

ODYSSEY



transition

EVERY DAY, EVERY CLASS, EVERY STUDENT

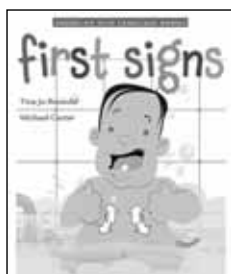
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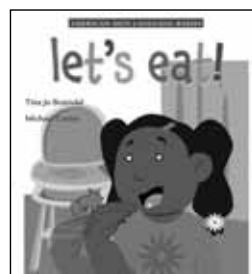
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Transition: Throughout the Day from the Earliest Years

Preparation for the successful transition from high school to life after high school should be a part of *every* class and should begin long before the senior year in high school—even before the freshman year! Transition means much more than job skills, such as working on resumes and mock interviews.



In this issue of *Odyssey*, we describe how transition has been infused throughout students' educational programs at the Clerc Center. Susan Jacoby, Clerc Center transition coordinator, shows how educators can make awareness of transition explicit throughout the day. Steve Benson, preschool teacher, describes how the transition skills of communicating, thinking, developing work habits, and knowing school and life expectations can be developed. Lynn Olden,

transition counselor, describes the accounting, literacy, and transition skills that middle school students learn by operating the school store. Teacher Samuel Weber shows how assessment of transition skills can be accomplished as students participate in the expositions of their work. Jessica Sandle, social studies teacher, describes strategies to teach students key workplace skills through the concepts of emotional intelligence or EQ. Matthew Goedecke, curriculum coordinator, and Susan Jacoby, explain how portfolios are used to link academic and career goals; Goedecke also explains the benefits of the comprehensive project expected of all seniors. Mary Ellsworth, science teacher, describes how students learn to begin their class work independently, apply skills from related content areas, reflect on their work, and share their observations with others. In a related article, Susan Flanigan, marketing and public relations coordinator, reports on the field trip where science students studied geographic faults in Utah. Frances Brown, math teacher, describes how a math auction increases motivation, understanding, and participation in math classes. Jandi Arboleda, transition counselor, and Allen Talbert, internship coordinator, describe an internship program that encompasses students' sophomore through senior years. In conclusion, Carl Williams, professor at Flagler College, provides a framework for infusing career education throughout the curriculum.

School becomes more relevant when educators provide opportunities for students to learn about themselves—their dreams, hopes, ambitions. Then they may acquire the skills, knowledge, and habits of mind needed to make these a reality.

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

On the cover: Successful transition from high school to postsecondary education should begin early in a student's life and be included throughout the curriculum. Photo by John T. Consoli.



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ODYSSEY

**LAURENT CLERC
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PREPARING STUDENTS
FOR THE 21ST CENTURY

transition throughout the school day

By Susan Jacoby

Susan Jacoby, Ph.D., is the transition coordinator for the Laurent Clerc National Deaf Education Center. Her work in both mainstream and residential settings has focused on student self-awareness, responsibility, and independence. She welcomes comments on this article:
Susan.Jacoby@gallaudet.edu.

At right: Developing lifelong skills helps students continue to learn in an ever-changing world.



What do I want to do when I grow up?

How many of us have considered this question throughout our lives?

Look into any kindergarten class and you'll see young students pretending to be chefs, teachers, mommies, daddies, and artists. You'll see students developing opinions on everything—from what they want for a snack, to what to name the class pet, to what they think they'd like to do once they put school behind them.

What do I want to do when I graduate?

The same question is pondered by high school juniors and seniors as they consider what to do with their lives after graduation. Some high school students take career exploration classes, meet with guidance counselors, and participate in internship opportunities.

What do I want to do?

It's an exciting question—one that encourages creativity. There is a realm of possible answers in an ever-evolving world. This is an essential guiding question for transition planning.

Photography by John T. Consoli





What do I need for what I want to do?

Students need a strong academic foundation. They need to develop lifelong learning skills to access and use new information in an ever-changing world (Partnership for 21st Century Skills, 2004). We must teach students the skills that will allow them to keep learning throughout their lives. These include information and communication skills, thinking and problem-solving skills, and interpersonal and self-direction skills (Partnership for 21st Century Skills, Learning for the 21st Century, 2005). Students need opportunities to learn and practice these skills and to see how they apply them.

How do I learn what I need to know?

How do schools prepare deaf and hard of hearing students for a transition that will depend on their ability to think and apply what they have learned in school in new and evolving environments? Schools can take a leadership role in ensuring a seamless school-to-postschool transition for deaf and hard of hearing students (Danek & Busby, 1999) by fostering their self-awareness and self-determination; students need to explore, define, and plan for their futures.

With knowledge of their skills, abilities, and desires—and a life plan based on them, students have a foundation for the development and use of 21st century skills.

How will my teachers prepare me?

Transition should be an integral part of the school curriculum, and self-advocacy and self-determination should be the primary

focus of transition services (Danek & Busby, 1999). Transition should be an explicit focus of every student's academic program. When students identify postsecondary goals and plans to achieve them based on what they know and value about themselves (Field & Hoffman, 1994), they become active participants in creating their futures.

To be self-determined, deaf and hard of hearing students must first be self-aware, i.e., they must understand their own interests, abilities, needs, and learning processes. Deaf and hard of hearing children, like all children, need opportunities to explore who they are—what they like, what they like to do, what they value and believe, how they work best, what they need to feel successful, and how they want to fit into the world. Each of these aspects of self-awareness is important to successful transition. Deaf and hard of hearing students also need to develop and practice setting goals and developing plans to achieve those goals.

How do my teachers find the time?

Teachers can take advantage of what happens in classrooms and throughout the school building so that programs and activities will incorporate both academic learning and the development of transition skills. By making the learning and application of transition skills intentional and explicit within already existing classes and programs, educators can help students see that the skills they use to succeed in school are the same skills they will need to succeed in their future lives.

Focusing explicitly on transition can be a key to making



school relevant for students. How often do students ask why they have to learn something? When the connections between school, work, and community are clear, students can develop an appreciation for what they are learning and how it fits into their lives. Where does the link between academics and transition exist? It can be seen in any learning opportunity on any school day from pre-school through high school in a variety of educational settings.

Educators, transition professionals, and parents recognize that transition programming should be comprehensive and begin early in a child's schooling (LeNard, 2001). In preschool and kindergarten, students set down their roots for lifelong learning about themselves and their world. In any early childhood classroom, students are learning to get along with others during recess, learning to communicate and plan during calendar and circle time, learning to assume responsibility for their actions during snack and art clean-up, and learning to follow directions by caring for a class pet. And this transition-centered learning continues throughout elementary school. For example, during recess, students develop their social and problem-solving skills. Even on the playground, they face basic choices: "Should I play on the swings with Monica or play tag with Luis and Tony?" School is a time of skill-building and self-exploration, a time for students to define and redefine who they are.

In geometry class, students use their critical thinking skills, develop perseverance, and see the real-life application of math skills. In English class, students analyze the emotions and behavior of characters in novels and consider how these affect the characters' actions and the plot. In drama class, students learn to communicate effectively by using language, facial expression, and movement. In each of these activities, if self-awareness and transition skills are made explicit, students can gain insight into themselves and the value of the skills they are developing.

Through making transition awareness explicit, educators add transition value to everything they do; they don't need to change their plans to do it. When educators develop a science unit on electricity, select the spring play, or make plans for softball practice, they can help students discover and understand the transition-related skills involved. Educators need to point out the relevance of activities that involve decision-making, teamwork, communication, or fact-finding to students. They can help students see how these skills necessary to successfully complete so many activities are the same skills they'll need when they go to college or work. The more students see that activities in school are opportunities to practice the skills they'll need for college or their careers, the more likely they will be to improve those skills.

Every educator can support transition by making a commitment to identify and address transition skills in class or school activities.



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transition at five

building a foundation

Steve Benson, M.A., taught for five years at St. Joseph's School for the Deaf in New York before coming to Kendall Demonstration Elementary School in Washington, D.C., where he currently teaches pre-kindergarten and kindergarten.

By Steve Benson

When teachers think about transition, we think about moving from elementary school to high school or graduating from college and entering the workforce. We don't often consider *how* the skills of transition—communicating, thinking, developing work habits, knowing school and life expectations, and problem solving—begin.

I teach pre-kindergarten and kindergarten students at Kendall Demonstration Elementary School (KDES), where deaf and hearing students learn together. My school espouses the Reggio Emilia philosophy, which promotes communication, relationship building, competence, and independence in young children. Within our classroom, we use the philosophy of the Responsive Classroom, a social curriculum that emphasizes that *how* children learn is as important as *what* they learn. When the children arrive in September, the shelves are empty. We introduce all the materials from the Child Development Center that will fill our shelves. We begin by breaking into small groups and naming the materials. We share our knowledge of the various materials and discuss what they are for, how we use them, and how we put them away. The children then explore by using the materials. They talk about the materials with the teacher and each other. They practice cleaning up.

In the beginning, this is done with close teacher guidance. Once the students have become familiar with the materials, they are added to our classroom shelves. This process gives children the opportunity to communicate their knowledge about the materials. It allows them to explore new and familiar materials in a safe, warm environment. The children also learn classroom expectations and become confident of their own capability to use classroom materials. During this process, they are developing their communication and thinking skills and becoming confident, competent, and independent learners.

Photography by John T. Consoli





Another critical component of the Responsive Classroom is that the children are able to articulate hopes, dreams, goals, and classroom rules. This begins toward the end of the first week of school. I begin by reflecting on my own goals and dreams for my students. “One of my hopes and goals is to share some new stories with you this year,” I usually tell them. I also write down my goal and illustrate it for the students. I do the same with my co-teacher’s and assistant’s goals.

Next, my students brainstorm a list of things they would like to do in school. The list may include making friends, building with blocks, role-playing in the playhouse, or painting pictures. The children pick one thing and draw a picture. We post the pictures and use them in our discussion of classroom rules. This happens in the second week of school.

The children work together to suggest possible rules for the classroom. We discuss how the rules will help us attain our hopes and dreams. We state rules in the positive. Then, with the teacher’s help, we try to categorize rules. We group the rules that are the same and try to come up with three or four simple rules that we all can live by. We then display our rules. During various meetings, we discuss, role-play, model, and practice our rules. Over time, the children begin to develop a sense of ownership. They will point to the posted rules or refer to them to resolve conflicts and solve problems. It is rewarding to see the children making a transition to competent, confident, independent members of our learning community.

These activities plant the seeds for successful transition at an early age. Given a warm, supportive, and consistent environment, children begin

to develop their communication, thinking, and problem-solving abilities. They explore and discover. They gain confidence and competence as members of a classroom community. The foundation that this curriculum builds helps young students develop transition skills that continue throughout their educational careers and throughout their lives.

Resources

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selling on site— sales, spirit, skills

advance at the Wildcat Mall

By Lynn Olden

At the Deaf Wildcat Mall, students sell snacks, school supplies, and T-shirts—and develop skills in accounting, literacy, and transition. In its fourth year, the Deaf Wildcat Mall, a wooden box on wheels, opens at lunch three days a week at Kendall Demonstration Elementary School (KDES). One side holds school supplies, candy, healthy snacks, and water; the other side holds spirit T-shirts and sweatshirts. The students, members of Team 6/7/8, named the mall after the school's mascot, the wildcat.

