essay in support of the ban.
- The act of surfing Internet sites on smoking bans and other public nuisances—She said she raced from Web site to Web site for three hours, not only to learn about bans, but also to learn about how to write about bans. As she said, she wanted to know “how the grammar looks.”

Photography by John T. Consoli





I had seen other students and friends say this. She explained that she came to understand this difficult new topic by discussing it in American Sign Language and using the Internet to access the same information in English. This conversation proved to be the catalyst that helped me understand that my reading and writing classes needed to mirror these two principles. The best way to explore a difficult new subject is through a good conversation in American Sign Language, not SimCom or another code for English; and printed English components (in this case the Internet) are essential.

Using Digital Print Reflects Literacy in the Workplace

A few semesters after this insight, Rach (2000) in a groundbreaking study explained that there are at least 17 reading and writing activities that deaf graduates engage in at work. Rach's study suggested that students in the workplace must feel comfortable manipulating sources of

information, primarily print.

I would suggest that technology is the most efficient tool for practicing and accomplishing this manipulation—and the tool that students will use at work. Technology provides students with a form of English that is potentially completely accessible, a form of English that they can read, study, save, explore, research with, question with, download, send, and otherwise manipulate. Here is a list of strategies for using technologies in English or language arts classes:

- **Invest in wireless student laptops with Internet access—not a computer lab.** Many schools maintain computer labs or immobile desktop computers. While labs and desktops have their advantages, my experience has shown that they present more problems than advantages. Labs breed viruses, inconsistency in software, and staffing problems. Most of the time they are not conducive to collaborative work because the computers are stationary,

Kathleen M. Wood, Ph.D., has taught English for 20 years. She has taught deaf and hearing middle schoolers, hearing English as a second language (ESL) students, deaf undergraduates, and deaf and hearing graduate students. After teaching at the Indiana School for the Deaf, she joined the English Department at Gallaudet University. She earned her B.S. in Deaf Education, her M.A. in ESL, and her Ph.D. in linguistics from Georgetown University.

Above: Kathleen Wood, instructor, and student Jessica Graves make notes as Irene Swain continues a presentation on early deaf education while Amanda Willard (back of head) asks for clarification, and Chris Koston and a classroom visitor look on.

are set too close together, and often are not good for meetings among students or integrating into conversations in American Sign Language. Further they require costly upkeep, scheduling, and management. Even worse is the commonplace practice of setting up one or two computers in the back of the classroom—as is typical in elementary and middle school classes. At Gallaudet, with the hard work of the staff in the Learning Technologies Office and the Laptop CART Program, I can get laptops for each student in my class. These computers have Internet access and all the other software we need. They can be picked up and moved easily so students carry them as they join different discussion groups or move to a place of privacy. Ideally, each student should have a laptop to bring to class, with a custom built desktop of favorite software and files.

- **Use a ceiling-mounted computer projector that connects to the computers of teachers and students.**

The first thing I do when I come into my technology-enhanced classroom is to turn on my computer and the projector that is connected to all the class computers. Then I go to our class Web site, where the day's agenda sits. I also call up a word processing program so I can act as the class notetaker. I use Microsoft Word and enlarge the font to 26 so students can read my notes from their seats. As the class proceeds—in American Sign Language—I type notes on what we discuss and what texts we read. When class is over, I cut and paste the notes right into our day's agenda on our Web site. The ceiling mount eliminates wires and provides a clear view of the screen for all students.

- **Make sure students and teachers use the same word processing software.** Having access to the same program is crucial. Documents can be cut, pasted, edited, sent, attached, and otherwise manipulated if teachers and students agree on and then use the same program. Likewise if there is a single

software program used, notes taken during class can be stored, attached, sent, and easily opened and saved.

- **Establish the teacher's own professional Web site.**

Right now I have a simple Web site that is a place for me to store a bibliography of my favorite references, my favorite Web sites, my vita, and other information that I need easy access to. Now that it is on my Web site, I can send information more easily and can refer students and colleagues to my favorite resources.

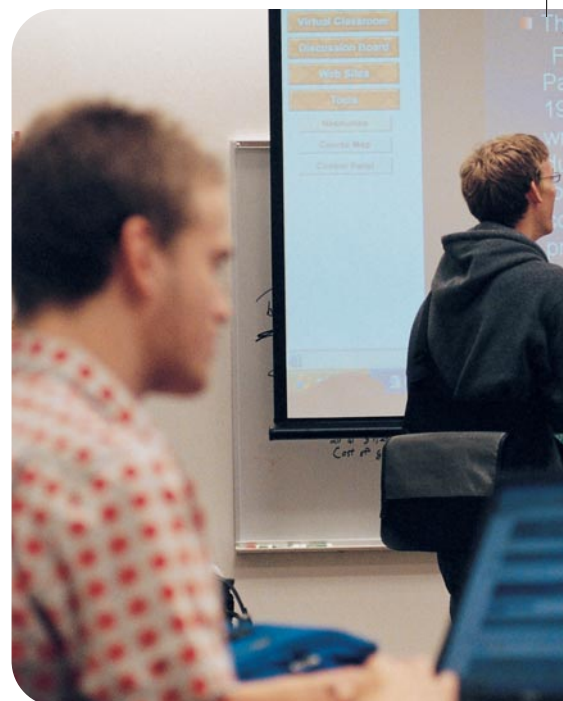
- **Establish a class Web portal.**

Gallaudet, like many universities and secondary schools and programs, subscribes to software that allows each teacher to request a class Web site. This portal system is typical of other software in that it allows the class to store documents, collaborate in real time, check and add to a class calendar, record and check grades, store favorite Web resources, submit papers, and receive feedback.

Above is the front page of the class Web site I used for my English class last spring. Notice the buttons on the left. They provide a table of contents for information hyperlinks and can be used to navigate the site.

- **Encourage work that is both face-to-face and online.**

Rach (2000) explains that much effort at work is collaborative. Students need opportunities to work and learn from others. They need opportunities to know when, how, and why to apply the information that is shared face-to-face and information that is shared digitally and in print. For a few semesters, I have had online office hours, usually once or twice a week in the late

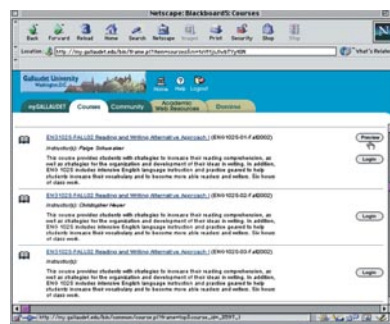


evenings. I set up an extra e-mail account that I use mainly for student contact and remind them that if they see me online, they should feel free to contact me by Instant Messenger (IM). (Of course they can always send a traditional e-mail, too.) This is effective for several reasons.

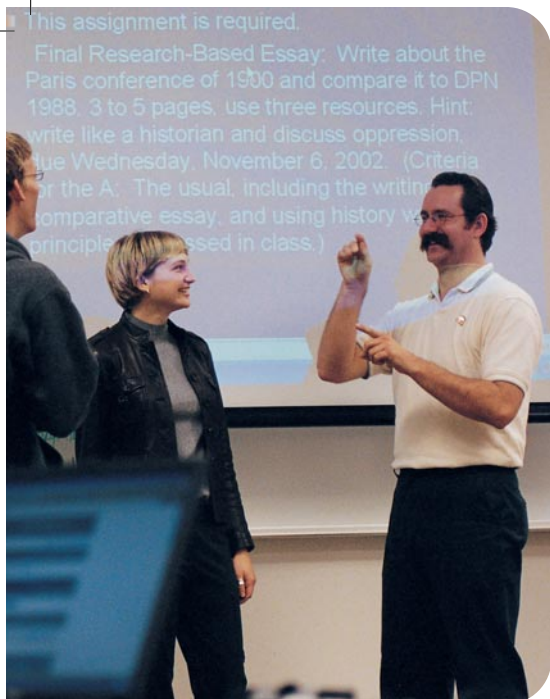
Students have access to me when they need it most—in the middle of working on assignments—which is usually at night or even in the early hours of the morning. Since most of my class handouts are posted on the Web site, if students have questions about a text or an agenda item, we can both visit the Web site to get clarification. In this way, we both use and manipulate

printed English and students get used to asking questions and getting feedback in printed English—something they will do a lot on the job.

Last spring, my student Benjamin Lewis, a freshman from California, reported that being able to IM me was one of his favorite parts of the class and that it was a very effective way to learn. Many of the instant messages I received that spring were from students just checking in and letting me know how they were doing, and maybe beating the loneliness that comes from being at a computer late at night. But other instant messages required that the students and I engage in complex text manipulation, collaborative Web searches, and



English class Web portal provides focus for discussion.



Left: Computerized text is the backdrop as Andrew Phillips, Irene Swain, and Lindsay Darnall discuss a point in American Sign Language while Jacob Shamberg watches.

discussions of specific handouts or sections of Web sites. In any case, the combination of face-to-face office hours and online office hours helped me to stay in more frequent and more efficient contact with the students. Sharing information about handouts or sections of Web sites also enhanced our connection as collaborators.

- **Create a syllabus that promotes collaboration and work with digitalized English print.** The days of sending students off with worksheets or computer-based drill and practice exercises are gone. We now understand that learning is a social act and that our classrooms should run on activities that promote collaboration. At the same time, it is important that students be comfortable with English print.

In my classes, after about two weeks of observation and discussions with each student, I assign what I call “community service resource roles.” Students select literacy-related roles that include jobs that they do for their classmates and me. For example, Michelle Durrett and Jennifer Foust chose a novel and ran their own Oprah-style reading group, meeting with others to discuss the book outside of class. Benjamin Lewis was the homework buddy who provided each student with his pager address and agreed to meet to collaborate and help explain homework assignments. Other literacy-related roles included Web searcher, grammar checker, essay intro/conclusion man (or woman), essay idea developer woman (or

man), technology buddy, class assistant, and PowerPoint person. This collaborative project accounted for 10 percent of each student’s grade. The students took their jobs seriously, and at the end of the semester each wrote essays describing their experience, including what they had accomplished and what they had learned.

Students reported that although at first they didn’t understand the value of this work, by the end of the semester they felt that having a role made them feel more connected to me and their classmates and helped them get used to collaborating with each other digitally. I think the assignment of roles such as these gives students a greater stake in what goes on in the class and mirrors what they will do at work, i.e., collaborate and work with colleagues.

- **Use tests to evaluate collaboration with others and text manipulation.** It is important not only to create lessons and activities that promote collaboration and manipulation of texts, but to reward students when we see good work in these areas. In other words, it does no good to call a class collaborative if we only give students traditional tests, where they sit and work alone—most times without a computer. Throughout the semester, I require students to do all sorts of collaborative assignments. These assignments require them to locate, evaluate, apply, and synthesize texts, usually in collaboration with others. I usually give one or two tests where they must go to a particular Web site and do something there—but these tests always encourage students to use the class resources that we have collaboratively created throughout the semester. During tests and assignments, students are allowed to use any and all technology except IM. (But I am actually reconsidering the use of IM, too!)

Last spring, Mark MacDonald, a student who had first worked in an office and then come to college, was very upset after our first online test. With great disappointment, he explained that he had signed up for my class to improve his reading and writing skills, not his technology skills. But at the end of the semester when we were discussing workplace literacy demands, he remembered his own experience working in an office setting and commented that he understood now that reading, writing, and technology skills were connected. He said that this class had helped him with the skills he knew he needed. The other students watched as Mark explained that, as a deaf man, he was more dependent on the computer than his hearing colleagues and that being good at manipulating printed English and at knowing who and where to go for help was exactly what they would need for their jobs later. In just a few minutes, Mark had said what I’d been hoping to point out all semester.

References

Nover, S., Chritensen, K., & Cheng, L. L. (1998). Development of American Sign Language and English competence for learners who are deaf. *Topics in Language Disorders*, 18(4), 61-72.

Rach, L. (2000). *Literacy demands on deaf adults in the workplace: An investigation of reading and writing practices on the job*. Dissertation, The University of Maryland, College Park.

Note: The author would like to thank the following people at Gallaudet for their hours of work, discussion, tutorials, and troubleshooting to make English classes technology based: the students of English 102S in the spring of 2002, Dr. Cindy King, Dr. Martin Noretzky, Ms. Shannon Kennedy and her patient staff, Ms. Jacquelyn Girard, and Mr. Earl Parks. And thanks to Ms. Ellen Roth in Chicago for her discussions with me and for her work on promoting laptops for all people who are deaf.

adapt teaching to the world of work

SMOOTHING OUT THE TRANSITION

By Leslie Rach

Leslie Rach, Ph.D., is an associate professor in the English Department at Gallaudet University. She earned a Ph.D. from the University of Maryland, Department of Curriculum and Instruction, in the area of reading. Her dissertation, *Workplace Literacy for Deaf Adults*, focused on graduates of Gallaudet University.

Ben, a highly respected paralegal, was in his third year with the law firm. But as a person who used written communication, Ben had no idea that the other paralegals had long stopped going through the paralegal coordinator and worked directly with the attorneys.

Amy worked in an office that required the employees to read and use information from dense, technical manuals. Amy found the texts poorly organized and confusing.

Bonnie, a kindergarten teacher who had majored in early childhood education because she wanted to avoid using advanced reading and writing skills, found herself reading and writing constantly—and for a wide range of audiences.

These young deaf employees discovered that their use of reading and writing in the workplace was different from what they had anticipated—an experience similar to that of many graduates. When students move from academic institutions to the world of work, they often find that the reading and writing in school is markedly different from the reading and writing demands they encounter at work. Recent research conducted with deaf adults (Rach, 2000) shows that the leap from skills learned in the classroom to the application of these skills in the workplace is a large one, and it is one that educators know little about.

Research demonstrates that school training and workplace demands for literacy have not been in synch for decades, and schools often are seen as culpable when management notes the need for a more literate workforce. In the 1970s, research on workplace literacy flourished, and numerous government agencies, private companies, and educational institutions worked to determine what was expected of employees in terms of literacy demands on the job. The findings indicated that there was little consistency between school literacy preparation and work tasks, not simply because students were not reading enough, but also because the types of activities they were

Above right: The more a classroom environment looks and functions like the environment of the workplace, the more students will tend to transfer their skills.

Below: Separate Web sites—reflected in the split computer screen—force students to incorporate information from more than two sources in their writing, a common workplace activity.





doing in school were not congruous with workplace tasks. According to Bailey (1997), current changes in many work settings require more than simply an increase in traditional education; jobs require most workers to do diverse tasks and to combine tasks in different ways.

Ben, for example, had superb literacy skills and his college experience had increased his already strong academic background. He knew how to read to get information, and he was adept at using people as resources as well. What he didn't learn in college was how the work environment can define, limit, and extend tasks. Through informal office communication, his peers had seen that it was acceptable, even better, to work directly with attorneys rather than going through their supervisor. Once Ben "cracked the office code," he also went directly to the attorneys, was able to establish important professional relationships, received more challenging work, and became more effective at doing it. Similarly, when Amy approached her supervisor to report that she found an office manual—taxonomies in biology—difficult, and questioned its organization, her supervisor noted that other employees were also struggling with the document. Using her previous training with text structure from college, her knowledge of taxonomy and biology, and her skill with art, Amy was able to revise the manual as part of a major office project. Bonnie's experience was different. She found herself surprised not only that she had to constantly use English print, but that she did so repeatedly and with success.

Workplaces are changing. Traditional college education that emphasized basic skills in the context of the classroom may not do a good job of preparing students for what they will have to do as employees (Greeno, 1997; Mikulecky, 1985; Pelligrino, 1988) and workplace literacy programs often take place out of context and are too brief to be helpful. When training takes place within schools, school situations are the ones in which students most easily apply their training.

Situated Cognition, an approach to learning and teaching

that attempts to promote congruence between instruction and practical application (Brown, Collins, & Duguid, 1989; Greeno, 1997; Lave, 1988), asserts that the more similar classroom tasks are to tasks commonly found in the workplace, the more likely students will successfully transfer what they learn in class to what they do at work. This means that educators have to construct learning and practice of skills in scenarios that model real work environments.

It also means that teachers should consider the nature of literacy tasks in modern workplaces so that educational programs can be more consistent with the types of activities students take part in once they enter the workplace. The more similar the context of education and application, the more fluid the application of skills and knowledge will be.

Context and culture are also an integral part of information processing and knowledge building. Wilson, (1993) notes that:

...cognition exists in the relations among people acting in culturally organized settings; that is, learning and knowing are recursively structured by people interacting with each other in tool-dependent settings to solve real problems in the everyday world. (p. 76).

While academic programs frequently separate knowing what and knowing how, many experts maintain that there is no meaningful difference between these types of knowledge (Brown, Collins, & Duguid, 1989; Greeno, 1997; Lave, 1988). In fact, Brown, Collins, and Duguid (1989) call the distinction artificial, one that is created and maintained by school practices and traditions.

These researchers believe that learning is partly a product of the context and culture in which learning activities are developed and used. When teachers teach skills and assume transfer to new situations will occur, they ignore the influence of school culture on learning. As Winn (1993) noted, people do not solve problems by the logical application of decontextualized knowledge, as most instructional design would assume. Learning is simply not stable enough across

situations to allow for application in logical ways.

Therefore, teaching knowledge and skills in the situation where they are to be used is the best course of action (Winn, 1996). If curriculum planners want to prepare students to apply knowledge and skills on the job, learning activities should be embedded in complex social, technical environments. McLellan (1996) outlined the key components of this learning model: stories, reflection, cognitive apprenticeship, collaboration, coaching, multiple practice, articulation of learning skills, and technology. Most of these components involve social interaction with others for learning to take place. The student, with the support of a teacher or coach, moves toward independence. The social element is a crucial part of the learning process, and students are always working at the peak of their competence, learning valuable lessons through mistakes.

Lave (1988) argued that explicit sets of rules do not account for the ability to use knowledge; rather our use of knowledge is determined by rules that arise in the context of a community. The conditions for implementing conceptual knowledge are framed by members of a community and the way they see the world and the problem. Wilson (1993) contended that we cannot understand the cognition without understanding the activity and setting. Knowledge structures are rooted in the events in which they are learned. Teachers can make their classroom goals and activities more contextualized and therefore more beneficial for their students as future employees. Here's how:



1. Make content available in work-focused situations. For example, instead of teaching summaries for the sake of learning how to analyze the main and supporting points in a text, develop classroom scenarios that mirror real life situations in which summaries are used.

An economics teacher, for example, might use "a day in the life" model where students set up an "in-box" in which they are presented with tasks that call on knowledge, formulae, and use of skills relevant to economic principles. Students in the class might have to prioritize and solve a problem for a specific corporation. Summary writing might be a small part of this "in-box" task.

2. Develop links between the academic and employment communities.

Include members of local businesses, agencies, and institutions in curriculum planning. With strong relationships between the



business/professional and academic organizations, people from the employment sector can serve as guest lecturers, curriculum assistants, skills assessors, and mentors.

3. Involve undergraduate students majoring in education.

Don't just give these students internships, but facilitate them in becoming allies in the teaching community. Form partnerships between teachers and these undergraduate teachers of the future so they get a taste of what teaching is really like. Undergraduates need to experience and discuss the teaching experience, not simply observe it.

The road between academic institutions and the workplace goes both ways. When schools and workplaces are committed to the idea that learning takes place in rich environments with people as resources, print as resources, and an emphasis on skills in context, the gap between school and work is less daunting.



References

- Bailey, T. (1997). Changes in the nature of work: Implications for skills and assessment. In H. F. O'Neil, Jr. (Ed.), *Workforce readiness: Competencies and assessment* (pp. 27-45). Mahway, NJ: Erlbaum.
- Brown, J. S., & Duguid, P. (1993). Stolen knowledge. *Educational Technology*, 33(3).
- Greeno, J. G. (1997). On claims that answer the wrong questions. *Educational Researcher*, 26(1), 5-17.
- Lave, J. (1988). *Cognition in practice: Mind, mathematics, and culture in everyday life*. New York: Cambridge University Press.
- McLellan, H. (1996). *Situated learning perspectives*. Englewood Cliffs, NJ: Educational Technology Publications.
- Mikulecky, L. (1985, March). *Literacy task analysis: Defining and measuring occupational literacy demands*. Paper presented at the National Adult Educational Research Association, Chicago, IL.
- Pelligrino, J. P. (1988). Literacy is vital to survival in the technical classroom and workplace. *NASSP Bulletin*, 88-94.
- Wilson, A. L. (1993). The promise of situated cognition. *New Directions for Adult and Continuing Education*, 57(1), 71-79.
- Winn, W. (1993). Instructional design and situated learning: Paradox or partnership. *Educational Technology* 33(3), 16-21.

literacy skills on the job

READING AND WRITING IN THE WORKPLACE

By Leslie Rach

I conducted a study to understand the types of literacy activities that deaf employees engage in on the job and the range of difficulty embedded in these reading and writing tasks. In the process, I interviewed employees, observed selected employees at work, interviewed employers, analyzed tasks and documents, and conducted follow-up interviews with employees (Rach, 2000).

The reading and writing tasks I learned about were, for the most part, integrated and complex. Typical tasks involved a combination of reading and writing abilities and multiple steps. I was able to identify 17 skills that were most often combined, but occasionally used alone, to complete these tasks. Highlighted **numbers** are explained on the following page.

- 1.** Determining applicability of text to task
- 2.** Locating information in texts
- 3.** Applying information in documents to a task
- 4.** Applying written models to create new documents
- 5.** Verifying/referencing/checking/getting feedback on written information
- 6.** Analyzing information in text
- 7.** Using background knowledge to create a written document
- 8.** Reading for instruction or information
- 9.** Applying knowledge about text structure to understand or use a written document
- 10.** Applying knowledge about text structure to create a written document
- 11.** Applying knowledge about rhetorical issues to written work
- 12.** Analyzing and synthesizing information from multiple sources to do a work task
- 13.** Synthesizing information from multiple sources to create a written document
- 14.** Using extralinguistic cues to create a written document
- 15.** Evaluating written information for quality of form and/or content
- 16.** Translating information from one language to another
- 17.** Communicating in writing

Leslie Rach, Ph.D., is an associate professor in the English Department at Gallaudet University. She earned a Ph.D. from the University of Maryland, Department of Curriculum and Instruction, in the area of reading.

HERE IS A CLOSER LOOK AT THE MOST FREQUENTLY CITED SKILLS. MOST OFTEN THESE SKILLS ARE NOT USED IN ISOLATION, BUT IN COMBINATION WITH OTHER SKILLS.

1 Determining Applicability of Text to Task

Nearly all jobs required the ability to determine the applicability of text to task. Consider that while the deaf employees in this study reported using texts to accomplish workplace tasks, other studies confirm that seeking and reading material is not a preferred strategy. Crandall (1981), for example, explained that the employees in her study used each other and gleaned information orally instead of using workplace texts.

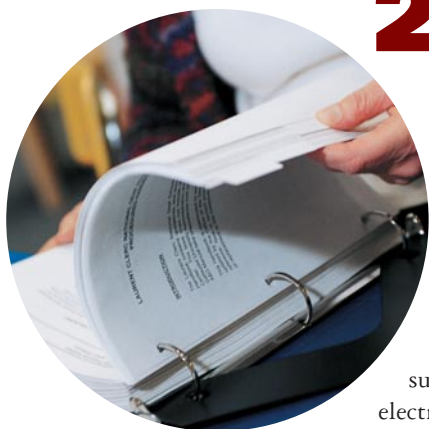
CLASS APPLICATION: In school, teachers usually provide students with the texts they need. Even college students' reading is often limited to the required texts for classes. Students do not often have to decide which texts will enhance their learning, nor do they have to select from even a few texts the one most likely to help them with school tasks. Often teachers, in addition to telling them which texts to use, provide students with information about where to find the specific or necessary parts within the texts.



2 Locating Information in Texts

Another skill that most employees had to implement at work was strategically locating information in texts. By strategically, I mean using tables of contents, indexes, headings, and other structural devices, such as key word searches in electronic databases, to limit and guide their search for information.

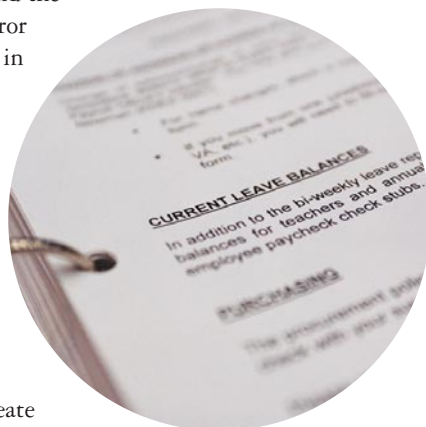
CLASS APPLICATION: Much research with elementary age children has indicated the need for students to be able to locate information in texts, and the same research points to the lack of direct instruction and practice with this skill (Dreher & Sammons, 1994; Dreher & Brown, 1993; Dreher, 1992). Locating information is critical across age groups, and continues to be relevant for employees using technology and paper resources.



3 Applying Information in Documents to a Task

Employees reported the need to be skilled in applying information in documents to their work tasks. Often these tasks were writing tasks, so employees needed to read existing documents and apply what they read to new documents they were creating. Other times they needed content information from resources to accomplish a task that did not involve writing. Either way, knowing how to read and apply information given in one context to a new context was called on widely in the workplaces. When I asked the employees to explain how difficult the documents were to use, they said that they were very difficult not just because of jargon or type of writing, but because the information in the documents had to be applied. The application was difficult because each case was unique and there was never a perfect match between the manual and the work to be done. Trial and error was cited as the best strategy in making applications using resource documents.

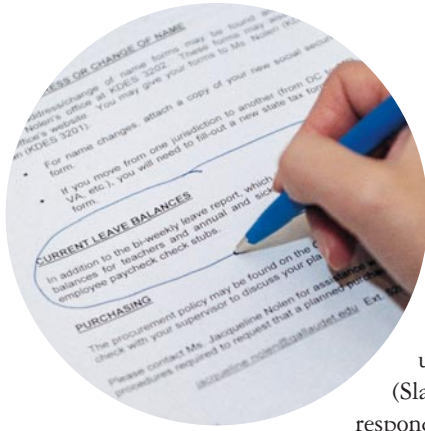
CLASS APPLICATION: Trial and error, or theory-making and testing, was noted by Mentkowski (1991) as an extremely effective strategy for applying college-learning to work tasks. Efficient employees, she concluded, create and evaluate theories of action and test them out in new work situations. As Mikulecky (1994) noted, the more specific literacy training is to the actual work tasks it is intended to transfer to, the more likely that transfer will be. The match between training and implementation will not be perfect, and trial and error will always be a useful strategy, but literacy education that simulates tasks found in the professional world may be more beneficial in terms of likelihood of transfer.



9 Applying Knowledge about Text Structure to Understand or Use a Written Document

Most of the employees had to know something about text structure and the way texts are usually organized in order to accomplish work tasks. For everything from finding information in texts to creating their own versions of office policy manuals, they called on their knowledge about organizational features in texts.

CLASS APPLICATION: Understanding how text structure functions to make documents more usable is a skill

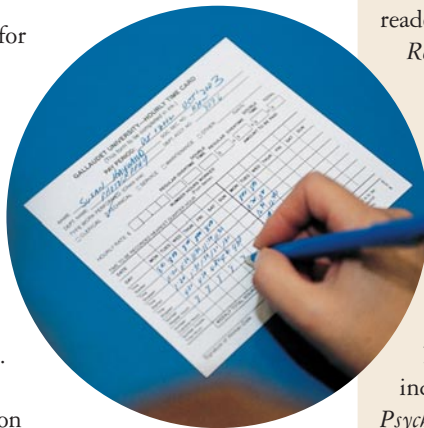


demonstrated to have effects on reading comprehension in general, and specific gains have been linked with text structure and ability to understand expository text (Slater, 1985; Walker, 1995) and respond to lengthy written arguments (Chambliss, 1995).

12 Analyzing and Synthesizing Information from Multiple Sources to Do a Work Task

Synthesizing information from numerous sources was common for the employees. In order to synthesize, workers had to first analyze the information in texts, in conversations, or from background experience so that they could determine the meaning of that information and how it was similar to or different from the information in the other sources. Synthesizing skills requires the ability to take similar information from various sources and put it together, or to take dissimilar information and find a way to reconcile the differences. Typical writing activities that involved analysis and synthesis skills were summarizing and report writing.