Dwight Alston, math teacher, and I, transition counselor, oversee the operation. As a transition counselor, I work alongside classroom teachers to integrate real-world connections into curriculum and instruction, while emphasizing work vocabulary, ethics, and expectations. Together, Alston, KDES teachers, and I ensure that our students use the experience of working in a store to develop the skills they will need for their respective futures.

Photography by John T. Consoli

Lynn Olden, transition counselor, works with Kendall Demonstration Elementary School's Team 6/7/8 and the Student Internship Program at the Model Secondary School for the Deaf. She joined the Laurent Clerc National Deaf Education Center in August 2004 from New York.



At right: Teacher Dwight Alston, transition counselor Lynn Olden, and KDES students display Wildcat Mall merchandise.







Math Development

Alston, knowing that consumer math skills are important no matter what career path students choose, works with students on counting money, recording checks, and disbursing funds for reordering in his fourth period class. Students also make a weekly deposit at the campus bank.

As in any business venture, the students this year wanted to increase revenue and the number of consumers served. To increase revenue, we had to increase sales; and to do that, we needed to understand the community's shopping habits, preferences, and willingness to support the venture.

Therefore, the class began by conducting a market survey. The students developed a list of questions to ask the campus community. Armed with clipboards, they set out to interview staff members and teachers. They also asked other students to respond to their questions during the lunch hour.

The students tallied the responses in class and used them to decide which items to purchase, which items to restock, and which items to discontinue.

Literacy Development

In addition to developing and writing the market survey, students engaged in other activities to expand their literacy skills. At the beginning of each year, interested students attend an orientation, where they learn about each job and sign up to participate in all of them. On the day the store opens, students arrive, check the work schedule for their names, and put on their badges. The badges identify their roles for that day—



students take turns as manager, stock clerk, and cashier. Each position has different tasks that the students must perform while on duty. When all the students perform their roles well, they ensure the smooth operation of the store, assistance to customers, thorough cleanup, and preparation for the next day's opening.

We use traditional work terminology with students. Alston and I are “proprietors.” They are “employees.” The definitions of their roles are discussed, along with how these roles translate into day-to-day activities. Students take turns doing inventory and completing a checklist. Each student reads the list of tasks, completes those tasks, and then initials the paper to show that each has been done.

Fun—and Learning—for All

The students have enjoyed their involvement in the project. Our customers are pleased with the availability of snacks and school clothing items. With the addition of a monthly Spirit Day and the support of the administration, staff, and teachers, sales have increased.

The store allows teachers to see how the students practice computation of math problems, connecting the skills and knowledge from school to meaningful life experiences. The skills help students pursue appropriate leisure and employment activities, as well as age-appropriate learning for middle school students.

For many of us, the Deaf Wildcat Mall is not about fund-raising. It's about positively contributing to the school community and learning from real-life experiences.



school expo

students teach,
learn, and develop
transition skills

By Samuel Weber

The day before the end of each quarter at Kendall Demonstration Elementary School, the community of teachers and students gathers for an Expo. *Expo*, short for *exposition*, is defined as “a setting forth of the meaning or purpose” (Merriam-Webster On-line Dictionary). In expositions, artists and scientists have historically displayed and explained their work before an interested public—and presumably learned more about their work themselves. This is exactly what happens with our students. They reinforce their learning and develop presentation skills and, at the same time, build skills that they will use throughout their lives in making transitions.

At our Spring Expo, for example, Team 1/2/3 student Julia Constantopoulos explained about the book she developed after visiting an animal shelter, telling her schoolmates, teachers, and school staffers about the animals. Then student Joanna Cruz explained about the desolation that oil spills mean for ducks and how they are cleaned up. In addition to learning about their topics, Constantopoulos and Cruz developed skills in planning and time management as they prepared for the Expo. They developed skills in presentation during the Expo. The on-time, successful completion of the project and the feedback they received from others also contributed to their self-esteem.

KDES teams are similar to grade levels. Students of all ages and grade levels participate in our school Expo. At our recent event, our youngest students, ages 6 to 9 on Team 1/2/3, began first. Later in the day, these students were visited by Team 4/5 and by Team 6/7/8. Then Team 1/2/3 had its chance to visit the other teams.

Planning for the Expo begins during the students’ community meeting, a time at the beginning of the morning classes that teachers use to meet with their students and discuss their plans and concerns. Our team’s Spring Expo was first discussed in March. The teacher wrote the announcement on the board: “There will be an Expo on April 7, 2005.” One student was selected to read the message to the class. Lively discussion followed as students told the teacher what they had learned during the past quarter and the teacher wrote what they said on a large poster. Students came up with ideas for the Expo, too, and each figured out what he or she could accomplish within the timelines in order to be able to do his or her presentation.

Time management is often new to young elementary school students. The teacher helps, of course; reminders are written and displayed almost daily. Students work on the projects every day. Sometimes teachers give students interim timelines, guiding them as they complete each



Photography by John T. Consoli



Samuel Weber

received his M.A. in deaf education with a specialization in family-centered early education from Gallaudet University. He is a member of the faculty in the Family and Child Studies Department at Gallaudet University. Weber welcomes your comments and can be reached at:

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step of their project. Focus on timelines provides practice for students in the area of homework as well.

In addition, students work on developing a sense of responsibility and skills in critical thinking and problem solving. For example, as students address a problem, they may find that they don't have sufficient materials or that they must look for more information. The Expo provides an active example of students learning through doing.

Teachers guide and support students without taking over their projects. Students learn how to work independently. As students are acquiring a sense of responsibility and time management skills, they are learning to become more self-regulated learners. This independent work

contributes to their positive self-esteem.

In addition to the actual presentation, teachers expect the students to conduct a self-assessment. They ask students to reflect on their work and to analyze their own thinking and feelings. Self-assessment is sometimes a new process for these students. From assessing their work, they can begin to understand how to identify their strengths and weaknesses and the strengths and weaknesses of their work.

The Expo enables our students to become self-directed, independent, and resourceful learners. As they prepare and present materials that demonstrate what they have learned, students learn skills that will help them as they make transitions throughout their lives. At the same time, their work puts a smile on everyone's face.

"Students work on developing a sense of responsibility and skills in critical thinking and problem solving."

EQ— an effective tool for managing behavior

By Jessica Sandle

If someone were to ask you, “How’s your EQ?” would you know how to respond? Would you even know what the question means? Suppose instead, someone asked you, “How well do you handle your emotions? What do you consider to be your strengths and weaknesses? Are you able to get along with a variety of people? How motivated are you? Can you empathize with others?” If you can answer these questions, then you may have a pretty good idea of what your EQ is.

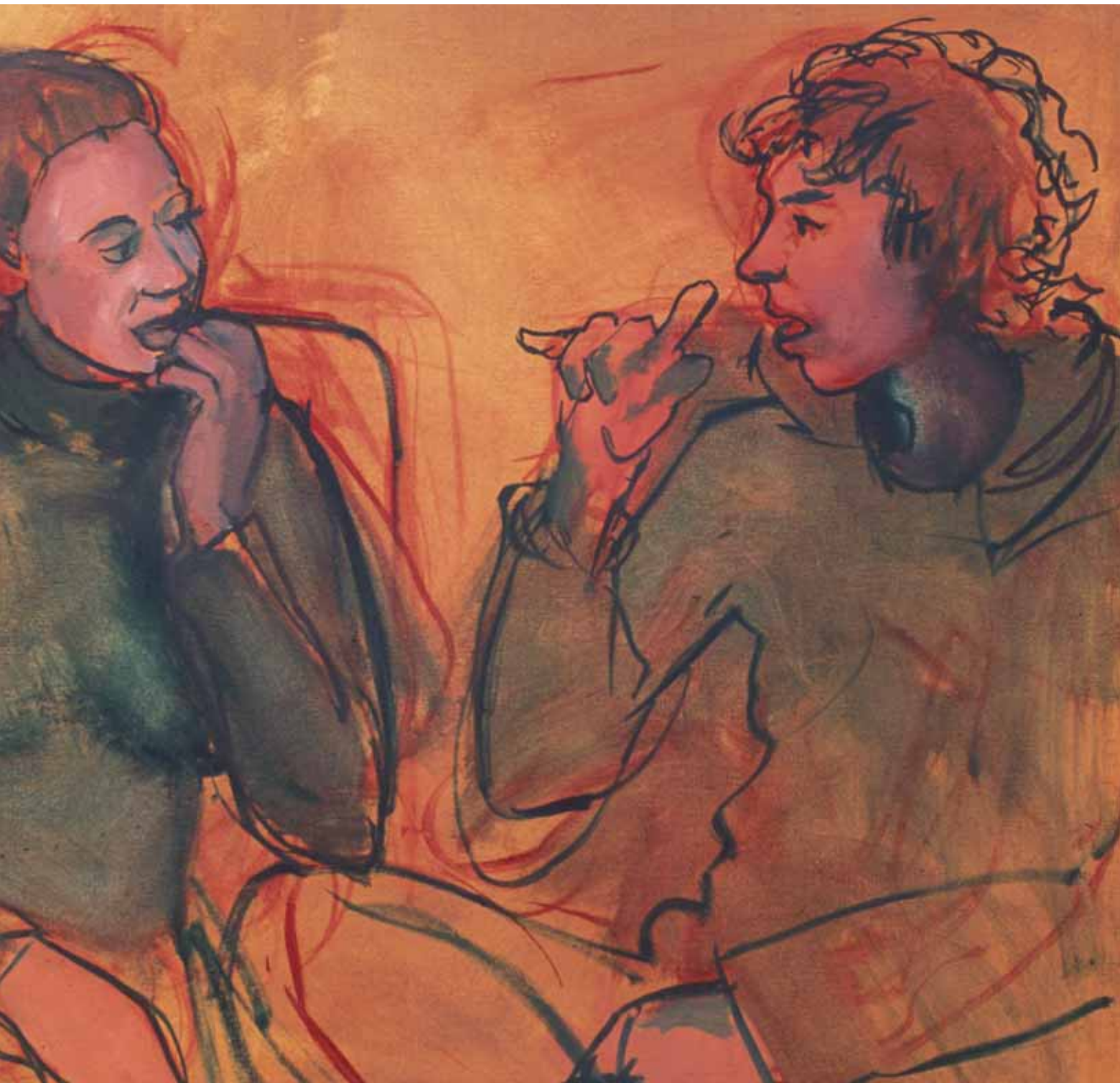
EQ stands for *Emotional Intelligence*. A far different measure than IQ, the concept of “EQ” was developed by Dr. Daniel Goleman and others who maintained that IQ alone was an insufficient measure. It is the handling of emotions, not innate intellect, these researchers argued, that enable one to be a productive employee, have healthy relationships, and enjoy life. EQ is learned through people’s interactions with others, various life experiences, and other emotional stimuli encountered in the course of their lives.

Photography by John T. Consoli



Jessica Sandle is a teacher and acting chair of the Social Studies Department at the Model Secondary School for the Deaf in Washington, D.C. She holds a B.A. in augmented history from Houghton College and an M.A. in deaf education from Canisius College.

“EQ is learned through people’s interactions with others, various life experiences, and other emotional stimuli.”