CLASS APPLICATION: Mikulecky (1988) explained that work tasks that typically require synthesis skills differ from most school tasks that require reading from a single text. In an increasingly technical workplace, the need to be adept at locating, analyzing, and synthesizing information is critical.



15 Evaluating Written Information for Quality of Form and/or Content

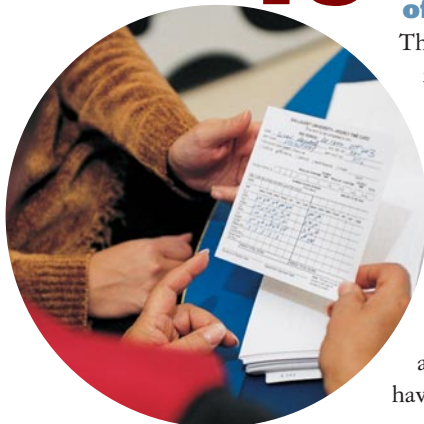
This is an advanced skill that requires readers to make judgments about the validity of information in texts and/or how it is presented.

CLASS APPLICATION: When students work on research projects, or seek to use print or non-print resources in their work, they must be adept at evaluating information. They have to determine whether or not

the information is relevant. They have to evaluate the quality of the resources they find. Teachers can work with students on evaluation skills by developing evaluation criteria unique to their content area. Science teachers might develop evaluation criteria for science articles based on their knowledge of what good science writing is. Journalism teachers might focus on different criteria when evaluating print resources. In other words, students learn to evaluate information and texts by seeing their teachers do it and by having access to clearly articulated evaluation criteria.

References

- Chambliss, M. J. (1995). Text cues and strategies successful readers use to construct the gist of lengthy written arguments. *Reading Research Quarterly*, 30, 778-807.
- Crandall, J. (1981, December). *Functional literacy of clerical workers: Strategies for minimizing literacy demands and maximizing available information*. Paper presented at the annual meeting of the American Association for Applied Linguistics, New York, NY.
- Dreher, M. J. (1992). Searching for information in textbooks. *Journal of Reading*, 35, 364-371.
- Dreher, M. J., & Brown, R. (1993). Planning prompts and indexed terms in textbook search tasks. *Journal of Educational Psychology*, 85, 662-669.
- Dreher, M. J., & Sammons, R. B. (1994). Fifth graders' search for information in a textbook. *Journal of Reading Behavior*, 26, 301-314.
- Mentkowski, M. (1991). *Designing a national assessment system: Assessing abilities that connect education and work*. Milwaukee, WI: Alverno College. (ERIC Document Reproduction Service No. ED 340 759)
- Mikulecky, L. (1988). *Literacy for the workplace*. Bloomington, IN: Indiana University. (ERIC Document Reproduction Service No. ED 294 164)
- Mikulecky, L. (1994). *Literacy transfer: A review of the literature*. Philadelphia: National Center on Adult Literacy. (ERIC Document Reproduction Service No. 374 340)
- Rach, L. A. (2000). *Literacy demands on deaf adults in the workplace: An investigation of reading and writing practices on the job*. Unpublished doctoral dissertation, University of Maryland, College Park.
- Slater, W. H. (1985). Teaching expository text structure with structural organizers. *Journal of Reading*, 28, 712-718.
- Walker, M. L. (1995). Help for the "fourth-grade slump"—SRQ2R plus instruction in text structure or main idea. *Reading Horizons*, 36(1), 38-58.



in the workplace

AT THE LIBRARY OF CONGRESS DEAF STUDENTS GET AN ASSIST FROM DEAF MENTORS

Eric Eldritch, M.A.,
is acting Americans
with Disabilities Act
coordinator in Human
Resource Services at the
Library of Congress in
Washington, D.C.

By Eric Eldritch

At the Library of Congress, deaf students undertake what is often their first work experience with an extra measure of support. The Library of Congress not only provides interpreters as needed, but encourages seasoned employees who are deaf to serve as student mentors. The students in this internship program are from the Model Secondary School for the Deaf, the demonstration high school on the Gallaudet University campus about a 15-minute drive away. During their senior year, these interns come once a week to the Library, where 4,500 federal workers maintain collections of millions of books, journals, maps, photographs, and other research-related materials, and every day 31,000 more items arrive.

Like all students, the interns are challenged by the practical lessons of a first job. They must learn how to navigate to and from work using public transportation. They must find their way through a maze of hallways in the Library of Congress's massive James Madison building. They must be on time, call when ill, and keep a dependable schedule. They must learn a myriad of new procedures and cope with changes in those procedures that occur as they work.

But most of all, they must learn to function as new employees within a dynamic system of multiple sociolinguistic, communication, and cultural behaviors. All teenagers struggle to adapt adolescent behaviors to interact with people, foster relationships, and confront attitudes that sometimes vary enormously from those of their school, home, or social organizations. For deaf students, however, adapting to a world of work geared to those who hear may be especially challenging. Mastering the formal and informal cultural and communication expectations of a given workplace is an important part of the foundation for career success.

Deaf Mentors Help Students Find Their Way

From the first day on the job at the Library of Congress, students experience a program in which federal employees who are deaf provide a welcoming and supportive transition to the world of work. These mentors expect the students to have already learned culturally

Students at the Library of Congress, top far right, take a break from their work.

Rosalee Connor, below, encourages students to ask questions.

Betty York, far right, hypothesizes about the importance of fingerspelling.



Photographs courtesy of the Library of Congress



appropriate responses to teachers, parents, counselors, and friends. They help the students begin to expand their repertoire in order to address new audiences: supervisors, mentors, colleagues, interpreters, administrators, and staff.

Rosalee Connor, decimal cataloger and longtime mentor, offers this insight: "I encourage the students to ask me any questions they might have. However, often I do not answer their questions directly. First, I help them reflect on what resources—which colleague or supervisor—might help them to find the answer. Then I ask them to address that resource person using their communication strengths. Sometimes they decide to look up the information from a printed source, write an e-mail to a coworker or supervisor, or request an interpreter for a meeting with someone who can provide them with answers."

Knowing and being able to choose from all of their options is an important skill that students will use throughout their lives and within any workplace. Having a mentor such as Connor with real-life cross-cultural experience makes this internship more rich and meaningful.

Technical Vocabulary

On the job training is conducted sometimes in American Sign Language via interpreters, and sometimes directly from bilingual deaf mentors. From the beginning, students learn to choose skills to reinforce their instruction—notetaking, looking in printed or online manuals, consulting with coworkers, or requesting interpreting services. Interns are introduced to technical vocabulary for items, processes, and procedures. Betty York, a legal gazette clerk who has worked at the Library of Congress for 34 years, notes that sometimes students struggle with technical terms.

"I find myself emphasizing that technical terms need to be fingerspelled," said York. "Specialized terms should not be assigned a sign from American Sign Language based on an

English homonym. Interns learn when to leave these terms in English. This facilitates reading manuals, e-mails, and memos they will find in the workplace."

Examples of formal on-the-job communication, in which technical vocabulary is frequently embedded, include:

- orientation to worksite,
- position descriptions,
- initial training,
- advanced training,
- team meetings,
- general policy and procedure briefings (understanding of time, attendance, and leave policies and procedures),
- emergency policies and procedures briefings (emergency exits, points of contact, and cancellation of work),
- project outlines,
- performance reviews,
- performance evaluations,
- official announcements,
- official memos,
- official publications, and
- vacancy announcements.

Language Usage and Social Graces

Studies in sociolinguistics show that an individual's communication is affected by several factors: setting, e.g., work, home, or school; the role of the speakers, e.g., employee to employee, employee to supervisor, mentor to intern; the individual's background, e.g., race, gender, age, identity, and social status; and the formality of the situation, e.g., at lunch, in a small team meeting, in a large employee forum, during an

interview, in an annual performance evaluation. These are factors that influence everyone, usually unconsciously, to "code-switch" or vary our language as we move from conversation to conversation throughout the day.

Among the communication challenges teenage deaf students may face on their first job are:

- how and when to ask questions.
- how to converse with a variety of coworkers.
- when to talk formally or informally.
- how to be comfortable with reading and writing English.
- how to write in a manner that is rapid and concise.
- when and how to acknowledge coworkers with a nod or gesture.



Enhancing the Mentorship for the Future

All of these experiences foster a healthy sense of identity and growing personal independence for the student interns. Taking time to analyze the mentorship within the context of a new work experience is a crucial step for recognizing the challenge that faces deaf and hard of hearing students. Supervisors, mentors, and students continue to initiate and test strategies that both challenge and strengthen students' literacy skills in the workplace. The Library of Congress continues to adjust the program to emphasize linguistic and cultural literacy. ■

literacy: empowerment for deaf students

A TEACHER'S PERSONAL TESTIMONY

By Beth Ann Dobson

Beth Ann Dobson

received a B.S. in social work from the Rochester Institute of Technology, an M.S. in education from the University of Rochester, and has taught at the secondary and collegiate levels. She taught English at Gallaudet University for seven years before taking her present position as a full-time teacher of deaf and hard of hearing students at Woodbridge Senior High School in Woodbridge, Virginia. Dobson welcomes comments about her article:
dobsonba@pwcs.edu.

When I was a little girl, I had no real understanding of what language was, how easily hearing people acquired it, or how difficult this language of the general society was for deaf people to learn. When I look back, I see that there were milestones—some of which facilitated my literacy development and some of which were roadblocks that represented huge potential barriers that I have spent a lifetime learning to overcome.

One such potential barrier presented itself in second grade. This was largely because of the teacher—I'll call her Mrs. Smith. It was

because of Mrs. Smith that I almost came to loathe reading and writing. Mrs. Smith was vehement in her belief that a profoundly deaf student did not belong in her classroom. She said that I should be in a school for deaf students where I could interact with "my own kind."

She punished and humiliated me and I became petrified of her. I was in perpetual fear that her voice would blare suddenly into my ears—upbraiding me because I could not correct my grammatical errors and penmanship. One incident particularly stands out. Mrs. Smith had the practice of having students use vocabulary words in groups and then individually write these words in cursive on the blackboard. When



PHOTO BY CATHRYN CARROLL

Today author Beth Ann Dobson credits parents and teachers for her enjoyment of books and reading—and is pleased to be in a profession where she can pass on the enjoyment to others.

it became my turn to write on the blackboard, I do not recall exactly what Mrs. Smith said, but I remember her burst of anger and her suddenly pounding the blackboard with her hand. Shaken, I felt as if the eyes of the entire world were watching me. Apparently Mrs. Smith had instructed me to write a specific letter and to this day I do not know what that letter was. I only wanted to exit the class. Then the principal's secretary unexpectedly knocked on the door and let herself into the classroom. Mrs. Smith was taken aback and her yelling came to a halt. Her face became red which, I must admit, was to my relief and delight.

I so detested learning to read and write that year! The next year I was more fortunate. I had an exceptional teacher, Mrs. Tannehill, who turned out to be extremely sensitive to me as well as to my educational needs. She and Mrs. Lee, my hearing resource room teacher, played a primary role in changing my attitude toward reading and writing, and in turn, my overall language development. They were instrumental in restoring my self-confidence.

But even with my self-confidence somewhat restored, I was still unaware of the significance of those books stacked on shelves in the classroom and in my home. My folks were avid readers, and their books were waiting to be discovered. But my efforts to read failed because my language was lagging.

In sixth grade, an event happened that would keep me reading forever. This was the grade in which I was bombarded by grammatical worksheets in class. I was asked to identify adjectives and adverbs, but when it came to writing sentences, I was unsure how these parts of speech were used. I detested those worksheets and to this day I am not certain that they helped me. One day my hearing friend and I were working together in the library. I happened to notice my friend write the word *attend* in her report. I had no idea what *attend* meant. When I asked my friend, she stared at me in disbelief before she recovered

herself and explained. But I had caught her astonishment, and I felt hurt and ashamed. It dawned on me that my vocabulary was limited and that English, as the language of country and culture, was vital.

I think that was a turning point. I read with the conscious purpose of learning vocabulary and developing writing skills. I read daily. Later, as a student at the University of Rochester, a hearing peer turned to me and asked, "What does *trepidation* mean?" I explained that it had to do with fear, gave her an example of how it is used, and felt that my long struggles had succeeded.

Constantly supporting me and helping me to reach my milestones of development was my mother. She was steadfast, devoted, encouraging, and a natural teacher who exposed me to spoken and printed language from the time that an audiologist confirmed my deafness at the age of six months. My mother would write all of the words I saw from all sorts of books on a huge poster in order for me to see them again and again. Before research would confirm her approach, before I knew about whole language, my mother noted changes in the quality and quantity of my reactions and responses to stories. As I write this, I want to dedicate this article to my indispensable mother, whose enthusiasm for inspiring others in reading and writing is contagious today.

Today, as a teacher of deaf students, I am indebted to my colleagues, Karen L. Kimmel, Jane Nickerson, and Kathy Wood, all English professors at Gallaudet University. They helped me understand what happened to me—and how to teach reading and writing to other deaf students. From them I learned that all of us have an internal network of information, memories, and feelings, and that the organization of this network and the way it stores information is our schema. Schemas change as new information is acquired and we have new experiences. Kimmel explains that "students begin to connect

the known with the unknown; they begin to weave information from their schema with newly acquired knowledge" (Kimmel, 1999, p. 147).

I tell my deaf students that when they encounter new information, new experiences, and new feelings, they should search through their "mental file cabinet" for the folder with a similar category of information as their new event. As students compare the old file with the new event, they build new knowledge and constantly revise their file and the way they search it and use it to file information—or their schema.

Like Kimmel, I have learned to "rethink, re-see, and redefine who I am as a teacher and what language learning meant to me" (Kimmel, 1999). Because of my own experience, I understand why so many deaf students arrive in college extremely frustrated by their reading and writing skills. Many young deaf students do not feel comfortable with their limited reading and writing skills because they do not want to appear to be different from hearing individuals. They are determined to improve but do not know how. It is my fervent desire to find ways to help these students develop this difficult but extremely important skill. I tell my students that reading will help them learn to write well, just as it has helped me. I am pleased to be in a profession where I can help students learn to read.

References

Kimmel, K. L. (1999). "Learning from my students: Interactive electronic journal writing with deaf and hard of hearing learners," *The journal book: For teachers of at-risk college writers*. Portsmouth, NH: Boynton/Cook Publishers, Inc.

Schleper, D. R. (1998). *Read it again and again: A manual for educators*. Washington, DC: Gallaudet University, Pre-College National Mission Programs.

Charles R. Barman

teaches science and environmental education in the Department of Teacher Education at Indiana University-Purdue University in Indianapolis.

Jamie D. Stockton

is an instructor in the Education Department at DePauw University in Greencastle, Indiana.

Mary Ellsworth and **Sarah Raymond**

are science teachers at the Model Secondary School for the Deaf, part of Gallaudet University's Laurent Clerc National Deaf Education Center in Washington, D.C.

Chris Gonzales is a science teacher in the Deaf and Hard of Hearing Program at the University High School, in Irvine, California.

Teresa Huckleberry

is a high school science teacher at the Indiana School for the Deaf in Indianapolis.

running to class

STUDENTS ENJOY SOAR-HIGH: A WEB-BASED PROGRAM FOR LEARNING SCIENCE

*By Charles R. Barman, Jamie D. Stockton, Mary Ellsworth,
Chris Gonzales, Teresa Huckleberry, and Sarah Raymond*

Science class once got off to the kind of start all teachers dread: "I had shown [the students a] movie at the beginning of the year and they were totally unimpressed and uninterested," the teacher noted in a journal.

But by the end of the year it was a different story. Same teacher, same journal, and, most important, same students: "This is the first class I have ever taught where I have seen students RUN to get to my class."

No, the teacher hadn't resorted to handing out pints of ice cream to the first five students through the door. What had changed was the way science was being taught. The change is called SOAR-High, for "Science, Observing, and Reporting-High School."

SOAR-High gets students running to class through a combination of hands-on projects, cooperative learning, and liberal use of teen-prized Internet applications such as Web pages, chat rooms, and videoconferencing. Using these applications, students at the Model Secondary School for the Deaf (MSSD) at Gallaudet University work with counterparts at their own school and at the Indiana School for the Deaf and the University High School in Irvine, California, to learn about Earth systems such as those of climate and atmosphere.

Developed initially at MSSD, SOAR-High is an offshoot of Project S*OAR, a program that provides distance-learning coursework for graduate programs in secondary school math and science education. The Web-based coursework was developed by Mary Ellsworth, one of the authors of this article and an MSSD science teacher.



Photography by Teresa Huckleberry



An Electronic Community of Learners

If the students using SOAR-High are a virtual community of learners, then their electronic village green is the SOAR-High Web site, hosted by the Laurent Clerc National Deaf Education Center at Gallaudet. At the Web site, students find a classroom where each unit of the course is posted. Once they get oriented with Unit 1, "Getting Ready to Do SOAR-High," they get deep into course content with units such as "Understanding Earth as a System" and "Earth's Atmosphere."

From any page on the Web site, students can link to a wide-ranging collection of science Web sites (including one on deaf

scientists) that together constitute a virtual library. For example, students working on the atmosphere unit can link to a Web page hosted by the University of Idaho that explains the interaction among the atmosphere, the hydrosphere, and other Earth systems. Students learn how to do things such as write a lab report, make a Web page, or plot graphs by linking to a SOAR-High tool room.

Perhaps most important, the SOAR-High Web site hosts "TeamWave rooms" where students go to work on group assignments. TeamWave is a software program that enables students to create virtual rooms where they can collaborate with



partners chosen by their teachers from their own school or from one of the other two schools, leave messages for other team members, chat about a group assignment, share files, or sketch on a whiteboard.

A team project would look something like this: For a group assignment on the water cycle, teachers will form a team of several students from, say, MSSD and the Indiana School for the Deaf to open a TeamWave room and download a series of tasks. Using the TeamWave program, the students will draw a representation of the water cycle. They'll also use the SOAR-High virtual library to link to science Web sites where they can find pictures illustrating different parts of the water cycle. Their task will then be to write descriptions of those images that explain their place in the water cycle. The team might also be asked to critique some of the Web sites they used in the assignment and to compose a short essay on a question related to the water cycle, such as "Do you think the government is doing enough to protect the water supply?" If students decide they need to present data in the form of a graph, they can access the SOAR-High tool room for guidance and the necessary software.

The SOAR-High Web site is also the place where each student builds an individual course portfolio. A student's output, whether the result of

individual work or group projects, is filed here. For example, a student at MSSD could use her portfolio to introduce her work to counterparts at University High when their teachers assign them to do a project together. The portfolios are also a vehicle for students to share data and critique each other's work.

Just as adults like to personalize their office at work, the students enjoy being able to individualize their portfolio by doing things like posting their picture and describing their interests on the cover page. For example, on his cover page one student wrote, "I love *Star Wars* movies, books, and cards.... I love to play baseball and football. My future plan is to work as a visual special effects specialist in the movies."

Another mechanism for sharing information is videoconferencing. More fully visual and undeniably cooler than even portfolios and TeamWave rooms, videoconferencing provides a format in which team members at different sites can discuss their procedures and findings face-to-face and in real time. Videoconferences also draw students into conversations about the real-life implications of their investigations. For example, a recent video meeting on how temperature change causes the greenhouse effect led to a discussion on how this phenomenon is making itself evident in everyday weather.

As a bonus, videoconferences give students experience in the protocol of this increasingly common technology. For instance, the SOAR-High Web page on videoconferencing instructs: "Wear dark clothes if possible. Avoid stripes or strong patterns." and "Sit quietly. Extra movement causes the video to be slower."

The students also use the SOAR-High Web site to access hands-on exercises, such as calculating how much solar energy reaches the Earth's surface by measuring temperature changes in a bottle of water that has been exposed to sunlight. The Web page for the exercise provides step-by-step instructions on procedures such as getting the right bottle (it

should be wide-mouthed and lined with black plastic on one side to absorb solar rays; a black, plastic report cover makes a good liner, the Web page suggests) and securing the bottle so that it sits at a good angle for catching some rays (books and rocks are good for this purpose). Students write up their findings using a "checklist for student reports" that walks the high school scientists through the eight steps in the process, starting with "title," "problem," "equipment and procedure," and ending with "conclusions" and "new questions."



Sizing Up SOAR-High:

"Globalness of Deafness, Globalness of Science"

Teachers, students, and even a formal team of evaluators have all sized up SOAR-High, which finished its third year in June 2002. During the second year of the project (the 2000-2001 academic year), Gallaudet University commissioned an evaluation study. The investigators drew upon teacher online journals, student online portfolios, a performance-based assessment, student and teacher interviews, and their own classroom observations.

When they compared student portfolios from the beginning and the end of the academic year, the evaluators noted considerable growth in the sophistication of the work. For example, the students were able to display data more clearly on their second reports as well as use data more adeptly to support their conclusions. In addition, when the investigators administered the performance-based assessment, they found that most of the students could use specific skills characteristic of scientific inquiry such as observing, collecting data, forming hypotheses, communicating, and drawing conclusions.

In their online journals, teachers reported three particularly evident advantages of SOAR-High. It helped a wide range of students become literate in educational technology. It also made students more proficient at using science process skills—such as forming hypotheses and collecting data. Finally, and perhaps most important, it helped students take charge of their own learning. For instance, several of the students' beginning reports were no more than compilations of Internet pictures, information from Web sites, and Web links. In contrast, their second reports, which described activities they had done in class, showed clear evidence of the students' grasp of process skills and data-displaying techniques.

In interviews, the students generally seconded their teachers' impression that SOAR-High had made them better at independent learning. Typically, one student commented, "I've learned how to do all of the Internet searches by myself. When we were required to set up hypotheses, I could do this myself."

During their observations, the evaluators were struck by how eagerly the students went to work. In interviews with these observers, several students expressed particular enthusiasm for

sharing their portfolios on the Internet and videoconferencing. A student at University High School said, "By working with MSSD and [the Indiana School for the Deaf], I get more examples of how to do some of the projects. We also critique the work from other schools. This helps me think more about my own work."

While generally enthusiastic about SOAR-High, teachers and students also noted some potential pitfalls. Some students perceived a diminished level of interaction with their teachers. One said, "It is too much using the computers. Sometimes I like sitting with the teacher and having her explain what is happening....I do like the computer, but I would like more hands-on activities. Sometimes it is too much time on our own." Teachers noted that the cooperative learning elements of SOAR-High were less likely to go well if students were not approximately equal in age and ability level.

Given SOAR-High's reliance on technology, perhaps its biggest foible was its vulnerability to equipment breakdowns, ranging from computers simply malfunctioning to that

bugbear of Web surfers everywhere—traffic jams on the Internet.

Generally though, the teachers were happy to use SOAR-High to teach science to their students. As one said, "Students see the globalness of deafness and the globalness of science aspects. They can read 'It's 30 degrees here,' but when they can see someone go outside and grab snow [during a videoconference], it makes it real."

An additional educational benefit of SOAR-High is its potential for exportability. Teachers in nonscience disciplines

are showing interest in adapting the SOAR-High approach to course materials and activities accessed on the Web. In what may be an even more significant development, the Indiana School for the Deaf recently began working with a high school in the Indianapolis area on plans to have students at the two schools—deaf and hearing—use SOAR-High as a vehicle for learning together.

To find out more about SOAR-High, visit its Web site at <http://csc.gallaudet.edu/soarhigh/SHMAHOM.HTM>.



electronic schedulers for resource room and itinerant teachers

By Thomas N. Kluwin, Christina Lougen, and NiYa Costley

Thomas N. Kluwin, Ph.D., project director of the FORUM Project, based at Gallaudet University in Washington, D.C., also chairs the Department of Educational Foundations and Research at Gallaudet. He can be contacted at: thomas.kluwin@gallaudet.edu.

Christina Lougen, a teacher in Montgomery County, Maryland, and **NiYa Costley** are project assistants with the FORUM Project.

One of our particular areas of interest in deaf education is software packages that can be easily tailored—often with free templates or other services—to solve problems for itinerant and resource room teachers. We have been developing electronic tools for teachers of the deaf and hard of hearing under the auspices of the FORUM Project, based at Gallaudet University (<http://edf.gallaudet.edu/ForumProject/forum.htm>).

For both the itinerant teacher and the resource room teacher, there is more emphasis on scheduling, communications, and responding to the needs of diverse audiences than for the teacher in the intact classroom. All of this can make for a scheduling and logistics nightmare for these professionals. The problem is not to make this workload go away—because that is what the job involves—but to make it more manageable. With that in mind, let's look at how to think about a solution that is not more trouble than the problem.

Evaluating Your Situation

Personal Skills and Support System

First you need to assess your own personal skills. Ask yourself: What skills do I possess that don't require outside help? Your answer will tell you how complex a system you should put into place.

Another question: What kind of immediate help can I get if I run into a problem? A surprisingly high percentage of the teachers we train rely on family members for help, especially the first time they try something new.

Institutional Infrastructure

Once you've assessed your personal skills and available supports, you should consider your physical resources, or infrastructure. Ask yourself: What equipment do I own or have access to? What level of support does my district or program provide?

Next, think about your teaching situation. Do you work in a single location, or do you travel? If you work in a single location, do you have a Web connection? If you travel, do you go from school to school with Internet access at a different location at each school, or can you connect to the Web through your own laptop? If your laptop cannot communicate with the Web, do you have printer access sometime during the day?

Right: Janice Strickland, an itinerant teacher from Falls Church, Virginia, checks her material before going into a school.

Photography by John T. Consoli



Workload and Work Type

Next you need to evaluate your communication, or paperwork, needs. Try envisioning all communications as bits of paper, even if they are not. This makes it easier to plan your communication flow. We suggest dividing your bits of paper on the basis of how often they change content. In other words, what is the lifespan of a piece of information?

Individualized Education Programs (IEPs) and other forms of student background information are your “longest-living” documents. The best example of a document with a one-semester life span is semester grades. Monthly use documents include trip sheets, reimbursement forms, and progress reports to colleagues or parents.

At the FORUM Project, we have focused our efforts on weekly documents, such as lesson plans and schedules. Weekly information usually has an established format, but some of the information requires regular updating. A weekly scheduler is the heart of our system. Everything else ties into it.

Daily communications generally involve phone calls or e-mails. The content of each communication is likely unique; what is critical is the *means* by which we make contact with another. The critical issue with daily paper load is that we need to retrieve a mailing address, phone number, or e-mail address quickly. However, the easier it is to manipulate the database in the address software, the harder it is to connect the address book information to another software package such as a scheduler.

The advantage of thinking about your paperwork requirements on the basis of frequency of content changes, the number of individuals who should or should not share them, and the speed at which you must receive and deliver the material is that it defines clearly different classes of documents, which will in turn call for very different handling. Just as you have different places for physical storage—your Filofax holds lots of information, but not last year’s tax forms—you will need different forms of electronic storage.

Our Solutions

Depending on your computing situation, we can offer three electronic scheduling options: First, if you are a teacher with ready access to a Web connection, we suggest online tools. You can access these at: <http://edf.gallaudet.edu/ForumProject/Itinerant/reallyRemote.htm>. Second, Microsoft templates you can modify yourself are available at: <http://edf.gallaudet.edu/ForumProject/resource%20teacher/niya's%20nook.htm>. Third, if you prefer a ready solution to your electronic scheduling needs, a template we modified for itinerant teachers using a Microsoft template can be obtained by e-mailing thomas.kluwin@gallaudet.edu.

At the start of this article, we listed some questions about your electronic scheduling needs that you should address. Here is where the answers to those questions fit in.

Although we can envision numerous scenarios related to electronic scheduling capability, we will describe two particularly common ones in detail. The first is that you have a Web connection on a regular, convenient basis and can build your scheduling and communications system on the Web. A second is that you have a laptop that limits you to sporadic access to the Web, such as at the start or end of the day when you check in with your district office.

Web-Based Scheduling

Technology-savvy teachers can create their own Web pages and post them to a server, but most folks need someone to do it for them or at least to provide some help. If you are in this latter group, we recommend trying one of three alternatives if you want a Web-based scheduling and

communication system: K12Nation, Learning Workshop, or Classbuilder.

Because of its many features, Classbuilder may look like the clear choice. But keep in mind that the more complex a scheduling system is, the more limited it usually is in other ways.

K12Nation is confusing at first because there is no tutorial on setting up your classes, e-mail, and calendars. But parents and students will be able to see your schedule for their class online. You can set up more than one class, and you have complete control over who is allowed to access the online class area. You can e-mail students and parents without disclosing the addresses of others, thus preserving privacy.