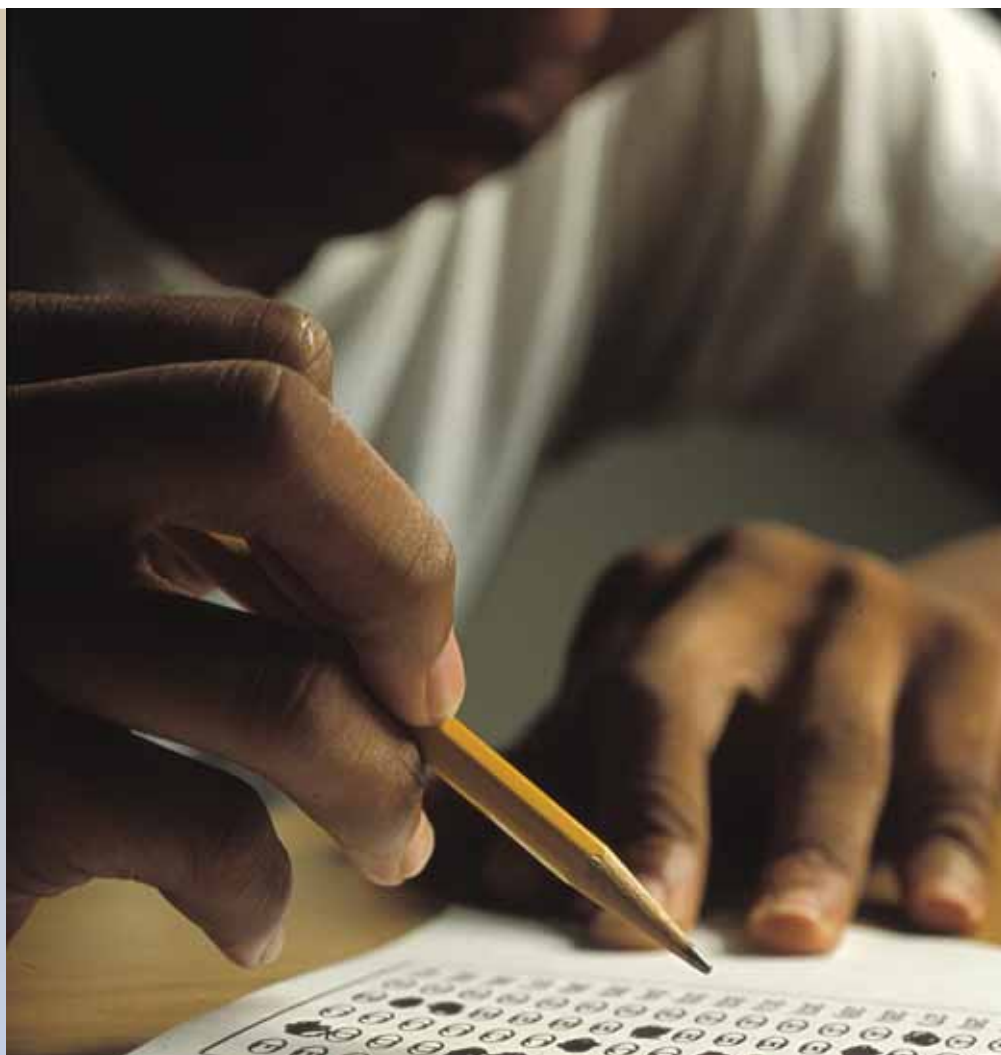


ARTWORK BY MARY THORNLEY

The dimensions are:

**social skills,
motivation,
empathy,
self-awareness,
and handling
emotions.**

**Students must
collect evidence
and be able to talk
about their growth
in each of these
dimensions.**



Understanding the construct of EQ may at once give individuals insight into themselves and control over their interactions with others. At the Model Secondary School for the Deaf (MSSD), we have incorporated work on EQ into our program in a variety of ways. The primary ways are through the requirement that students address their own EQ in the development of their portfolios and through structured instruction in class.

STUDENT PORTFOLIO

All students at MSSD are required to assemble a portfolio that reflects what they learned throughout the school year. EQ is one of the outcome areas in the

portfolio, along with essential knowledge, communication, thinking skills, and life planning. Goleman identified five components of EQ and called them “dimensions.” The dimensions are: social skills, motivation, empathy, self-awareness, and handling emotions. Students must collect evidence and be able to talk about their growth in each of these dimensions.

INSTRUCTION

EQ is also incorporated into our program through formal instruction. For the past two years, I have taught the unit in which students learn about the theory and history of EQ, why working on EQ may be important to their

emotional well-being, and how EQ can serve as a filter of interpretation for their own life experiences. The students read magazine articles and excerpts from Goleman’s book about EQ.

The goal of the unit is to have the students be able to assess their own EQ and offer a plan for their self-improvement through exploring the following questions:

- In what ways is a well-developed EQ crucial to future success and happiness?
- How do I demonstrate positive and negative EQ?
- What strategies can I use to help further develop my EQ?

ACTIVITIES FOR INSTRUCTION

Assessing Other People—and Self

I assign two primary activities in which I ask students to apply what they have learned about EQ in class. In the first activity, students pick three people they know very well and assess their EQ. Using a scale of 0-3 (0 being the lowest and 3 being the highest), they rate the person in social skills, motivation, empathy, self-awareness, and handling emotions, and provide evidence to justify the rating. If an EQ teacher prefers a more guided activity, then he or she can sketch several different scenarios and ask students to rate the EQ of the main character in each scenario.

In the second activity, I ask students to write an essay in which they assess their own EQ. In the essay, students explain why they think having a well-developed EQ is or is not important. Then the students must define each EQ dimension in his or her own words and rate themselves using the 0-3 scale. They must give one positive and one negative example of when they did or did not demonstrate this dimension. Finally, they must identify their two lowest-ranked dimensions, i.e., an area in which they struggle the most, and create a plan for improvement that

**Teaching
students to be
more aware of—
and to
work toward
improving—
their EQ
can help them
prepare for
their future.**

includes goals and objectives.

I've discovered that many students enjoy being able to rate other people. It is in ranking their own EQ level that they struggle. Being able to justify their ranking and develop an improvement plan is difficult. Even at this young age, being honest with themselves and others is not easy.

Benefits of Teaching EQ

There are many benefits to formally teaching EQ. It provides opportunities—for us it is once a quarter—during which students reflect on their improvement plan to see if they are working toward accomplishing their goals. It also helps students to be aware of their EQ and to think about how their behavior and actions impact others. In addition, EQ with its five dimensions has become incorporated into the everyday language that we use with our students. It provides a means to help students analyze their behaviors and decisions. I have seen students note that someone “does not have good EQ,” or remark “that person really needs to work on social skills.” When I hear students communicating in this way, I realize that they have become more aware of the existence of others' emotions and their well-being.

Teaching students to be more aware of—and to work toward improving—their EQ can help them prepare for their future. In today's fast-paced business world, employers recognize the importance of hiring employees who not only possess job skills, but who are also motivated, handle their emotions well, and are able to interact with consumers and co-workers in a professional manner. New employees who have had the opportunity to explore and reflect on their EQ may be more successful in the workplace. As educators, not only do we have a responsibility, but we also have an opportunity to try to equip students with skills they will need. Addressing the concept of EQ may help our students become more aware of themselves and others and help them develop healthy relationships and achieve success throughout their lives.

Resource

Goleman, D. (1995). *Emotional Intelligence: Why it can matter more than IQ*. New York: Bantam Books.



portfolios

linking academics and career goals

By Matthew Goedecke and Susan Jacoby

Welcome to portfolio time. In a large cabinet to the side of the room, a row of binders line the shelf, each with a name on the spine. Several students are sitting around a big table, a few with those binders in front of them. The covers are individually designed and decorated. There is a short list of activities on the board for today, suggested guidelines for completion this week. The teacher approaches a duo of students engaged in a lively discussion. She moves the discussion to the topic of portfolios and asks them which pieces they will tackle today. They identify different pieces and begin to collect their materials. The teacher keeps an eye on the duo, and all the other students, moving around, suggesting, guiding, occasionally prodding, but letting the students set the pace. She keeps things moving, but it is the students' responsibility to get portfolio work done.

The above scenario is an example of Portfolios for Student Growth, the student portfolio process at the Model Secondary School for the Deaf (MSSD). Portfolios are a pivotal part of transition planning at MSSD. Through the portfolio process, students develop a sense of who they are. They explore their interests, strengths, and challenges—they become self-aware. Self-awareness is essential if students are to create a vision for their future and a plan to get there. Owning their future, the concept of self-determination, is what makes portfolios such a valuable part of each student's school experience. In today's educational climate, with its increased focus on meeting statewide standards and passing competency exams, students still need opportunities and experiences that allow them to develop the skills they'll need for an independent and productive life. Portfolios for Student Growth provides each student with this opportunity.

PORTFOLIOS FOR STUDENT GROWTH: A THREE-PART PROCESS

Professional Process

The professional process is a series of discussions and work sessions that lead to a common understanding of student portfolios, the role of the advisor as a facilitator, and specific portfolio requirements. Through this process, educators develop an appreciation for the value of portfolios.

Student Process

The student process is the work students do to develop and manage their portfolios. When portfolios began with seniors eight years ago, students focused only on collecting their evidence and putting it in their portfolio notebook. While some students managed their time, their evidence, and their resources well, others procrastinated and put together a less than acceptable collection. Students had difficulty reflecting on their work and analyzing their skills in relation

Photography by John T. Consoli





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to the school outcomes. Teachers realized the importance of developing these lifelong process skills, and the portfolio was redesigned to focus attention on them. Students earn a grade and credit for their portfolios, and successful completion is required for graduation. They are assigned to a portfolio class facilitated by a teacher who serves as the portfolio advisor.

Student Product

The Student Product—the tangible collection of evidence—is what most people think of when they think about portfolios. At MSSD, portfolio evidence requirements are defined on a quarterly basis and the product is a three-inch, three-ring binder. Binders allow students direct access to all portfolio materials. Interacting tangibly with data about themselves provides students with an opportunity to compare pieces of evidence or to synthesize information about themselves from a variety of sources and perspectives. Students maintain a section in their portfolio for each educational outcome specified at MSSD—essential knowledge, communication competence, thinking skills, emotional intelligence, and life planning.

Left: Developing a portfolio, an effective transition tool, helps students become self-aware.



work through my frustration and get the job done? Are there changes in my own behavior that would help me do this better? Try them out.”

YEAR FOUR –

Putting It All Together

Senior year is the final lap. It’s also the most difficult, with work in all academic classes as well as portfolio and senior projects to complete. Having done portfolio work for several years in a row, the repetition and skill building pays off when strategies tried out over several years become more habitual. The reflections become deeper and broader and lead to more effective decision-making. Students have to complete all portfolio work and tie everything together in the annual final presentation.

There is equipment set up at the front of the room: a laptop, a projector, a screen, and a small table. Another larger table sits opposite, on which sit some forms, rubrics for evaluation, pencils, and a calculator. A student hovers outside the room, looking a bit anxious, carrying her portfolio, a disk, and her notes. She enters the room and loads her presentation on the laptop, checking to be sure everything works. She lays out her portfolio, open to a specific page. You can see several sticky notes throughout the binder, indicating pages for later use. The judges file in and take their seats. A brief hello, a deep breath, and we’re off. “Good morning. My name is...” It’s final presentation time at MSSD.