Anytime you receive e-mail on the system from parents or students, or your subscriptions change, you receive an e-mail notification at your regular address. Calendars can be viewed by class or merged. Also, students can communicate with each other via e-mail. Generally, K12Nation is easy to use and navigate once it is set up.

Learning Workshop has more features than K12Nation and is easy to use and navigate. Grades are available to parents and students so they can monitor progress, and students can participate in discussions online. However, the message center does not separate messages into threads, so the volume of messages can become overwhelming if you are working with lots of parents and students.

Classbuilder has many options to assist with classroom



THREE WEB-BASED SCHEDULING AND COMMUNICATION SYSTEMS

FEATURE	K12 NATION	LEARNING WORKSHOP	CLASSBUILDER
Calendar	*	*	*
Multiclass capability	*	*	*
E-mail	*	*	*
Grade books		*	*
List homework		*	*
Message center		*	*
Create and grade papers and tests online			*
Students submit work online			*
Create cooperative working groups online			*
Monitor attendance			*
Store parent and student contact information			*
Parents can monitor student progress online			*

management; however, it is difficult to navigate, and the home page is cluttered. Also, there is no online setup tutorial. Advertisements are prominent on free-membership versions. If students can view the homework of other students, they can also view the teacher comments, which limits the sharing of student contributions. The calendar can only be edited offline.

Template-Based Scheduling

You can create your own scheduler in Microsoft Excel or download and customize its template scheduler. We are currently debugging our version of a scheduler template that runs in Office 2000 and, as already noted, would be happy to provide information or copies to interested teachers.

A template-based scheduler that runs in someone else's software package is cheap and flexible and does not require a Web connection. It can sit on your laptop and you can work with it anytime you want. The first disadvantage is that to send or receive e-mails you will have to connect to the Web or use some kind of handheld device like an e-mail-enabled cell phone. The second disadvantage to these simple systems is that you cannot as readily communicate information to several people. In other words, you cannot readily post your schedule for others to see.

Web-based schedulers offer the advantage of software that will do your Web page for you and a server with an address to post the page to. But one real problem is tying all the pieces together. For example, Web-based software may allow you to attach a document to your site that others can see. If you post your own schedule, you must know how to attach the document and you must remember to update both it *and* the links. It can be done, but it involves extra steps, time, and work.

Figure 1 shows a hypothetical example of part of our modified template. The first modification we made to the Microsoft template was to change the time frame. A nice feature of the Microsoft template was that it let us customize the look of the scheduler so we could have a school logo and a teacher's name on the page. One of the teachers in our project, Tara Piediscalzi, built her own scheduler in Excel after taking one of our classes. When we saw hers, we modified the Microsoft template to handle the kinds of data and documents she needed.

Our template builds to a management system based on existing features as well as our previous discussion of types of documents. The system starts with three sheets: *basic*, *communication*, and *weekly*.

The two existing features are embedding and hyperlinks.

MAKING A TEMPLATE

Note: Student's names are fictitious.



North County Cooperative Unit
Terry Pasquali
Fall, 2002

Customize...

TERM SCHEDULE

Time / Day	Monday	Tuesday	Wednesday	Thursday	Friday
7:30 AM	South Lebanon Office	South Lebanon Office	South Lebanon Office	South Lebanon Office	South Lebanon Office
7:45 AM	Travel		Travel		Travel
8:00 AM		Travel		Travel	
8:15 AM	Sam Jackson		Sam Jackson		Sam Jackson
8:30 AM		Prep-Consult: Plamga		Prep-Consult: Plamga	
8:45 AM		J. Hartnett		J. Hartnett	
9:00 AM	Travel		Travel		Travel
9:15 AM	Prep-Consult: Plamga		Prep-Consult: Plamga		Prep-Consult: Plamga
9:30 AM	J. Hartnett	J. Hartnett	J. Hartnett	J. Hartnett	J. Hartnett
9:45 AM					
10:00 AM					
10:15 AM					
10:30 AM	Mary Shriver	Prep-Consult	Prep-Consult: Plamga	Prep-Consult: Plamga	Prep-Consult: Plamga
10:45 AM		Travel			Travel
11:00 AM	Travel		Lunch	Travel	
11:15 AM		Lunch			Lunch
11:30 AM	Tony Mangoni	Brittany Spears	Micaha Wlatabi	Tony Mangoni	Brittany Spears

The Excel software that powers the scheduler already has a built-in feature that lets a user insert comments about a particular cell. Since Excel is an accounting application, this was intended to let accountants describe an entry. We have used it as a way to include information about time slots such as the person we would meet or a way to make contact.

Our three-sheet system makes use of these existing features. The basic sheet uses the comment feature for location, class, and time. The communication sheet uses comments for phone numbers and e-mail addresses while using embedded links for IEPs and other background documents that have been stored as pdf files. The weekly sheet uses comments for location, class, and time but uses embedded links for worksheets, memos, forms, or shorter-term paperwork.

One disadvantage of this simple approach is that if you change an address or a piece of information in one location, it doesn't automatically change in another. Another disadvantage is that this system will not necessarily interface with your district's proprietary software.

A Little Effort

Simpler Communication

With a little initial effort, it is possible to assemble a system that will make communication with parents and colleagues simpler and quicker for itinerant and resource room teachers. For most teachers, the hardest part will be sitting down and thinking about what they do and what they need. We have suggested some questions to ask yourself as a way to get started. Think about what you do as well as what resources and skills you have. The next step is to prioritize your needs. What is your biggest problem or need? The answer to that question will guide you as you decide what to do.

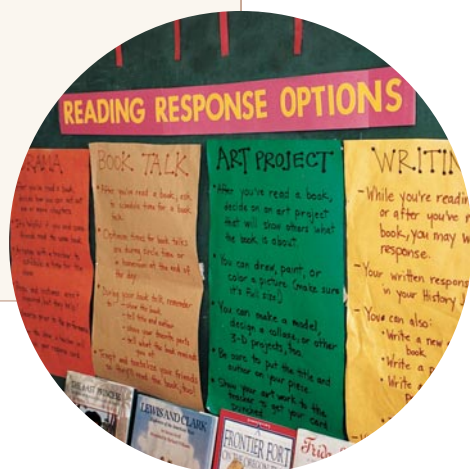
ssr? dear? ussr? or dirt?

**no matter what
you call it,
independent reading
is for everyone**

By David R. Schleper

David R. Schleper,

M.A., is literacy coordinator for the Laurent Clerc National Deaf Education Center at Gallaudet University. You are welcome to contact him at david.schleper@gallaudet.edu.



Above: Make independent reading more interesting by letting students choose how to respond. Here, a teacher has response options posted in the classroom.

Photo by David R. Schleper

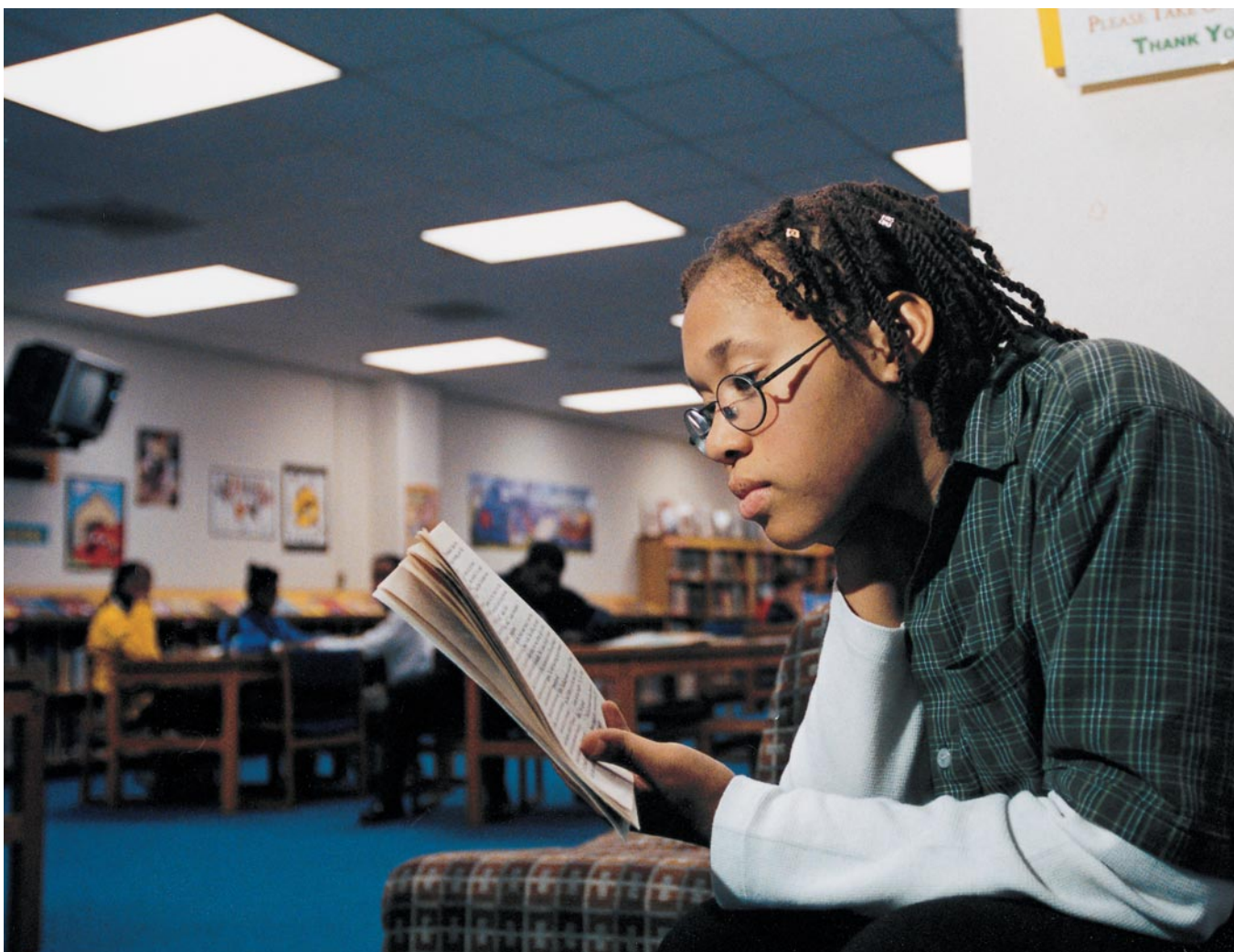
Research shows that reading independently for a short time—approximately 15 to 20 minutes—during the school day contributes powerfully to language and literacy development. So whether you call it Sustained Silent Reading (SSR), Drop Everything and Read (DEAR), Uninterrupted Sustained Silent Reading (USSR), or Daily Interrupted Reading Time (DIRT), having students (and adults) read independently is critical. As Krashen (1993) pointed out, independent reading is the kind of reading literate people do obsessively all the time. Let's make it the same experience with our deaf and hard of hearing students.

Research and discussion of independent reading, also referred to as extensive reading, may be found at <http://www.kyoto-su.ac.jp/information/er/index.html>.

Students and adults read independently choosing from a wide selection of fiction and nonfiction books from school, classroom, and home libraries. Students select books that they can understand independently with little support. This process helps students improve vocabulary, spelling, and writing. According to Krashen (1993), most middle school students can read about one million words and learn about 1,000 new words each year without any direct instruction in vocabulary. For deaf and hard of hearing children, reading daily helps to gain language skills in English, and the students learn to write and spell better.

Initially, I handled independent reading like many other teachers, by asking students to "read anything for 15 minutes." Unfortunately, this did not work out. Sometimes students would chat instead of read. Sometimes students would turn pages and look at pictures. One student spent the full time searching for a book. Sometimes I would cut down on time spent on independent reading because I felt that it was too much work for too little reward.

Photography by John T. Consoli



With help, though, I got the independent reading back on track. One perfect way to do that is explained in Janice L. Pilgreen's *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*. Pilgreen emphasizes eight factors to have success with independent reading. These include:

1. Access

Students need access to books, including trade books, magazines, comics, newspapers, and other reading materials. Books need to be available during the day, but also at night in homes and dorms. At least 10 books per student should be available. Most teachers trade with others throughout the year to make sure there are always new books available.

Students should be encouraged to form book clubs. The Parent-Teacher

Association should be approached, and donations sought from the community (Schleper, 1991). In addition, budget priorities should be reviewed and altered.

2. Appeal

Appeal means that reading materials are interesting and provocative and students want to read them. A crucial element of book appeal is self-selection within appropriate guidelines. Some teachers and librarians do not want to use comics. However, many deaf adults who are good readers say that comics are the starting place for reading.

Many teachers and students enjoy using the Accelerated Reading program during independent reading time. I often use this program as it helps students pick books at their levels. However, I do caution teachers to be careful. Make sure that students

continue to have the opportunity to read books that are more difficult as well as those that are easier than what the Accelerated Reader program suggests. Try also to focus on the intrinsic reward of reading, not on the accumulation of points or gifts. Lastly, make sure that students have time to talk about what they've read, not just answer questions on a computer.

Another important part of appeal is having books in a series. I remember one group of students in my class loved the *American Girl* collection. They begged me to get some more books about Addy. *The Boxcar Children*, *Goosebumps*, *The Baby Sitters Club*, *Magic Tree House*, the *Clifford* books, and the *Arthur* books are among those that are perfect for students who become better at fluency by reading books in a series where they already know the name and the place.

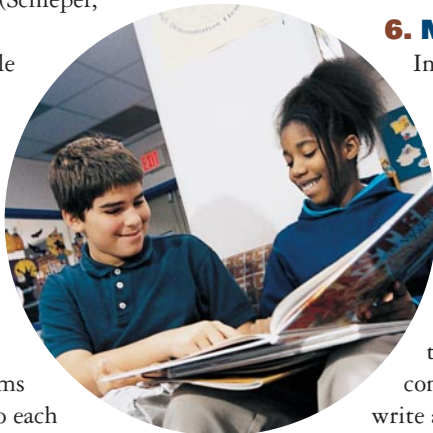
3. Conducive Environment

A quiet, comfortable place for the students and teachers is the kind of environment we need for independent reading. Adding beanbag chairs and “Do Not Disturb” signs help to make the atmosphere more personal and homey. According to Pilgreen (2000), “When funds are not available to buy special accoutrements, a quiet, informal setting can go a long way toward supporting readers in their quest for an insulated environment in which to lose themselves temporarily in a good book (page 12).”

4. Encouragement

Reading is encouraged when students and teachers share and discuss what is read. This can occur through short readings of parts of books, the use of literature circles, individual conferences, or other ways that ask participants to extend their book experiences during and after reading (Schleper, 1996).

With my middle school students, I set up book response choice cards. I adapted the form from Ford and Larson (1990) and used it with great success. I laminated the forms and handed one to each student. The form showed possible ways to respond to the books during daily mini-lesson time. Students picked one of the activities after reading a book. I punched each card in the appropriate spot when they finished. This forced the students to pick a variety of ways to show that they had read the books, and gave them more choices in what they wanted to do to demonstrate their understanding. Half way through the school year, several of the students finished their response cards. I asked if they wanted to continue. They said they loved it, and they wanted new ones. Enjoy your own response card, at right.



5. Staff Training

Teachers and other adults need to be trained on how to set up and run the independent reading time. Often teachers are just told to carve out some time for reading. But sustained silent reading is a distinctly active, rather than a passive, activity. Adults need to understand and believe in the philosophy underlying independent reading. They need to know strategies to help students (and adults) buy into the concept of independent reading.

6. Non-Accountability

In order to make independent reading work, teachers need to provide a non-evaluative atmosphere where there are no requirements related to productive tasks or follow-up language work. Having teachers test students on content or forcing students to write a book report may not support students' enthusiasm for reading.

According to Pilgreen (2000), “We can identify many activities that students do enjoy engaging in after they've read exciting books. They are very often social in nature and provide outlets for readers to share their enthusiasm with others. They are different from accountability measures and can be labeled, simply, as follow-up activities (pgs.15-16).”

7. Follow-Up Activities

Follow-up activities encourage students to sustain their excitement about the



books they have read. The book response card is perfect for this. Giving book talks, developing art projects, having a retelling conference, or just enjoying the book are processes for helping students be successful with independent reading.

8. Distributed Time to Read

Students—of all ages—need time to read. The benefit of reading regularly, at least twice a week, and more successfully every day, is clear in the research (Pilgreen, 2000). The idea of reading less frequently but for longer periods (“massed time to read”) is not sufficient for developing the reading habit. Setting up independent reading daily is a most effective strategy.

References

- Ford, M. P. & Larson, J. (1990). Reading responses: It's all in the cards. *The Whole Idea*, 2(1), 6.
- Gardiner, S. (2001). Ten minutes a day for silent reading. *Educational Leadership*, 58(2), 32-35.
- Krashen, S. (1993). *The power of reading: Insights from the research*. Englewood, CO: Libraries Unlimited.
- Pilgreen, J. L. (2000). *The SSR handbook: How to organize and manage a sustained silent reading program*. Portsmouth, NH: Heinemann.
- Schleper, D. R. (1991, March/April). Tips for building a classroom library. *Perspectives in Education and Deafness*, 9(4), 21-22.
- Schleper, D. R. (1996, January/February). Talking about books. *Perspectives in Education and Deafness*, 14(3), 7-10.

Deaf and Hard of Hearing Achievers

Start your deaf or hard of hearing child
on a path to success with a good education at
MSSD — the Model Secondary School for the Deaf

**Suzette Aguayo Fuerst,
MSSD '93**
*Social Worker and
Behavior Specialist*



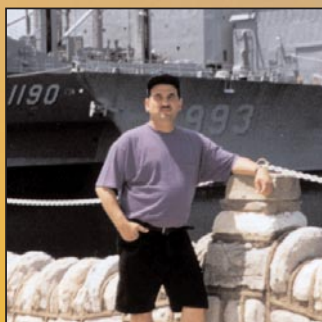
**Neshmayda Aguayo
Bravin, MSSD '93**
Mental Health Therapist



**Michelle Angela Banks,
MSSD '86**
Actress/Writer/Producer

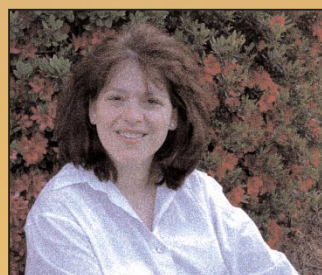


**Kelby Nathan
Brick, MSSD '89**
Attorney-at-Law



Jorge Flores, MSSD '87
*Mechanical Engineering Technician
at a U.S. Naval Base Shipyard*

**Amy Joy Markel
(Hartwick),
MSSD '85**
*Auditor,
Ronald Reagan Building,
Washington, D.C.*



All of these achievers graduated from MSSD: the Model Secondary School for the Deaf.
MSSD serves students in 9th through 12th grades from the 50 states and U.S. territories.
We are a tuition-free program located on the Gallaudet University Campus
at 800 Florida Avenue NE, Washington, D.C. 20002.

For more information, or to arrange a site visit, contact the:
Admissions Coordinator

202-651-5397 (V/TTY) 202-651-5362 (Fax)

NEWS

Art from Deaf Way II Finds Home at Clerc Center*By Susan M. Flanigan*

When she saw the fabulous paintings, drawings, sculpture, and photography by the 69 Deaf Way II artists, Dr. Katherine A. Jankowski, dean of the Laurent

Clerc National Deaf Education Center, selected several pieces to add to a collection of works by deaf artists that she plans to display around Kendall Demonstration Elementary School (KDES) and the Model Secondary

School for the Deaf (MSSD).

"I want the students to experience first-hand the beautiful art pieces created by renowned deaf artists, and to develop an appreciation for cultural art," said Jankowski. She has already begun a collection of deaf art, including the works of Betty G. Miller, Paul Johnston, Eiichi Mitsui, and Tom Mayes. In April 2003, a deaf



American artist named Carl Romano will personally deliver a totem pole he created for MSSD.

The new Deaf Way II additions include: *Soy*



Sorda (I am Deaf), a painting by Ixchel Solis that Jankowski hopes will inspire the schools' Hispanic students

Below: Ixchel Solis (left), an artist from Mexico, stands next to her painting, *Soy Sorda*, which Dr. Katherine A. Jankowski, dean of the Laurent Clerc National Deaf Education Center, purchased for the demonstration schools.

Left: Susan Dupor's three-dimensional statue, *Three Loves*.



PHOTO BY KAREN GOSS

Go, Lisa!**MSSD Grad Becomes Cheerleader for the Miami Dolphins***By Mary Ellen Carew*

Lisa Fishbein, originally from Margate, New Jersey, has become a cheerleader for the Miami Dolphins football team. Two hundred women competed, and Fishbein was one of 41 cheerleaders selected. She is the third deaf person to hold a full-time job as a cheerleader for a professional football team.

"It is a new and exciting experience for me," said Fishbein. "I can't wait for the opening kickoff."

Fishbein began cheerleading while she was a student at the Model Secondary School for the Deaf in Washington, D.C.

"I am a huge football fan," she said. "I loved cheerleading in high school, and I wanted to continue cheering after graduation."

She joined the Miami Dolphins Cheerleaders training class last spring. The training class led up to a competitive three-phase audition that is held every year. Judges look for "striking looks, lots of smiles, and ladies who exude confidence and energy." After the semi-finals, 62 women advanced to the finals. Out of this group, 22 veteran cheerleaders and 19 new cheerleaders were chosen. Lisa Fishbein was one of them.



"I couldn't believe that I made it," said Fishbein. "I was shocked and thrilled at the same time."

Both veteran and aspiring cheerleaders must audition each year for the chance to lead the cheers for the Miami Dolphins. Those who make the squad travel with the Dolphins and cheer for them at every game. They also take part in personal appearances, interviews, and children's camps and answer fan mail.

Fishbein feels fortunate that one of the other cheerleaders on the squad is also a sign language interpreter who is teaching the other cheerleaders some signs.

"Then I can communicate with them easily," said Fishbein.

and expose all to the Mexican culture; *Blooming Outward*, a painting by Chuck Baird, "a work of beauty that at the same time reflects Deaf culture," notes Jankowski; a sculpture, *Three Loves*, by Susan Dupor, in which she depicts three signs for love; and *ASL and English: Linguistic Xing*, a poster by Ann Silver, in which a traffic sign shows the linguistic intersection of two well-known languages.

"We hope to expand the collection over the years through donations and acquisitions," Jankowski said. "We have already received some generous support. Carol Zurek, who came to Deaf Way II planning to buy the Dupor piece changed her mind after I explained to her that I wanted the sculpture for the students—and then she surprised me by donating half the cost!"

NEWS

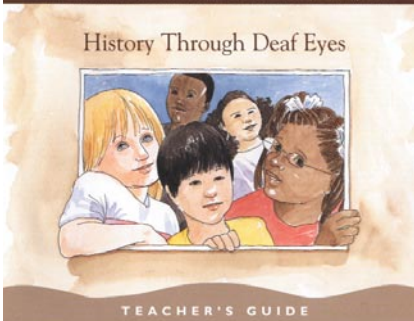
History Through Deaf Eyes Educational Materials Have Arrived!

The Laurent Clerc National Deaf Education Center, in conjunction with the History Through Deaf Eyes exhibition, has developed educational materials for students to explore aspects of deaf history. These materials were developed for middle school students with modifications suggested for use at elementary and high school levels.

The materials include:

A STORYBOOK — During a visit to an imaginary exhibition, statues of deaf people from the past provide a glimpse into what we know about deaf people through history. With full-page illustrations by artist Val Nelson-Metlay, the book provides an easy-to-read overview of the history of deaf people from the earliest records to the present day.

Laurent Clerc National Deaf Education Center • Gallaudet University • Washington, D.C.



A TEACHER'S GUIDE — This guide can be used in conjunction with a visit to the exhibition, with the storybook, or independently. It is designed for teachers in sixth- to eighth-grade general education programs as well as in schools and programs for deaf and hard of hearing students. It focuses on the development of the American deaf community, provides some general information about American Sign Language, and offers classroom activities for students and teachers.

10 POSTERS — The posters depict ideas from the exhibition, some with historic photographs.

For more information about these materials and the History Through Deaf Eyes exhibition, visit the Clerc Center Web site at: <http://clerccenter.gallaudet.edu>.

CLERC CENTER AND GALLAUDET UNIVERSITY ANNOUNCE NATIONAL

Essay Contest for Deaf and Hard of Hearing Students

This year's theme: **"Who is your hero—and why?"**

Gallaudet University is pleased to announce its fifth National Essay Contest for Deaf and Hard of Hearing Students. This year's contest theme is "heroes."

"We are asking deaf and hard of hearing youth, 'Who is your hero and why?'" explained Dr. Katherine A. Jankowski, dean of Gallaudet's Laurent Clerc National Deaf Education Center.

The theme arose partly as a result of the events of September 2001.

"The terror attacks gave people a new appreciation for the everyday heroes that are part of our lives," Jankowski noted. "The heroes who helped—and those who died—were working people. They were police officers, firefighters, medical personnel, restaurant employees, stockbrokers, and government officials. They were moms and dads."

The contest is open to all deaf and hard of hearing teens from 15 to 19 years old. Winners of the contest will earn scholarship money for college or postsecondary education—and the award money will double for those who qualify for and elect to attend Gallaudet University. All contest participants will receive certificates of meritorious entry.

"The purpose of the contest is always to encourage deaf and hard of hearing students to write," Jankowski said. "Reading, discussion, and writing are what help students improve their literacy skills."

For complete rules and entry information, check the fall issue of *World Around You*, or contact:

Timothy Worthylake or Cathryn Carroll, *World Around You*, Gallaudet University, KDES, 800 Florida Avenue, NE, Washington, DC 20002-3695, essaycontest@gallaudet.edu, <http://clerccenter.gallaudet.edu/>.



NEWS

Clerc Center Grad Michelle Banks Achieves Acting Fame

By Rosalinda Ricasa

Michelle Banks, an alumna of the Model Secondary School for the Deaf and Kendall Demonstration Elementary School, continues to land acting roles in theater and television. Banks recently landed her first television role in *Soul Food*, the TV series produced by the Showtime cable network. Banks plays "Delores," a woman who works in a barbershop and is questioned by police about a murder in an alley.

The role was Banks's idea. Two years ago, she saw *Soul*

Food during its first season and contacted the executive producer, Felicia Henderson, to propose the creation of a character who was black and deaf. She also proposed the character to the show's co-creator, Sheila Duckworth. Finally Delores was created and Banks was invited to play the role.

Banks is keeping her fingers crossed that she will be featured in future *Soul Food* episodes. "People's responses were very positive," she said.

In the meantime, Banks appears on TV in *Girlfriends*, broadcast on the UPN channel, Mondays at 9 p.m. "I play the boss of Lynn [one of the four girlfriends]," said

Banks.

Banks also said that her film, *Compensation*, is now on the Sundance channel and Black Starz cable network. Further, she has landed a number of stage roles. These include a role at The Mark Taper Forum, a top theater in Los Angeles, where she has been cast in *Big River*, a stage play that will run from November 1 to December 29. In addition, Banks played the "Lady in Red" in Ntozake Shange's play, *For Colored Girls Who Have Considered Suicide When the Rainbow is Enuf* at the Globe Theater in West Hollywood, Calif. Other Banks credits include a role in



Malcolm X and stage credits in *Not Quite Nocturne* and *Maafa*. She also has worked with American Sign Language interpreters for numerous performances and shows.

MSSD Students Wow Scientists at American Geophysical Union

By Susan M. Flanigan



Earth and space scientists from the American Geophysical Union (AGU) were so impressed by presentations by Model Secondary School for the Deaf (MSSD) students at their last meeting that they plan to invite the students back for future events. The presentations are part of a new effort on the part of AGU to increase the participation of underrepresented groups in the Earth and space sciences by hooking the students' interest in the high school years.

At the AGU meeting held in Washington, D.C., the MSSD students had the opportunity to meet prominent Earth and space scientists. In the afternoon, the students presented poster sessions on two different climate studies they had conducted as part of their Earth Systems Science class with their teacher Mary Ellsworth. The students' projects are linked with their participation in the national

Global Learning and Observations to Benefit the Environment program.

In one project the students, Tina Artero, Krzysztof Bramski, Les Gethers, Ebony Gooden, Nicole Rich, and Trey Jetter, studied the timing of budburst of two native trees, a Silver Maple and a Crabapple. Since budburst can be used to examine regional and global vegetation patterns, the students compared their data with that of two other schools in Indiana and California and plan to do so again this year.