As the culminating event of the portfolio process, all students make an annual presentation, synthesizing evidence they have collected to show their growth. Responsibility for the presentation rests squarely with the student. On presentation days, there is a buzz of excitement throughout the school. After collecting evidence about themselves and reflecting on what it says about them, students must summarize and share what they have discovered in a professional way with a panel of judges. The presentation forces students to think about what they learned, what challenged

PUTTING IT ALL TOGETHER

YEAR ONE –

Developing a Foundation

The first year students encounter portfolios is always a challenge. “Why do we have to do this?” they ask. Developing portfolios requires a different way of thinking, scheduling and task analysis, more decision making, and independence. It requires a self-imposed structure and good time management. “Start where you are now. Find the requirements list. Look at your current work and achievement and set some realistic goals for this quarter,” the teacher tells the students. “Time to get started! Remember to use this experience as a prompt for next quarter’s reflection.” Students seem to think they have plenty of time at the beginning and put off starting things until the last minute.

YEAR TWO –

Gaining Experience

The second year is smoother. The repetition and practice have paid off as students begin to take more initiative. Learning independence requires a lot of trial and error. The teacher settles into the role of facilitator. “We have a little more

data to work with now, including the first progress report, the transition plan, and an evaluation from the work internship supervisor. What do these reports say about you? What do you think about that?” When students ask a question, the teacher needs to ask him- or herself, “How do I support them in finding the answer or solving the problem themselves? What should I use for my problem-solving evidence? I need to give just enough information, but not too much help.” The teacher should ask, “Well, tell me what you’re thinking about using,” and then let the students think. It’s their responsibility.

YEAR THREE –

Increasing Independence

During the third year, the teacher sees more comprehension, more initiative, but also a bit more rebellion. There are increasing class demands, research papers, and many extracurricular events. But the portfolio is a constant and students are expected to assume more responsibility. The teacher begins, “Let’s focus on your reflection. Ask yourselves these questions: ‘What’s the quality of my work? Am I satisfied with it? Have I been meeting the goals I set for myself this year? How do I

them, and what they'll remember—and to communicate that to an audience. In their presentations, students respond to the questions: "What are the things I have accomplished that I am most proud of? What evidence do I have that I can share with others?"

As students recall their academic year and pick out what was most meaningful and important to them, teachers watch, fascinated. For students who have not taken advantage of opportunities and who show little evidence of growth, it provides a new opportunity to develop goals and take specific actions to change a pattern of behavior. For students who are able to demonstrate personal and academic growth, the presentation is fulfilling. Teachers are aglow with what they see, as the presentations provide a rare opportunity to see the fruits of their labor. After it is over, students are relieved, excited about their performance, and anxious to know how they did. The annual presentation caps off the year, brings the portfolio process to a close, and sets the signposts for the next year's journey.

If you want to learn more about using student portfolios in your school or program, or want support in designing your student portfolio process, the Clerc Center offers presentations, workshops, and trainings on the creation and implementation of student portfolios.

More information about Portfolios for Student Growth is available online at

<http://clerccenter.gallaudet.edu/Priorities/PSG-overview.html>.

You can also find the complete *Educator's Guide*, including all activity and assessment forms, at <http://clerccenter.gallaudet.edu/Priorities/PSG-guide.html>.

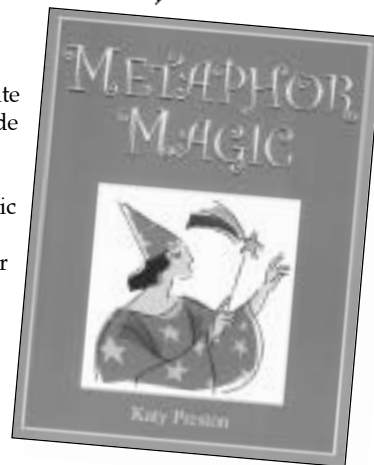
See the related story on Senior Projects beginning on page 36.



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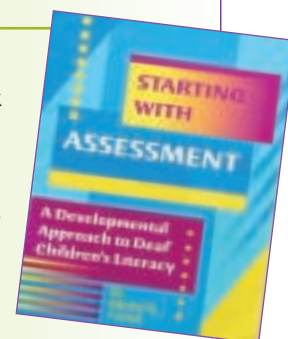
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Jandi Arboleda, M.A., a certified rehabilitation counselor, is a transition counselor and **Allen Talbert**, M.A., the internship coordinator at the Model Secondary School for the Deaf, part of the Laurent Clerc National Deaf Education Center at Gallaudet University. They welcome feedback and can be reached at:
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internships— bringing the classroom to work

By Jandi Arboleda and Allen Talbert

In the spring of 1999, Allen Talbert, coordinator of Model Secondary School for the Deaf (MSSD)'s Internship Program, had only a few possible employer contacts in his Rolodex. Nevertheless, by the following fall Talbert and others at MSSD had found worksites for 150 students. They had begun the effort to bring transition services into MSSD classrooms and take the classroom out to a variety of worksites.

In 1994, transition from high school to postsecondary education and employment became one of the national mission priorities of the Laurent Clerc National Deaf Education Center, along with literacy and family involvement. In 1997, MSSD began a collaborative study of the transition experiences of recent high school graduates. In 1999, the Clerc Center hosted a national dialogue among transition experts. Two compelling recommendations came from this dialogue: If transition programming is to be effective, 1) it must start when deaf and hard of hearing students are young, and 2) it must be comprehensive. Thus the Internship Program was conceived. It is based on the understanding that:

- Internships enable students to see living, learning, and working as a single interconnected experience (Abbott, 1995).
- Students who participate in school-to-work programs are more likely to attend college after graduating from school than students who did not have the same opportunity (Hardy, 1998).

From the beginning, the Internship Program has included all MSSD sophomores, juniors, and seniors, and has provided structured and supported learning experiences. Freshman students participate in the Freshman Work Preparation Program, which prepares them for the Internship Program. They take part in the eight-week Discovery Program provided by Gallaudet University's Department of Physical Education and Recreation.

The Discovery Program encourages growth, a self-sufficiency through solving

Right: Phuong Dang (senior), an intern at the Human Rights Campaign Store in Washington, D.C., said, I want to gain work experiences and get good grades to prepare for my future jobs.



Photography courtesy of MSSD staff



Above: From the time they enter high school, MSSD students engage in a variety of internship opportunities. As seen above, these two students participated in school-to-work programs. One of the student interns wrote in her transition dialogue journal: "I want to form good work habits now before I prepare for my postsecondary program and my future job."

mental and physical problems, facing challenges, and sharing personal experiences and stories. Students can apply what they have learned to their schoolwork. They learn to work in teams and learn mutual respect for each other. Additional activities in the Freshman Work Preparation Program include developing portfolios and participating in community service. By the end of the academic year, freshmen have a better knowledge of their strengths and weaknesses, likes and dislikes, and the skills they will need to be successful interns.

At the same time, sophomores, juniors, and seniors are assigned what is often their first work experience. This begins in early October and continues every Wednesday for 30 weeks throughout the school year. Sophomores are assigned to various offices and departments throughout the Clerc Center, including Kendall Demonstration Elementary School and MSSD. Juniors are assigned to offices and departments throughout Gallaudet University. At Gallaudet they learn firsthand about the many departments needed to run a complex organization such as a university. Students are often surprised to see just how many people with very different skills are involved in the array of departments on campus. Seniors, having demonstrated appropriate work skills, ethics, and behaviors, work off campus in offices and agencies throughout the metropolitan Washington, D.C., area. Seniors work off campus until 3 p.m., while sophomores and juniors work one half-day a week.

Pre-Internship Preparation: Teachers and Staff Present Transition Workshops

A flurry of activities begins long before the first work assignment. The first four Wednesdays of the academic year are filled with pre-internship preparation workshops. Transition counselors lead these workshops. However, all teachers and staff assist, helping to launch the

internship program by preparing students for their upcoming work experiences. The workshops—designed as work stations and experiential activities for the students—inculcate the value of a work experience and how choices the students make throughout the year can impact their future. Workshops are designed to meet the developmental needs of students and become more sophisticated as students progress through high school. Students move through the various stations depending on their skills and needs.

Pre-Internship Workshops

Station 1: Internship

Program—Purpose of work experience, Internship Program policies, how to use an interpreter, goal setting

Station 2: Interview

—Videotaped mock interview for seniors, mock interviews for juniors and sophomores, interview bloopers

Station 3: Building a Resume

(for sophomores and new transfer students)—Creating a personal information file, writing a resume

Station 4: Letter-writing—What is a cover letter? What is a letter of interest? Creating cover letters for placement

Station 5: Advance Resume

(for juniors and seniors)—Update and modify current versions of resumes

Station 6: Applications—Learn about different types of applications, where and how to get/find applications, fill out a few examples of general and federal application forms



Station 7: Communication

—Communication expectations/styles, learn how to communicate with your boss, learn about safety/emergency procedures at work

Station 8: Emotional Intelligence

—What EQ means on the job, attitudes, being assertive

Station 9: Interpreters—How to use an interpreter on the job

Work Assignment: Many Things for Many People

Students work in a variety of settings.

Sophomores and juniors work as computer installers, office clerks, cafeteria personnel, library assistants, and child care workers. Different offices, departments, and units at the Clerc Center and Gallaudet University become natural extensions of our classrooms. Sophomore placements include the Office of the Dean, the Office of Training and Professional Development, the Office of Publications and Information

Dissemination, and the Child Development Center at the Clerc Center. Junior on-campus placements include Gallaudet's Office of Admissions, the Office of Alumni Relations, the Office of International Programs and Services, Food Services, the Department of Public Safety, the Transportation Department, and the Office of Administration and Finance. Students work with hearing and deaf supervisors in a very accessible environment. As they work in these offices, students experience what it is to show up on time, to complete tasks as assigned, to negotiate their schedules, and to communicate in a variety of ways.

Seniors spend the day working off campus. They work at federal agencies, private businesses, and nonprofit and nongovernmental organizations. Examples of senior placements include

the Library of Congress, Boundless Communications, the Department of Justice, the Rock Creek Park Horse Stables, the Human Rights Campaign, Deaf-REACH, and the National Catholic Office for the Deaf.

A few of the seniors work with deaf supervisors or hearing supervisors who sign, but most of the sites are predominantly hearing and non-signing. Students often find themselves in situations where they must apply their literacy skills in communicating with the people they encounter. They also learn to commute to work and arrive on time, complete tasks that are assigned to them, interact appropriately at the workplace, and become responsible workers.

Each student completes and submits a weekly transition journal to his or her class advisor or transition counselor. They put on their reflective hats for this writing activity, summarize their experiences, and react to specific work scenarios. Seniors are asked to reflect on how their experiences helped them achieve their goals for graduation. From these reflections, advisors and transition counselors become privy to what happens—or does not happen—at the worksite from the students' perspectives and can provide feedback and support. Whether inside an office on Kendall Green or at a federal site off campus, working for three or six hours, or interacting with signing and non-signing staff, MSSD interns' experiences are richer and more significant because of the journals.