A second group of students, Caitlin Lewis, Rochella Johnson, and Ashley Dowling, presented their study of change in infrared (IR) leaf reflectance in response to environmental or moisture variations. "At first we didn't see the result we expected. It looked like there was no correlation between IR and rainfall or IR and temperature," Johnson said. "We shifted the data by one or two days and then we saw a strong correlation. It must take some time from when it rains to get moisture into the leaves."

"Inviting high school students to participate in the AGU meeting was a bit of an experiment," said Jill Karesten, manager of education and career services programs at AGU, "but everyone involved came away with the feeling that this was a resounding success!"

NEWS

MSSD Parent Awards Scholarship to Student at Gallaudet University

By Mary Ellen Carew



Skyler Carpenter, a 2002 Model Secondary School for the Deaf (MSSD) graduate, from Phoenix, Arizona, has been awarded the first Alan Robert Williams Scholarship, which honors the memory of Alan Williams, MSSD '84, an alumnus who died in a skydiving accident in 1999. Carpenter will be a freshman at Gallaudet University in the fall.

In announcing the scholarship, Williams's mother, Joan M. Williams, and brother, Paul H. Williams, wrote, "It is our pleasure to help deaf students further their education with this scholarship as a memorial to Alan. Alan received an excellent education at MSSD, enabling him to graduate from the National Technical Institute for the Deaf (NTID) and be employed as a computer operator... We are especially pleased to recognize an MSSD graduating senior who has the will and potential to attain his or her goals in life."

Joan and Paul Williams continued, "Alan...loved trains, 'The Far Side' jokes, and skydiving...At MSSD he worked hard, was on the honor roll as a senior...[and] spent much of his free time walking to Union Station to watch the trains and [riding Metro] to National Airport to watch the airplanes. At NTID he was introduced to skydiving—the higher the better. Unfortunately, jump number 351, after 15 years of skydiving, was his last...when his parachute malfunctioned and he fell to his death." Alan shared his love of trains with Paul and with his father, Robert, who died the year before him.

The scholarship stipulates that eligible MSSD students must have completed all criteria for graduation from MSSD, demonstrate a need for financial assistance, and already have been accepted into an accredited college or university. The scholarship funds may be used for tuition or other educational costs, as approved by the fund administrator, and are disbursed directly to the selected college or university each semester.

HARRIS COMMUNICATIONS™

15155 Technology Dr, Eden Prairie MN 55344
(800) 825-6758 Voice (800) 825-9187 TTY
mail@harriscomm.com www.harriscomm.com



Signing Time Video

Alex (hearing), Leah (deaf), and their friends of varying ages share American Sign Language in fun and playful ways.

ages 0-5, 32 minutes, closed captioned

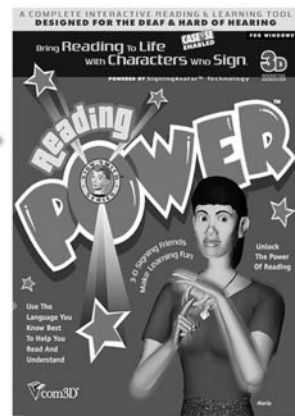
Sign Smith Reading Power

CD-ROM helps readers sign and signers read

CASE, SE, and fingerspell enabled

12 illustrated children's stories with captions

teacher support materials, activities, games, and dictionary



Teachers, call for free sign language catalogs for your classroom. The 32-page catalog is filled with books, videos, and novelties for students of ASL and Deaf Culture. Be sure to mention this ad when you call.

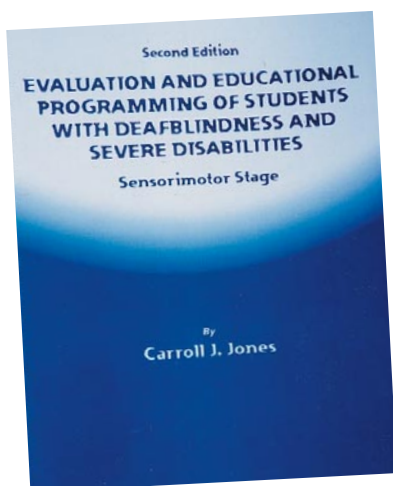


ODY1002

REVIEW

New Research Benefits Deaf-Blind Students

**Evaluation and Educational
Programming of Students
with Deafblindness and
Severe Disabilities
Sensorimotor Stage**
(2nd edition)



By Carroll J. Jones
Charles C. Thomas Pub. Ltd.
2001

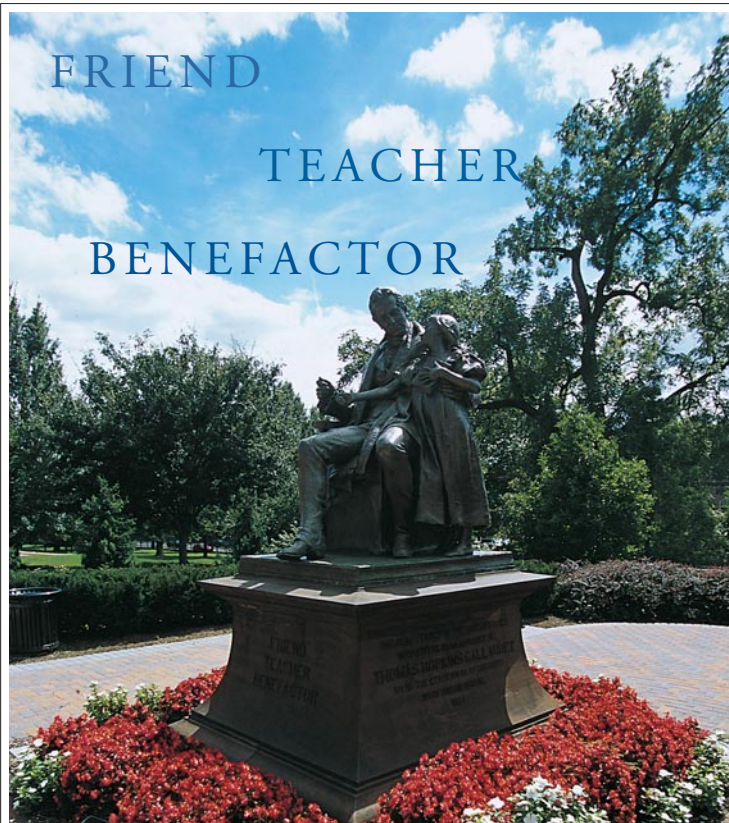
BOOK REVIEW
By Cynthia L. Ingraham

Cynthia L. Ingraham, a doctoral candidate in the Deaf and DeafBlind Education Leadership Program at Lamar University, in Beaumont, Texas, is the east central regional representative for the Helen Keller National Center for Deaf-Blind Youths and Adults. She provides advocacy, training, and education on behalf of consumers with combined vision and hearing loss.

To realize success in extending educational services to students who are deaf-blind and who have severe disabilities requires expertise

and extensive collaboration. Author Carroll J. Jones shares with professionals, family members, and others the components essential for those who choose to work with this population. Great detail and explanation of the sensorimotor stage of development and how to realize effective educational intervention for students functioning within this developmental stage are provided. The medical, diagnostic, and educational implications are explored in depth, along with numerous case study references that are cited to offer the reader a better comprehension and understanding of the proper application of the proposed techniques. For educators

completing Individualized Education Programs and other required educational documentation on this population of students, this text serves as a valuable resource and reference tool. While the case studies reviewed in the text are more representative of persons with significant cognitive disabilities, the theories, facts, and recommended approaches can aid professionals working with deaf-blind students who possess average or above average intelligence as well. This book is definitely recommended for professionals seeking to enhance their existing professional reference library or those desiring to establish one.



Thomas Hopkins Gallaudet
helped bring deaf education to the United States.

Gallaudet University
brings deaf education to the world.

**YOU can help
continue the legacy:
become a benefactor.**

Learn how to support Gallaudet,
increase your lifetime income,
and supplement your retirement.

CONTACT

Office of Development
202.651.5410 Voice/TTY
<http://support.gallaudet.edu/>



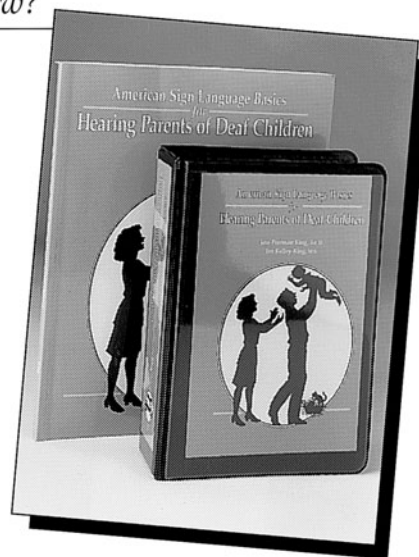
You've learned that your child is deaf. What do you now?

Book + Videotapes \$70.00

Get a jump start with this must-have resource for parents of a deaf child. This practical, easy-to-use book and 2 videotape set provide an invaluable introduction to ASL, allowing parents to begin communicating with their child almost immediately. The fundamentals of ASL concepts and structure are clearly presented with easy-to-follow practice activities, practical examples, and a resource list. A closed-captioned videotape illustrates introductory concepts, and provides visual examples to follow. A second videotape demonstrates many of the practice exercises.

"This is so relaxing and easy to learn. I was amazed at the professionalism and the expressions that the authors used in their videos. This is a MUST for all people with Deaf children!"

-- Shirley Byles, *The Community Ear*



www.buttepublications.com

to order or to receive a printed catalog:

call: 800-330-9791

email: service@buttepublications.com

Looking for a **UNIQUE** gift?



Call for a FREE copy of our latest color catalog of sign language gifts.

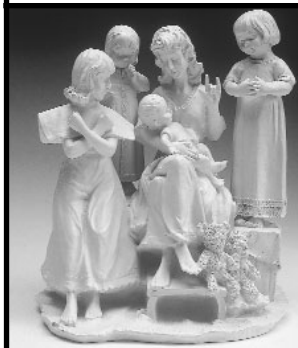
- Greeting cards
- Novelty items
- Jewelry
- Games
- Clothing
- Accessories
- Books & videos
- Lots of new products!



5661 South Curtice Street
Littleton, CO 80120
303-794-3928 V/TTY
303-794-3704 Fax

1-800-726-0851

V/TTY



Order online www.ADCOhearing.com email: sales@adcohearing.com

REVIEW

Ready! Set! Sign! With *Ready! Set! Sign!!*

By Rosemary Stifter

Rosemary Stifter is an academic applications specialist with Kendall Demonstration Elementary School at the Gallaudet University Laurent Clerc National Deaf Education Center in Washington, D.C.

Ready! Set! Sign!!
LLC, P.O. Box 6676,
Arlington, VA 22206-6676;
Fax: (703) 820-0022
www.readysign.com
Topics: sign language
Ages: 10-100
Cost: \$99.95
Requirements: Windows

There are a number of sign language software programs on the market today but *Ready! Set! Sign!!* is the most comprehensive one I have seen for beginning signers. *Ready! Set! Sign!!* is a 24-lesson sign language course that teaches sign vocabulary, visual grammar, fingerspelling, and how to sign numbers, and provides information about deafness. The software package includes five CD-ROMs, using video clips, photos, animations, and graphics to teach over 1,200 signs.

Content and Instruction

Each lesson is filled with a great deal of information but neatly divided into smaller pieces that are easy to digest. These include instruction, vocabulary, practice, wrap-up, and a cultural moment. Each

lesson begins with an instruction component, which serves as an introduction to the lesson, reviewing what you have learned and what you will learn. The sign vocabulary is taught in the next component by showing a visual aid—a video, graphic, or animation—followed by the related sign and an explanation tying the two together. You continue to practice the sign vocabulary by viewing sentences using the newly learned vocabulary. The wrap-up includes a few new signs that relate to the lesson topic and at the end of each lesson you can view a “cultural moment” video segment about deafness, deaf people, and deaf culture so that you can understand the people with whom you will be communicating.

Most of the lessons teach new vocabulary organized by common learning characteristics including part-whole relationships and function and use. There are also several lessons devoted to teaching grammar concepts such as directionality and classifiers. You can view the instructional content in any order that is best for you, though the lessons are designed to build

on the signs and grammar concepts learned in previous lessons.

When I asked my husband, a novice signer, to use *Ready! Set! Sign!!*, my intentions were twofold. I wanted to get a non-signer's point of view for this review, and I hoped he would learn some new signs to use with my deaf parents in the process. He started with the first lesson, “100 Signs You Already Know,” and was surprised at how many signs he knew already. I realized that the creators of *Ready! Set! Sign!!* used a very successful strategy, that early success in a program keeps you coming back for more. After completing that first lesson, my husband quickly became motivated and felt the confidence to continue to the next lesson.

“Using Facial Expressions” is the title of the second lesson, which teaches that facial expressions also communicate information in sign language. My husband enjoyed practicing with various facial expressions depicted by the male and female hosts of the course. He thought it odd that he wasn't able to read the women's facial expressions as well as the man's. Being from Venus, that was no surprise to me!

The third lesson, like lesson two, does not introduce any new signs but teaches how to adjust the signs to the situation and introduces new signers to space and placement of signs. For example, how you sign “push” depends on what you are pushing, whether it be a cart, a person, or a button.

Lesson four, “Signs Showing Part of a Thing” introduces 54 new signs that have part-whole relationships. The main instructional strategy used to teach new sign vocabulary meets the needs of various learning styles. For example, the sign vocabulary for



“policeman/policewoman” begins with a short video of a woman dressed as a police officer rubbing her badge. It is followed by an explanation of how every police officer wears a badge and how the sign is made with a “c” handshape on the left side of the chest. Then the model demonstrates how to produce that sign. With visual aids and explanations, my husband found this approach very helpful in relating the sign to something he knew, which in turn helped him to remember. Though he considered the visual aids to be a bit drawn out and corny, the concrete visualization of the sign facilitated his learning and remembering of the signs.

Once my husband learned the sign vocabulary, he continued to practice the sentences. That was basically a time to practice his receptive skills of the vocabulary learned so far in the course. In the



REVIEW

practice component you view a video of two to three signed sentences and you can receive immediate feedback by clicking the "CC" button to turn on the closed captions. This is a nice feature but often he would just move on to the next practice sentence and not turn on the closed captions to check if his interpretation was correct. Or if he did not know one sign then he would turn on the captions before the signed sentence was complete. This practice technique places a lot of responsibility on the learner to measure his or her own progress and achievement, and is more appropriate for adults than young learners.

The weakest area of the program is the assessment piece. There are no games or tests to accurately measure what has been learned. The only way to monitor the learner's progress is documentation of the date and number of minutes that one worked in individual lessons, accessed in the User Options. There is no way to keep track of what signs were learned in specific lessons.

Ease of Use

If you are like me and don't read manuals before using a software program it will take a few minutes to figure out the controls. No instructions are given on the screen as to what to do after the video is played. After trial and error of clicking on several buttons, I understood how to navigate the program and it is very easy to use. You can access the main menu at any time and select a new lesson or return to the

lesson table of contents to select a particular part of a lesson very easily. You can open a glossary of all the 1,250+ signs from any place in the instruction for re-learning and a sign list is also always available for printing though you cannot use this feature for navigating within the lesson. If you exit the program before finishing a lesson, the next time you log in you will be taken to the component where you left off. It does not take you to the exact sign or sentence you were working on. Anyone can use the closed captions at any time to make the spoken language accessible. The instructions in the user's guide are clearly written and are provided on screen as well as in a printed version.

Screen Appearance

The layout of this program is aesthetically pleasing, with the appropriate use of text and colors, crisp videos, clear sound, graphics, and animation. When you click the play button, the visual aid plays and a screen shot of the video moves to another window. I would have preferred the visual aid to be played in its own window so that there was a smoother transition between it and that sign and explanation. It is nice to have a static graphic when the sign is being explained to add extra support for remembering the sign. The menu buttons at the bottom of the screen make for easy navigation and the glossary has a nice search capability for finding signs quickly and

easily. In the glossary you can view videos of the sign only, a sign and explanation, and/or the visual aid. I like this layout because users have a choice as to how they learn or review a sign. If this program was developed for young learners, it would be nice to search the signs by pictures or categories.

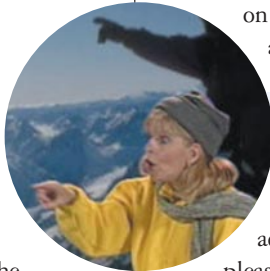
Works Well

The techniques and strategies used in *Ready! Set! Sign!!* are quite successful but creating a perfect sign language course on CD-ROM is a difficult task for any software developer. It is more effective than using a book or dictionary but a high level of interactivity is almost impossible to achieve without having a native deaf signer sitting with you. *Ready! Set! Sign!!* picks up where other sign language dictionaries left off by teaching sign language in a logical manner and including conversational techniques. It also accommodates multiple learning styles, something you don't often see in educational

software. *Ready! Set! Sign!!* is advertised for ages 10-100, but it does not mention that this program was designed with hearing learners in mind. All of the explanations and information are given verbally with closed captions and would be a great resource for hearing parents, grandparents, and caretakers who want to learn sign language. It would also work well with any oral deaf adults or late-deafened adults wishing to learn sign language. I would not recommend this software for young deaf children who may not be able to keep up with the captions and the level of content presented.

A Sure Hit

Winner of the BESSIE, ComputED's Best Educational Software Award and a Media & Methods Awards Portfolio Winner, *Ready! Set! Sign!!* is sure to be a hit with sign language learners young and old. *Ready! Set! Sign!!* is available from the company's online store.



Just a few minutes of your time will make a difference in the lives of children with low-incidence disabilities.

The National Center on Low-Incidence Disabilities (NCLID) is conducting a national survey of parents and professionals to gather perceptions about what is needed in the field in order to provide links to the information already available or to develop the needed information, services, or products.

Please take our survey online at
<http://vision2.unco.edu/needs/>

Alternative formats of the survey are available upon request:
1-800-395-2693 or sheryl.muir@unco.edu

Your input is invaluable to us and to the field!
www.nclid.unco.edu • nclid@listserv.unco.edu



PHOTO BY MICHAEL KARCHNER

Summer Literacy Institute at Gallaudet University

July 7-11, 2003

The Clerc Center puts together the best of its literacy workshops and combines them into one high impact week! Designed especially for parents and caregivers, educators, and other professionals who work with deaf and hard of hearing students, the Literacy Institute provides instruction in the following content areas:

- **Literacy – It All Connects**
(Overview of the Nine Areas of Literacy)
- **Reading to Deaf Children: Learning from Deaf Adults**
- **Read It Again and Again**
- **Leading from Behind: Language Experience in Action**
- **Community Building**

Each of these workshops has been offered individually at schools and programs throughout the nation and received glowing reviews. Now, for the first time, they are offered together as one training program.

At the completion of the institute, participants will demonstrate understanding of multiple effective strategies for

teaching deaf and hard of hearing students how to read and understand English text. They will also be able to identify the essential components of a comprehensive literacy program. Join us for a week of fun and learning.

For further information, contact:
Patricia.Dabney@gallaudet.edu.

TRAINING PROGRAM

The Shared Reading Project: Keys to Success

This five-day training program is designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs. Of special interest to educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program that matches deaf tutors with families and arranges regular visits to family homes where tutors teach parents and caregivers effective strategies for reading books with their children.

April 7 – 11 Washington, D.C.
Mid-Atlantic Region

June 23 – 27 Atlanta, Georgia
Southeast Region

Fall Northeast Region

WORKSHOP

Reading to Deaf Children: Learning from Deaf Adults

This effective workshop teaches techniques known as “the 15 Principles for Reading to Deaf and Hard of Hearing Children.” These principles were developed through research that identified the successful strategies that deaf adults use when reading to deaf and hard of hearing children. Highly interactive, the workshop is available in a three-hour or six-hour format. This workshop is of special interest to parents, caregivers, and educators.

May 3 Rochester, New York
Northeast Region

TRAINING

WORKSHOPS

Read It Again and Again

This workshop teaches participants to incorporate a wide array of learning activities in reading the same book to children over successive days. Reading the same book again and again deepens children's understanding of text and provides opportunities to improve their reading and writing skills. This workshop is of special interest to classroom teachers and administrators.

December 6 San Antonio, Texas
Midwest Region

January 21 Jackson, Mississippi
Southeast Region

May 2 Rochester, New York
Northeast Region

Leading from Behind: Language Experience in Action

This workshop provides an introduction to using language experience in a student-centered classroom. Interactive and informative, it is designed primarily for classroom teachers and other educators, but parents and dorm staff will also find it of interest.

For dates and information. . . . Contact the Clerc Center

Literacy—It All Connects

This workshop provides information about the nine-piece literacy program. These pieces include: reading to students, dialogue journals, shared reading and writing, writer's workshop, independent reading, journals and logs, guided reading and writing, language experience, and research reading and writing.

For dates and information. . . . Contact the Clerc Center

Regional workshops are offered around the country. In addition, if you are interested in hosting a workshop at your location, please contact the Clerc Center Office of Training and Professional Development or the Gallaudet University Regional Center in your respective region.

For more information

**CONTACT EITHER THE CLERC CENTER AT THE ADDRESS
BELOW OR THE GALLAUDET UNIVERSITY REGIONAL
CENTERS AT THE ADDRESSES THAT FOLLOW.**

MID-ATLANTIC REGION

Patricia Dabney
Laurent Clerc
National Deaf
Education Center
Gallaudet University
Washington, D.C.
(202) 651-5855 (TTY/V)
(202) 651-5857 (Fax)
training.clerccenter@gallaudet.edu

MIDWEST REGION

Mandy Whittaker
Gallaudet University
Regional Center
Johnson County
Community College
Overland Park, Kansas
(913) 469-3872 (TTY/V)
(913) 469-4416 (Fax)
mandy.whittaker@gallaudet.edu

SOUTHEAST REGION

Chachie Joseph
Gallaudet University
Regional Center
Flagler College
St. Augustine, Florida
(904) 829-6481 ext. 216 (V)
(904) 829-2424 (TTY/Fax)
chachiejos@aol.com

WESTERN REGION

Pam Snedigar
Gallaudet University
Regional Center
Ohlone College
Fremont, California
(510) 659-6268 (TTY/V)
(510) 659-6033 (Fax)
gurc.ohlone@gallaudet.edu

NORTHEAST REGION

Michael Wallace
Gallaudet University
Regional Center
Northern Essex Community
College
Haverhill, Massachusetts
(978) 556-3701 (TTY/V)
(978) 556-3125 (Fax)
michael.wallace@gallaudet.edu

PACIFIC REGION

Nancy Bridenbaugh
Gallaudet University
Regional Center
Kapi'olani Community
College
Honolulu, Hawaii
(808) 734-9210 (TTY/V)
(808) 734-9238 (Fax)
gurc.kcc@gallaudet.edu

OFFICE OF TRAINING AND PROFESSIONAL DEVELOPMENT
800 FLORIDA AVENUE, NE
WASHINGTON, DC 20002-3695
PHONE: (202) 651-5855 (V/TTY)
FAX: (202) 651-5857
E-MAIL: training.clerccenter@gallaudet.edu
WEB SITE: <http://clerccenter.gallaudet.edu>

CALENDAR



PHOTO BY JOHN CONSON

Upcoming Conferences and Exhibits

March 8-10, 2003
Association for Supervision and Curriculum Development 58th Annual Conference, San Francisco, Calif.

April 4-7, 2003
C.E.A.S.D. Conference, Sioux Falls, S.D. Sponsored by the Communication Service for the Deaf (<http://www.c-s-d.org/>). Contact: Tom D'Angelo, (800) 642-6410 (TTY/V); tdangelo@c-s-d.org.

May 22-24, 2003
Canadian Hard of Hearing Association Conference, Calgary, Canada. To be held at the Coast Hotel. Contact: chhanational@chha.ca.

June 12-14, 2003
Florida Association of the Deaf 2003 Convention, Tampa, Fla. To be held at the Hilton Tampa Airport Westshore. Hosted by the St. Petersburg Association of the Deaf. For hotel reservations: (813) 877-6688. Contact for workshops/exhibits: Kim Smith, kimguate@earthlink.net. Contact: Chris Wagner, Co-Chairman, cwagner@dscph.org; (727) 816-1318 (FAX).

June 30-July 4, 2003
5th Deaf History International (DHI) Conference, Paris, France. Contact: Patrick Liger, Chairman, +33 (1) 40 12 57 97 (phone); contacts@dbi2003.org; <http://www.dbi2003.org/en/index.php3>.

July 18-26, 2003
14th World Congress of the World Federation of the Deaf, Montreal, Quebec, Canada. To be held at the Montreal Convention Center. Contact: Chantal Giroux, +1 514-287-9107 (phone); +1 514-287-1248 (FAX); cms2003wcd@jpdll.com; <http://www.wfd2003.org/english-index.htm>.

July 23-26, 2003
National Fraternal Society of the Deaf Convention, Bloomington, Minn. To be held at the Thunderbird Hotel and Convention Center. Contact: Ralph Fuechtmann, Chairperson, (763) 574-9465; fuechtralpb@aol.com; <http://www.nfsd.com>.

July 26-30, 2003
American Society for Deaf Children 18th Biennial Convention, "Family Reunion: Nurturing a Lineage of Support," Austin, Tex. To be held at the Texas School for the Deaf. Contact: Texas School for the Deaf's Educational Resource Center on Deafness, (512) 462-5329; (512) 462-5661 (FAX); ercod@tsd.state.tx.us. Contact for workshop/presentation proposals: Diana Poeppelmeyer, (512) 462-5330; diana.poeppelmeyer@tsd.state.tx.us; <http://www.deafchildren.org>.

July 27-August 1, 2003
RID National Conference, "Our Nation and Profession: Working Together," Chicago, Ill. To be held at the Sheraton Chicago Hotel and Towers (<http://www.rid.org/con.html#2003>).

October 19-22, 2003
National Symposium on Childhood Deafness, Sioux Falls, S.D. Sponsored by the Communication Service for the Deaf (<http://www.c-s-d.org/>). Contact: Tom D'Angelo, (800) 642-6410 (TTY/V); tdangelo@c-s-d.org.

2004

7th International Congress of Hard of Hearing People, Helsinki, Finland. Contact: International Federation of Hard of Hearing People (IFHOH), csbaw@compuserve.com.

COMING UP!

The next issue of *Odyssey* will focus on:

Hard of Hearing Students

As most educators of deaf and hard of hearing students know, hearing loss does not proceed on a smooth continuum. Students who have hearing losses that are not profound have educational experiences that are generally distinct from those of their deaf peers. These experiences vary widely and individually, but are similar enough that some writers believe that, like deaf people, hard of hearing people have a culture that is all their own. In our next issue, *Odyssey* takes a look.



Help high school students take charge of making decisions for their own future with this new transition program!

Here's what teachers and students from the test pilot sites said about DecisionMaker:

"I was pleasantly surprised over and over again at how the students responded so positively and enthusiastically to the lessons and the ideas, the classroom activities, the culmination project, the video, and me as their facilitator...Everything is enjoyable about the program because the kids are so responsive and the lessons are well-thought out and easy to follow."

—Teacher Lynda Drake from the Illinois School for the Deaf

"DecisionMaker helped me learn about myself and make a plan for what to do with my whole life in a real world."

"I like talking about my interests, skills, talents, dreams, and hopes. It was fun and interesting. I liked the homework."

—Students from the South Hills High School Deaf and Hard of Hearing Program

"Decision making...gives me the advantage of thinking for myself."

—Student from the Model Secondary School for the Deaf

"Both the students and I enjoyed how this program expanded our thinking skills. We all got a chance to start thinking about things we were never aware of."

—Teacher Lea Vannerson from South Hills High School

To order, call toll-free: 800-526-9105 (V/TTY).

Families Count

A program that makes math fun.

This dynamic program will help
your school or community program

bring families with

deaf and

hard of hearing children

together and reduce math

anxiety in a friendly, fun

learning environment.



**To order,
call toll-free: 800-526-9105 (V/TTY).**

Non-Profit
Organization
U.S. Postage
PAID
Permit No. 9452
Washington, DC

Address Service Requested

NEW DIRECTIONS IN DEAF EDUCATION

ODYSSEY

Laurent Clerc National Deaf Education Center
Gallaudet University
800 Florida Avenue, NE
Washington, DC 20002-3695