Transition Journal Prompts

Following are sample transition journal prompts for the seniors. Mary Ellsworth, one of four senior class advisors and an Earth System Science teacher/researcher, developed these prompts based on the five outcomes MSSD students are required to master for graduation. In



characteristics in your teachers or staff on the team?

Week 4: Communication—

What do you think you will gain from your work experience this year? What concerns do you have (if any) about your work situation?

Week 5: Life Planning—

You developed three to four goals for your work internship in collaboration with your supervisors. These are documented on your internship agreement form. Please share the goals that you developed, along with some ideas or strategies on how you will accomplish these goals.

Week 6: Emotional Intelligence (EQ)—

What challenges or difficulties are you facing in your internship? How are you dealing with the challenges? What successes are you experiencing? Have you learned anything so far on your new job?

each entry, students are asked to summarize what they did the day before at their internship sites. They are then asked to do a self-evaluation and to use the prompts to help them reflect on their experiences, providing specific examples to support their ideas.

Week 2: Critical Thinking Skills—

What was the purpose of today's activities (resume and cover letter writing)? What will an employer like about your resume and cover letter?

Week 3: Essential Knowledge—

How are your appearance, personality, and behavior important for your internship? What are the characteristics of a good worker? Do you have good worker characteristics? Do you see these

Building on the work of Danek and Busby (1999), MSSD provides an internship program that is age appropriate and integrates transition skills into the school curriculum. As teachers and counselors collaborate, classroom concepts are integrated with career and work-based learning, as well as developmental issues. They begin to navigate the work place and the world beyond.

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math auction

skills add up at school wide event

Frances Brown,

M.A., has taught math at the Model Secondary School for the Deaf, on the campus of Gallaudet University in Washington, D.C., since 1988. She is also the acting chair of the Math Department.

By Frances Brown

It all started with a trip to a national conference of math teachers. I watched as a teacher explained how she motivated her students in mathematics through a math auction and felt inspired by her presentation. Perhaps, I thought, this was a way to increase student interest, motivation, understanding, and participation in my math classes. As a result, in 1999 we had the first Math Auction at the Model Secondary School for the Deaf, and today it is in its seventh year.

Preparation for the auction begins in September on the first day of math class. Students learn about the auction and begin to earn specially designed math dollars that they will use to bid. The math dollars are earned for participation in math activities. Students acquire math dollars by solving problems correctly, explaining their work to the class, or demonstrating on the blackboard how they approached a particular problem. They also participate by recalling mathematical formulas, vocabulary, or facts in class, completing their homework, or by coming after school for additional help.

This year a favorite way for two of my students to participate and earn dollars in my class was by catching me in a mistake. These two students became quite competitive, watching my work on the blackboard intently, each hoping for an error—and the opportunity to catch and correct that error before the other could. I enjoyed this. I knew that the heightened interest in my examples on the blackboard could only lead to the students' faster and greater understanding. I also realized that if they saw me making a mistake, they would be less afraid of making mistakes themselves and thus more likely to take risks.

To increase students' thinking skills, I added a "Problem of the Week" as

Photography by John T. Consoli



**"I use
problems that
they would not
typically see in
a textbook..."**



another way to participate and earn math dollars. Over the years I have collected problems from a variety of sources to help students realize a broader application for math and use their developing skills outside of the classroom. I use problems that they would not typically see in a textbook, and I make sure that those problems are appropriate for students at various levels of understanding. Some problems can be solved using everyday mathematics, while others have not-so-obvious solutions that require students to “think outside the box.” Solutions are posted at the end of the week, and sometimes I

incorporate these problems into my lessons to show students how the correct solutions can be obtained. My favorite problem is: “You have $4\frac{1}{4}$, $5\frac{1}{2}$, and $3\frac{3}{4}$ haystacks on your farm and you put them all together. How many haystacks do you then have?” Sure enough, every year most students answer $12\frac{5}{10}$ or $13\frac{1}{2}$ haystacks as they see “all together” and proceed to add the fractions. The actual answer is, of course, 1 haystack. This question uses thinking skills instead of math skills, as students note when they learn the answer, realize why it is correct, and proclaim that I asked them a trick question.



Faced with the task of having dollars earned in September still around for use when the auction occurs in the spring, students usually keep their dollars in their math binder in the classroom. While students are earning money, I develop letters and send them out to local and national businesses. I explain the purpose of the auction and ask if the owners or managers might be willing to donate something. By December these letters are in the mail, and I admit I continue to be surprised by the generosity of the response. Donations include coupons for free meals at local and national restaurants, X-Box or PlayStation games, autographed sports paraphernalia, and tickets to museums and amusement parks.

As spring approaches, what was originally a motivational event grows to require and reinforce a variety of skills. As students prepare for the auction, they problem solve and think critically and creatively. They plan, budget, and take risks. These skills are integral to the auction and are subtly learned while the students have fun.

As donated auction items are received, their names are printed on a list that is posted in math classes. Students peruse the list and begin to plan for the items they are interested in purchasing. They set a goal for how many math dollars they would like to have by the end of the school year in order to guarantee winning the bid for their preferred items. In deciding their goal, students usually keep tabs on how much math money they have and compare it

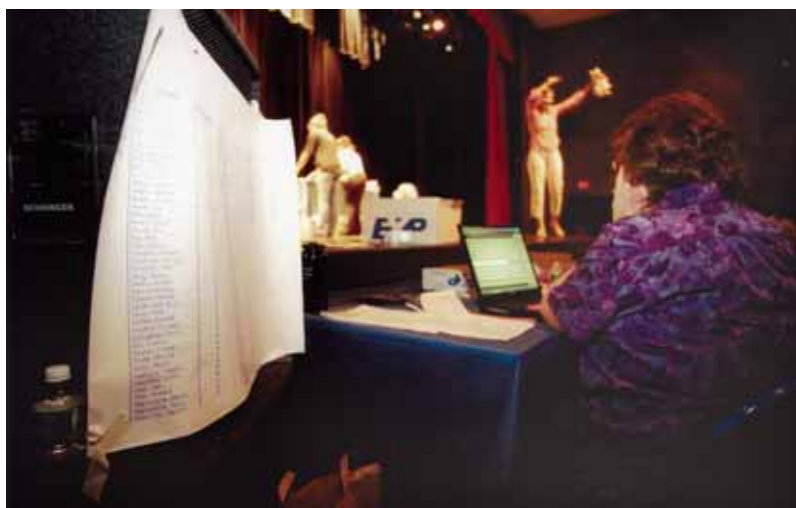
with how much math money other students have.

A month before the auction, photographs of the listed items are posted on the web and excitement mounts. As the date approaches, students are required to tally their math dollars and make a “deposit in full” to the math auction bank. They fill out a deposit slip and receive a receipt.

On the day of the auction, each student receives a form that is similar to a checkbook register. Students bring this form to the auction and use it to keep

track of their purchases by deducting dollars as they spend them. As in real life, students will naturally make errors in their deductions and are encouraged to carefully check their math work as errors result in not having sufficient funds to make purchases.

By keeping track of their spending, students also learn how to budget their money and plan their maximum bid for items they wish to purchase. Sometimes their bidding involves risk-taking in that they will have to bid more than they would like to on a particular item which leaves them with less money to





Examples of "Problems of the Week"

(the first is easiest, the second is of average level, and the third requires more advanced skills):

- 1. What is the total number of sides on three triangles and a square?**
- 2. Can you arrange all the numbers from 1 to 9 (including 9) in such a way that the numbers total exactly 100?**
- 3. If the rays from the sun form a 45° angle with the ground, and a groundhog is 60 cm tall, how long will its shadow be?**

Answers:

- 1. 13**
- 2. Possible answer (there are others)**
 $123 + 4 - 5 + 67 - 89 = 100$
- 3. The groundhog's shadow will be 60 cm long**

To view web pages and pictures of past auctions, visit:
<http://team12.gallaudet.edu/math/pastevents/pastevents.html>.

To view samples of math auction items, visit:
http://team12.gallaudet.edu/Math/Auction2004/auction_items_1.htm.

purchase other items.

Often I see students problem solve by eliminating items from their wish list or re-thinking their bid for a given item. Most students leave the auction with one or even several items that they had desired to buy. They buy for themselves, their friends, their brothers and sisters, and their parents. Smiles abound.

I believe that the Math Auction provides our students with an extra opportunity to develop skills in math and transition that they might not have had otherwise. Students have shown more motivation and more willingness to go to the front of the classroom to show their work. Participation in class discussions and problem solving has increased. At the same time, the students have had fun.



science— good teaching imparts transition skills

By Mary Ellsworth

Mary Ellsworth is an award-winning science teacher at the Model Secondary School for the Deaf, part of the Laurent Clerc National Deaf Education Center on the campus of Gallaudet University in Washington, D.C.

Susan M. Flanigan is the marketing and public relations coordinator for the Laurent Clerc National Deaf Education Center in Washington, D.C.

**“SOAR-High
classes infuse
technology
into the
students’
work.”**



Right:
Two
students
discuss their
observations.

“I learned about the world by using the collection of data and data analysis techniques.” —K. Egnatovitch

One of the most visible aspects of SOAR-High, an Earth Science program that emphasizes student learning through observation and experimentation, is its emphasis on independent learning. A collaborative project, SOAR-High started in 1999 with deaf and hard of hearing students in six programs throughout the country. It features an on-line curriculum, student on-line science portfolios, on-line discussion, videoconferencing, and hands-on science. This collaboration also extends to field trips. (The photos accompanying this story were taken during a field trip to Utah in which the SOAR-High students and teachers took part. For more information on the trip, see the sidebar on page 35.) The course is designed to encourage all students to become more independent learners through the use of technology, good science teaching, and academic rigor. The resulting independence in thought and behavior contributes to the development of transitional skills.

A Visit to Class

Observing the beginning of class, a visitor sees students enter the room and go straight to a computer. On the computer screen, students read a message from their teacher that explains the plan of work for the day. The plan is different every day. Students may find that they are to read some background material in preparation for a teacher presentation; they may be asked to evaluate information on a website and respond by e-mail to their

Photography by Susan M. Flanigan





PHOTO CREDIT : CHRIS GONZALES

teacher. There may be instructions for performing a lab activity with partners or a guide for writing up a lab from a previous class period. There may be an opportunity to earn bonus points by answering questions about an on-line news article or instructions to investigate a topic and create a web page report. Students might even be asked to read the work of another student from a distant classroom and to send that student a question about his or her report.

While independence is encouraged in this class, *independent* is not defined as *alone*, but as *responsible*; students

must hold up their end of a partnership or group activity. Students at all levels are expected to read and follow the directions in the daily message from the teacher, and to do this without prompting at the start of class each day. Through this process students develop their ability to pay attention to detail in instructions and refer to instructions to check for completion of work. They learn to manage their time through a class period, work efficiently, and initiate their learning experiences themselves. At first, students enter the room expecting the

teacher to start the learning process, but students at all levels eventually understand that getting to work, i.e., reading the message and following the directions, is their own responsibility.

SOAR-High classes infuse technology into the students' work. The Internet is a source of up-to-date information, but students are cautioned to look at the information they find critically, evaluating it and being careful in its selection. The Internet is used as a vehicle for sharing academically with other students and to provide opportunities



As in any good science class, many kinds of skills are required to complete assignments, including the application of math skills. In the quote above, a student shows ownership of the process because she is working to illustrate data that she collected in a research project that she designed for a presentation in which she will explain her results to other students both at her school and other schools. She is willing to struggle with the problem until she gets it right.

"Well, I think I am pretty satisfied with the work because it gives me some understanding.... I think it is a good thing!"
- T. Williams

The quotes in this article are taken from student reflections in the on-line portfolios. Early in the year, students introduce themselves through a simple cover page with their picture and a paragraph of information. Throughout the course, students produce projects on web pages that they link to their portfolio page. Projects linked include reports on lab investigations, summaries or reactions to news articles, and papers on assigned topics. At two or three points during the year, students are asked to review the projects linked to their individual portfolio page and to reflect on their work. On-line portfolio reflection is a key component for helping students to become aware of and value their progress. It encourages

for pragmatic communication. Students place their work in on-line portfolios and are encouraged to discuss it with each other through e-mail. In classroom-to-classroom videoconferences, students discuss ideas, lab results, and classroom activities with other students, and in the process they develop communication and presentation skills and learn the value of sharing academic ideas.

"I'm enjoying doing experiments with my partner, especially when we argue—and work it out." - S. Cohen

In this quote we see a student learning the value of exchanging ideas with a partner and of disagreeing. Whether he is referring to an academic discussion or to a resolution of practical matters, the student shows an appreciation for the development of problem-solving and negotiating skills.

"I stink in math so I went through a few rough drafts, but I finally got the concept and my graphs...turned out pretty good!"
- S. Saunders





thinking that will benefit them in later areas of their life in the areas of critical thinking, decision making, and analysis. Through this process, students become aware of their strengths and weigh their own progress.

They address questions such as:

- What is the difference between the categories that you use to divide the work in the portfolio, projects, and research and lab reports?
- How does your portfolio show that you have learned to collect and analyze

data as a way to learn about the world? Give examples.

- What strengths and areas of improvement can you identify in this quarter's work?
- When you look over and reflect on

the work that you have done this year, what do you find are your strengths? What needs to be improved?

- How has your experience in this class broadened and deepened your understanding of the Earth and how it works as a system?

Addressing these questions, sharing them with their peers, and taking advantage of the flexibility and visibility of technology encourages students to develop pride in their work and an

awareness of themselves as future adults in a competitive world. It enables teachers to infuse science teaching with skills that students will need throughout their adult lives.



Deaf Students Glean New Perspective When Geology is Underfoot

By Susan M. Flanigan

When eight students from the Model Secondary School for the Deaf (MSSD) joined 12 other deaf and hard of hearing students in central Utah, they had an extraordinary opportunity to see firsthand the geological formations they had studied in their classrooms.

The trip to Utah brought together deaf students from MSSD, the North Carolina School for the Deaf, the Indiana School for the Deaf, the University High School in California, and the Minnesota State Academy for the Deaf, their Earth Science teachers, and a team of professional geologists and researchers. Funded by the National Science Foundation, the project was a collaboration among University of Massachusetts geologist Dr. Michele Cooke, who developed the curriculum; Mary Ellsworth, MSSD Earth System Science teacher; and SOAR-High, a collaborative research program for deaf students studying Earth System Science. Through the use of sign language, students and teachers were able to collaborate, share, and document their discoveries.

The students prepared for their trip by studying the evolution of faults through the use of a 3' x 2' sandbox model developed

by Cooke, Dr. Mario Del Castello, and a team of geologists at the University of Massachusetts. While they worked in their separate classrooms throughout the country, students shared their observations and discussed their findings through on-line report writing and classroom-to-classroom videoconferences.

In Utah, students saw an archeological dig that has already yielded over 10,000 dinosaur bones. They climbed rock formations surrounding the quarry, observing the pinkish-purple layers from which the bones were extracted. They also practiced their newly acquired skills for measuring the strike and dip of the ancient fault lines.

Students spent the final days of the trip developing their final group presentations. They were able to use the expertise of the geologists to guide them in developing an accurate report of their presentations.

The National Science Foundation grant will continue for three more years and plans are underway for future field trips. Next year's trip will take place in western Massachusetts.

For more information about the Utah expedition, including photos and the trip blog, visit: <http://tinyurl.com/7fsdp>.

THE SENIOR PROJECT

skills, confidence, and a path to the future

Matthew Goedecke,

M.A., is curriculum coordinator at Kendall Demonstration Elementary School and the Model Secondary School for the Deaf, part of the Laurent Clerc National Deaf Education Center on the campus of Gallaudet University in Washington, D.C.

By Matthew Goedecke

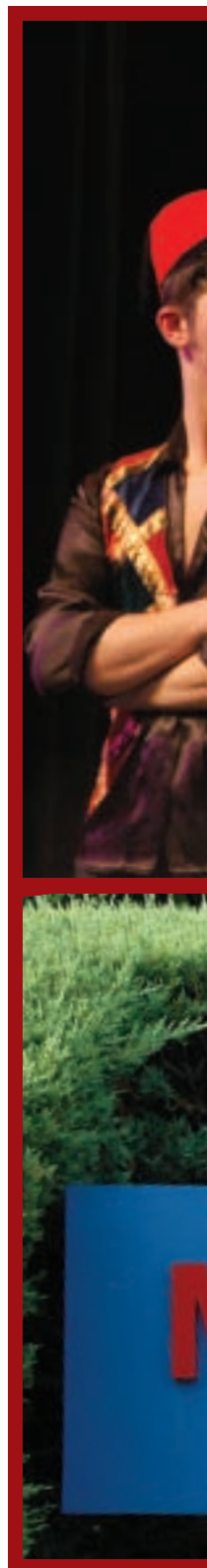
The Senior Project is a yearlong, comprehensive research process that demonstrates a senior's ability to research, write, interview, work with an expert/mentor, produce something tangible from research, reflect on the experience, and present the findings and learning to an audience.

At the Model Secondary School for the Deaf, we tell seniors, "We're asking you to take on an ambitious, self-managed process in order to demonstrate the essential skills you'll need to transition to postsecondary education and work." We ask seniors to think about three questions as they progress through their projects:

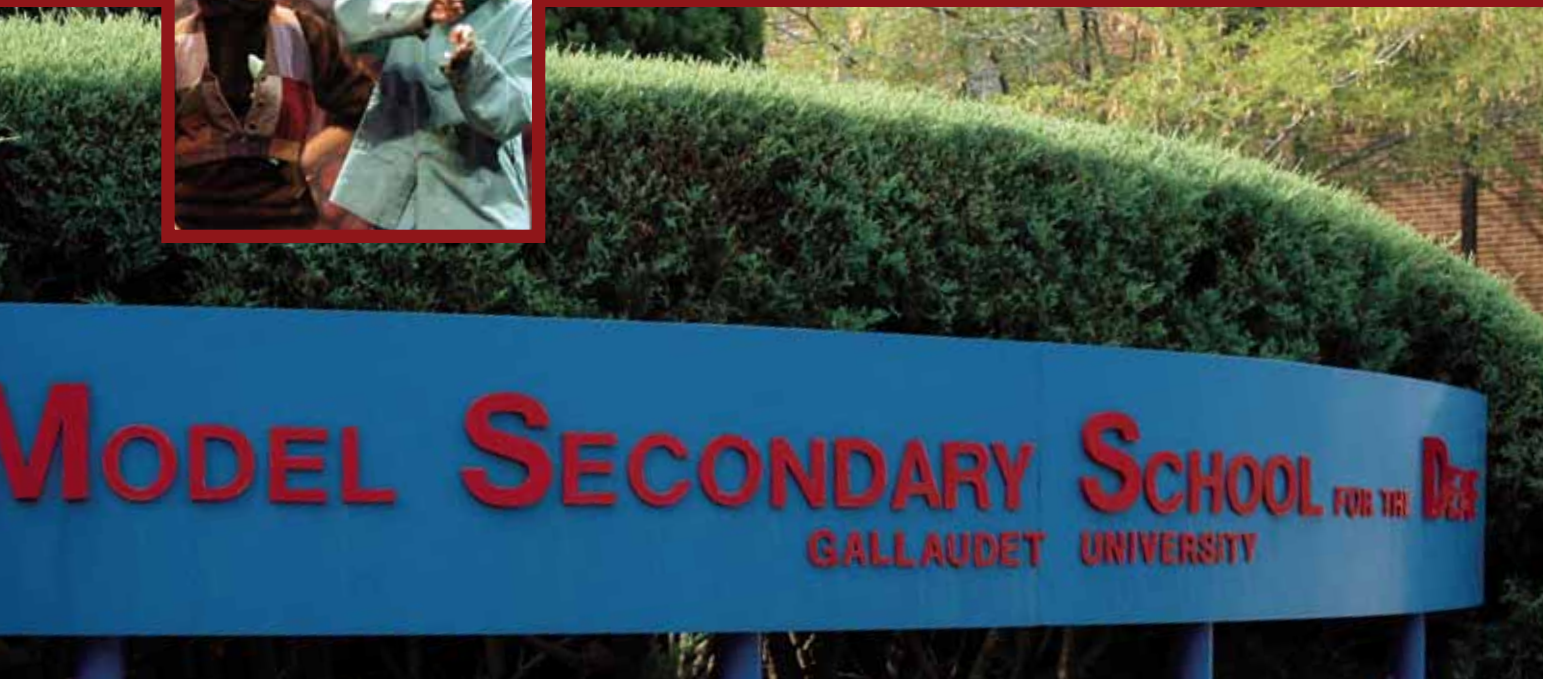
1. What will other people learn about me by observing my Senior Project?
2. What does it mean to be an "expert" on something?
3. How am I a different person as a result of my Senior Project?

The Senior Project has enabled us to know our students better. We learn a great deal about seniors by watching their individual journeys—how they faced obstacles and solved problems, how they persevered despite frustrations. But more importantly, it has enabled the students to find out more about themselves. It has enabled them to develop skills and confidence. They take these with them as they leave us, and they are better prepared to face the future.

Photography by Michael Walton



Far right: For her Senior Project, Meghan Venturini (applying makeup) directed *Aladdin*, the Spring play at MSSD. (For more on Meghan and her Senior Project, read the *Odyssey* interview on page 39.)





FROM FINDING A TOPIC TO DEVELOPING A PROJECT

The Senior Project has five components, but prior to developing the project students sometimes face their hardest challenge—finding a topic.

Topic

We encourage students to “think about all the things you would like to fix, do, learn, understand, see, improve, create, or experience...and pick one.” Often it’s the first time students have been given free rein to study a topic of interest to them. Sometimes narrowing the choice can be overwhelming, so we ask students to consider some parameters. The topic must be:

- interesting
- researchable—enough information on it must be available
- limited in scope (doable)
- a challenge
- approved by the advisor

The topics are as individual as the students. They have ranged from political history to fashion design, from graffiti to football, from tree house design to writing and producing a play, and from dolphin behavior to dancing the hula.

Proposal

Students must clarify their ideas for research by developing five appropriate

research questions and including them in a written proposal. The proposal needs to include a brief synopsis of the topic, a description of the proposed production and its relationship with the research, and what experience the student has had with the topic previously. Students also need to include a statement about their understanding of plagiarism. Topics must be approved by the student’s Senior Project advisor.

Poster

Each senior designs a poster that explains his or her project and displays it in a public forum. The purpose of the poster is to inform the school community of the student’s intention and to solicit input from others. A “Senior Showcase,” scheduled in the fall, assures recognition of each senior’s ideas as other students, teachers, and staff view the posters, ask questions, and offer ideas and resources. This event not only develops better communication and presentation skills, but also assists students in gathering information and resources, including tips on possible mentors.

Paper

Students develop their papers using a variety of print, electronic, video, and human (expert) resources. They keep resource documentation notes and write

the paper explaining their ideas clearly and thoroughly. Requirements are flexible, designed to meet individual needs and set an appropriate level of achievement for each student.

Production

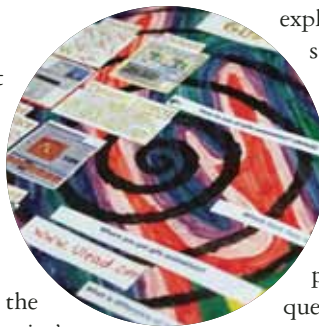
Productions can be experiential, performance-based, experimental, or tangible and must be related to the research. A production should be something in which students apply their research in a personal way. It must be a hands-on experience dealing with some aspect of the research topic. It should take students out of their books and into the real world. We encourage students to find a mentor/expert, someone who knows the area of research or production and can help/guide them. This component asks students to make an initial contact with a professional. The interaction builds thinking and communication skills.

Presentation

The presentation includes a synthesis of the project and a description of how it was completed, including an

explanation of how students were challenged and solved any problems. Each student makes a 25-minute presentation in front of a panel of judges and must participate in a question-and-answer session at the end. Students are

evaluated on their appearance and delivery, the content and the manner of their presentation, their sincerity in assessing their own growth, and their ability to answer questions from the judges. Watching the presentations is always a fascinating experience. The judges and the audience learn answers to questions such as: What was important to the students? How did students see all the disparate experiences of their senior year weaving together into a unique learning journey?



students

explore the future through senior projects

AN ODYSSEY INTERVIEW

Meghan Venturini

(left), and **Lauren Brown** graduated from the Model Secondary School for the Deaf last spring. In this interview, they reflect on the work they did for their senior projects.

ODYSSEY: Which project did you choose?

BROWN: I wrote a screenplay. I had to write the whole script.

VENTURINI: I wanted to do a project on theater. When I was young, I loved the movie *Aladdin*, so I decided to direct the play.

ODYSSEY: How did it turn out?

VENTURINI: It was a challenge for me because I had to make decisions, get the production rights, take the lead, and face my friends and tell them what to do. It was six people, me, and a play. But it all came together.

BROWN: I had to work with grammar, write and rewrite. It was exhausting.

ODYSSEY: What was the hardest part of your project?

BROWN: The research! Also, I learned time management—I couldn't see my friends whenever I wanted to. I rolled up my sleeves and worked.

ODYSSEY: What did you learn?

VENTURINI: I learned about myself. I learned that while I feel stress inside, I can hide it and look calm. I learned how to be direct with people. I had to stand up to my peers.

ODYSSEY: Did it help you make decisions about your future?

BROWN: Yes. I realized that being a screenwriter is a heck of a job. It is not for me and neither is Hollywood.

VENTURINI: I felt satisfaction with my production, but I have not decided on my major in college.

ODYSSEY: What do you think you will do?

BROWN: I am more likely to become a photographer or an interior designer, or go into advertising and marketing.

VENTURINI: I'm interested in counseling and psychology, and still in theater.



ODYSSEY: How do you feel now that you are entering college?

BROWN: I am lucky to have good memories. And I have a sense of responsibility. I am ready to move on to the next level. I am looking forward to what is ahead in my life.

VENTURINI: I feel in a hurry. I want to see what life has in store for me.

transition & teacher training

FOR EVERY TEACHER IN EVERY CLASS

By Carl B. Williams

Carl B. Williams,
Ed.D., is a professor in
the Education
Department at Flagler
College in St. Augustine,
Florida.

**"The overall
purpose of
career and
transition
education is to
acquire life skills
for successful
adulthood."**



In my senior deaf education instructional methods course, when I introduce the concept of transition, the question inevitably arises: Why are we discussing *career* education in a course on effective strategies for teaching deaf students? This mindset—that career development is the sole responsibility of the vocational teacher, guidance counselor, career specialist, or transition coordinator—is one I strive to counteract. I hope and expect these teacher candidates will begin their first year of teaching understanding the valuable role they can play in preparing deaf students for transition from school to adult life.

During the course of the semester, when my students write lesson plans, we talk about how their lessons can be modified or expanded to encompass career concepts. The intent of these discussions is to impress upon them that, with additional consideration, they can design learning experiences that help deaf students reflect on their interests, abilities, and post-school dreams. All of these influence future career choices and form the basis of transition planning that becomes a part of each student's Individualized Education Program (IEP). In addition, the teacher candidates learn that school is an ideal environment for linking classroom norms (such as punctuality and cooperation) with employability skills found in individuals who succeed in the world of work.

Coursework or Infusion?

The importance of exposing deaf students to ongoing career education has been well established (Clark & Kolstoe, 1995; Craig & Garrity, 1994; Long, 1994; Schroedel, 1991). Since career education is the core of effective transition programs (Danek & Busby, 1999), it should be integral to the curriculum for deaf students at all grade levels. Some teachers might question the value of career development activities for younger students, but Scheetz

Photography by John T. Consoli



(2001) affirms, “Career education programs can begin as early as kindergarten and extend through high school” (p. 242). Early exposure to career concepts prepares students for meaningful participation in the transition planning process legally required “beginning not later than the first IEP in effect when the student is 16 and updated annually thereafter” (Mandlawitz, 2005, p. 28).

Even educators who acknowledge the need for career education, however, must grapple with the challenge of including these skills in an already crowded

curriculum. Career education can be addressed using two basic approaches: coursework and infusion (Bos & Vaughn, 2002; Polloway, Patton, & Serna, 2001). The former approach develops separate courses on career topics, while the latter integrates this information into existing courses.

The infusion approach is more effective for three reasons. First, teachers can establish the relevance of out-of-context academic concepts to the realistic context of the working world. Second, since most deaf students are taught in local programs, the small

number of deaf students in a given school might not make the coursework option feasible. Third, there is usually little, if any, room for additional courses in the curriculum. In recent years, a major concern in special education has been fostering career development without minimizing attention to general education curriculum standards upon which high-stakes competency tests are based. With increased emphasis on the access of disabled students to the general curriculum, special educators seem faced with the choice of either teaching academic content or focusing on

transition skills (Hardman, Drew, & Egan, 2002). The good news is that it is not an either-or decision; teachers can, in fact, do both.

Wood (2002) maintains that teachers can—and should—create lessons that enable students to acquire knowledge and skills that are both school-based and career-applicable, noting “this is transition application in its truest form” (p. 156). Teachers can develop learning experiences that meet both criteria with regard to the curriculum standards they are expected to teach. Shown in the table at right are examples of three different subject areas at three different grade levels to show how this synthesis can be accomplished. Although the standards are taken from Florida’s Sunshine State Standards, they are similar to educational standards found in other states.

Transition: For All Deaf Students in All Settings

Two final points need to be made about career and transition education. First, it is appropriate for all deaf students

EXAMPLE OF CURRICULUM AND CAREER INTEGRATION IN MATH	
STANDARD (ELEMENTARY/MATH)	Know how to communicate measurement concepts
SCHOOL-BASED BENCHMARK	State the unit of measurement that would be most appropriate for 10 items
CAREER-APPLICABLE BENCHMARK	Identify jobs in which various types of measurement (capacity, length, temperature) is an integral activity
EXAMPLE OF CURRICULUM AND CAREER INTEGRATION IN SCIENCE	
STANDARD (MIDDLE SCHOOL/SCIENCE)	Understand that science, technology, and society are interwoven and interdependent
SCHOOL-BASED BENCHMARK	Discuss the ethical treatment of humans and animals in conducting research
CAREER-APPLICABLE BENCHMARK	Identify technology that facilitates daily living for deaf people and removes barriers that might exist for them in employment settings
EXAMPLE OF CURRICULUM AND CAREER INFUSION IN LANGUAGE ARTS	
STANDARD (HIGH SCHOOL/ LANGUAGE ARTS)	Know how to communicate measurement concepts
SCHOOL-BASED BENCHMARK	Read an essay to determine the author's point of view.
CAREER-APPLICABLE BENCHMARK	Identify a job they would like to have and use appropriate print resources to find out the specific responsibilities involved and the qualifications and educational level required



regardless of their educational track. Smith, Finn, and Dowdy (1993) stress that whether disabled students are in college preparatory, general education, or vocational tracks, transition skills will benefit them. Many college-bound deaf students, moreover, will be away from home and perhaps engaged in part-time work. Therefore, knowledge of independent living skills and employability skills is as important for them as it is for their peers who plan to enter the work force full time after graduation. The overall purpose of career and transition education is to acquire life skills for successful adulthood. Irrespective of their post-school aspirations, every deaf graduate will be assuming greater levels of responsibility and independence. Preparation for their new roles as adults in society should be developed systematically and not left merely to chance.

The second point is that it is beneficial to provide career and transition education for all deaf students

regardless of their educational placement.

Hallahan and Kauffman (1994) point out that residential programs, because of their long history of teaching deaf students, tend to do a better job than public schools of providing them with career and transition education. This suggests a large number of deaf students are not learning this critical information because “more than 80% of students with hearing loss are being served in public schools” (Turnbull, Turnbull, Shank, Smith, &



Leal, 2002, p. 546). Clark and Kolstoe (1995) emphasize the importance of incorporating transition outcomes into the instructional program of disabled students who are in regular classes and resource room settings. In their consulting role, resource and itinerant teachers must stress to the general education teacher the significance of providing career education for deaf students and suggest specific strategies that can be used. It can be explained to general education

teachers that this approach “gives relevance to the content being taught not only to students identified as disabled but also to other students in the same instructional setting” (Bos & Vaughn, 2002, p. 442).

Unquestionably, state educational standards must be taught to deaf students. They deserve a course of study that is as challenging and rigorous as that presented to hearing students. However, teachers of the deaf also can help their students view the world of work through the lens of each subject being taught by integrating career activities throughout the curriculum. Doing so will ensure that deaf students learn not only required academic concepts but also necessary transition skills to prepare them to attain rewarding careers as successful adults.

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deaf education website

TIPS ON SUCCESSFUL TEACHING, JOBS, CONFERENCES, & A SENSE OF COMMUNITY

By Carmel Collum Yarger

Harold Johnson, Karen Dilka, and Katharine Stephens Slemenda all teach future educators of deaf individuals. Using grant dollars for bricks and mortar, they've also built a bridge between the individual and the community: www.deafed.net, the Deaf Education website. Since 2001, more than 16,000 registered users have crossed that bridge to find jobs, apply for scholarships, and join on-line communities.

Johnson, a professor at Kent State University, says, "As technology becomes increasingly sophisticated, we can use it to bring people together to reduce isolation and increase collaboration among teachers of the deaf, ultimately to benefit students in classrooms." Together with Dilka, of Eastern Kentucky University, Johnson wrote a proposal in 2000, "Crossing the Realities Divide: Preservice Teachers as Change Agents in the Field of Deaf Education," that won a three-year, \$2.1 million grant from the U.S. Department of Education. The grant was awarded under the auspices of the Department of Education's "Preparing Tomorrow's Teachers to Use Technology" (PT3) initiative. Recently, a second PT3 grant, resulting from a proposal cowritten by Johnson and Slemenda, of Converse College, extended funding for the website for another three years.

Tips on Planning Field Trips? Virtual Seminars on Faculty Development? Yes, We Can Do That

The continually developing website has almost as many uses as it has users:

- A deaf education professional can do a job posting keyword search. For example, the entry "Early Intervention" in one month produced a listing of 20 openings in nine states. Clicking on a position would lead the user to a detailed job description, including contact information and a link to the website of the school, agency, or other institution offering the position.
- Visitors to a deaf education bulletin board can join an open discussion on topics like

Carmel Collum

Yarger, Ed.D., earned her doctorate from the University of Northern Colorado. She is currently an associate professor in deaf education at Utah State University. She is also a board member for the Council on Education of the Deaf, and the deaf/hard of hearing constituency chair for the Division of Communicative Disabilities and Deafness division of the Council for Exceptional Children. Her research interests focus on educational interpreting and itinerant teaching.



international development or national board certification. A bulletin board titled “Methodology Q’s for New Teachers” recently featured nuts-and-bolts guidance on how to build students’ vocabulary and tips on planning a successful field trip. There are also bulletin boards where educators in the same state can exchange views or announce upcoming events.

- The site also offers virtual seminars on faculty development. Seminar topics include technology, teacher diversity, certification and preparation, instructional competence, content competence, and assessment competence. The weekly seminars are streamed out live with Windows Media Player (also available in a Macintosh-compatible format and downloadable at no charge). Participants submit questions in advance, and instructors reply during the seminar. For two weeks after each seminar, participants can post follow-up questions on a bulletin board for response by the seminar leader. Users can download seminars for viewing at their convenience; captioning becomes available shortly after each seminar.
- A schedule of events, laid out like a wall calendar, is full of links to professional and social events of interest to educators of deaf individuals. Users can search the calendar by event type (general, professional development, social, not specified) and can also post events.
- Elsewhere on the website, students and would-be students can search live-link lists of scholarships. Researchers can do document searches by type (e.g., instructional resources and materials), grade level, and topical focus (e.g., audition and aural habilitation).
- Other links include information about professional development opportunities, instructional strategies, curricular materials, publications, multimedia materials, and newly developed software.

I Found My Mentor (a Scholarship, a Conference) Online

Teachers of deaf individuals, other educational staff, and parents of children who are deaf or hard of hearing can volunteer on the website to “cyber mentor” students preparing to become deaf educators. Instructors match students with cyber mentors, and the relationship can be a general dialogue or focus on assigned topics. The medium of communication is e-mail.

Some cyber mentors are master teachers—outstanding educators of deaf students at the preschool, elementary, or secondary level. Master teachers accept an on-line nomination to provide leadership to others by working on a “problem/solution” document with other master teachers, agreeing to host a student-teaching placement, and generally working to increase access to the benefits of PT3.

Making Technologically Rich Teaching— and Learning—Possible

The Deaf Education website is taking on two major challenges in contemporary deaf education identified by Johnson, Dilka, and Slemenda:

1. Because of communication challenges with hearing peers, students who are deaf or hard of hearing face obstacles to full engagement with their environment, especially when it comes to personal relationships.

2. A gap exists between what is being taught to future educators of deaf students at the university level and what is being implemented in K-12 schools.

PT3-funded programs like the Deaf Education website provide opportunities to surmount these obstacles by deepening collaboration between classroom teachers and college professors and by infusing college curricula with technologically rich experiences. This process broadens their access to both other people and the world at large.

The initiative’s current PT3 grant, funded for \$1.56 million, is entitled “Join Together: A Nationwide On-Line Community of Practice and Professional Development School Dedicated to Instructional Effectiveness and Academic Excellence Within Deaf/Hard of Hearing Education.” Johnson says the goals of this phase are “to support the initial and ongoing professional development of teachers, to expand the array of learning resources and opportunities available to deaf and hard of hearing students, [and] to increase collaborative activities between all individuals involved in the education of deaf and hard of hearing students.”

Building Big

Johnson, Dilka, Slemenda, and the many others committed to the goals of the PT3 grants have involved an impressive majority (58 of 72, or more than 80 percent) of deaf education programs in the United States. One hundred and thirty-five college and university faculty are contributing content, faculty time, and other support to the website.

Because a nationwide effort of this magnitude is unprecedented in deaf education, the PT3 grants have been awarded to a national professional organization, the Association of College Educators—Deaf and Hard of Hearing (ACE-DHH), rather than to an individual or school. ACE-DHH draws professionals from all of the 35 states with teacher preparation programs in deaf education. Moreover, ACE-DHH is partnering with other professional organizations to build networks with teachers, students in deaf education degree programs, parents, and others to achieve the goals of the PT3 grants.

“The ‘Join Together’ grant is for everyone involved in deaf education,” said project coordinator Michelle Hoversten. “There is a huge array of opportunities. People can choose their level of involvement from simply accessing our resources to becoming involved in the projects and contributing to our project goals.”

For more information on the current PT3 grant, “Join Together: A Nationwide On-Line Community of Practice and Professional Development School Dedicated to Instructional Effectiveness and Academic Excellence Within Deaf/Hard of Hearing Education,” log on to www.deafed.net or contact the grant’s project office at (330) 672-0735 (Voice) or (330) 672-2396 (TTY).

meet the new members of the national mission advisory panel

By Rosalinda Ricasa

Five new members have joined the National Mission Advisory Panel (NMAP). NMAP provides input from the constituencies served by the Laurent Clerc National Deaf Education Center. Like the past and present members of the panel, these new members will assist the Clerc Center in responding to the needs of its constituencies. We have asked new members about. . .

- his or her **family**
- his or her **educational background**
- an **accomplishment** he or she is particularly proud of
- the major factor in his or her **career choice**
- a **teacher** who particularly influenced his or her life and why
- his or her **favorite book** or a book he or she is currently reading
- what his or her **first job** was like

“My own personal struggles against discrimination and oppression and the desire to alleviate the same condition against individuals with disabilities and other underserved/unserved communities drove me to pursue a legal career.”

—Claudia L. Gordon
New NMAP member

Cheryl DeConde Johnson

Senior Consultant
Colorado Department of
Education, Exceptional
Student Services
Greeley, Colorado



FAMILY - My husband is a retired high school teacher and basketball coach who is now writing and hopeful of publishing his first novel. We have three grown children, the oldest being a daughter who is hard of hearing from Rubella.

EDUCATIONAL BACKGROUND - I have degrees in communication disorders, audiology, and special education administration

ACCOMPLISHMENT - Having a job where I can affect policy to improve outcomes for deaf and hard of hearing children is an accomplishment.

CAREER CHOICE - Having a child with a hearing loss and experiencing a professional system that did not respond appropriately were the factors that resulted in educating myself so that I could understand and advocate for my daughter.

TEACHER - I have had two exceptional mentors—Marion Downs, who taught me how to assess hearing in babies, and Noel Matkin, who emphasized the importance of relationships.

FAVORITE BOOKS - I spend a lot of time in the car so thank goodness for books on tape. I recently enjoyed *The Poisonwood Bible* by Barbara Kingsolver.

FIRST JOB - My first job in deaf education was as an educational audiologist for a school district. Because it was a new position and no one knew what I was supposed to do, I evolved my role based on the needs of the students and the program. It was a very fun and great learning community.

Claudia L. Gordon

Attorney Advisor
Department of Homeland Security,
Office of Civil Rights and Civil Liberties
Washington, D.C.

FAMILY - I have an older sister and a younger brother. I have relatives living



in New York and a large number residing in my native homeland of Jamaica in the West Indies. Both of my parents are deceased.

EDUCATIONAL BACKGROUND

- I earned a high school diploma from the Lexington School for the Deaf, where I began attending during my junior year of high school. I have a B.A. from Howard University with a major in political science and a minor in English. I also have a Juris Doctorates from the American University and Washington College of Law.

ACCOMPLISHMENT - I grew up very poor in Jamaica and my circumstances were exacerbated by my deafness, so I am particularly proud of overcoming the odds to arrive at where I am today—attaining my educational and career goals, living self-sufficiently and comfortably, and being able to “give back” to individuals and communities in need.

CAREER CHOICE - My own personal struggles against discrimination and oppression and the desire to alleviate the same condition against individuals with disabilities and other underserved/unserved communities drove me to pursue a legal career.

TEACHER - Countless teachers, especially during my formative years at the Lexington School for the Deaf, have made numerous positive impacts on me. One that stands out is my Lexington high school teacher, Dr. Grace Ann Ashley. Like me, she is a native of Jamaica. She was, and still is, one of the best and toughest teachers at Lexington. She set high standards and had no doubt that my fellow classmates and I could

reach or even exceed them. In all that she does, she exudes confidence, integrity, discipline, respect, kindness, and countless other positive characteristics. She was my role model because she was a black woman and a Jamaican like me.

Having someone like her to look up to not only inspired me but also gave me a

reason to work hard and excel.

FAVORITE BOOKS - With all the hundreds of pages of required daily reading in law school, I have not had the time for leisurely reading. I always have tons of legal or policy documents to review. However, I am very fond of motivational books that offer inspiring messages and quotes.

FIRST JOB - My first “real job” was working at a McDonald’s in New York. It was very oppressive in the sense that employees like me who had a disability were assigned to the most unpleasant tasks—washing a mountain of dirty dishes and cookware, and cleaning the customer restrooms, tables, and trash. Needless to say, I am grateful for the experience because such humbling exposure was a great life lesson.

Mei Kennedy

Stay-at-home mom
Potomac, Maryland



FAMILY - I am married to a wonderful man, John Parker Kennedy, who is now studying for his Ph.D. through Gallaudet University’s President’s Fellows Program. We have a son, Brady, who is 2. We are expecting our second child this fall.

EDUCATIONAL BACKGROUND - I received a B.A. from Gallaudet University in 1998, an M.A. from the University of Houston in 1999, and a Ph.D. from Capella University in 2004.

ACCOMPLISHMENT - I am proud of completing my Ph.D. entirely online. It has its advantages and disadvantages.

CAREER CHOICE - The major factor in my career choice was my parents. They always encouraged me to explore opportunities.

TEACHER - I had a wonderful teacher when I was a student at Kendall Demonstration Elementary School. Even today, I remember what she taught us. Her deepest desire for all of us was to succeed. She was a devoted teacher and was constantly encouraging us to develop a love for learning. That had a lifelong impact on me

FAVORITE BOOKS - I enjoy reading

Meet the New Members of the National Mission Advisory Panel

Robert Kiyosaki's books. They have inspired me.

FIRST JOB - My first job was at a company where I was the only deaf employee. I appreciate the experience and the confidence I gained from such work, but I also learned the many challenges of working in a hearing environment.

Ralph Sedano

ASL Program Coordinator and ASL Teacher, Santa Fe Community College
Santa Fe, New Mexico

FAMILY - My two grown children are both certified ASL interpreters. One lives on the American West Coast and one on the East Coast. My wife, Valerie, received a B.F.A. from the Rochester Institute of Technology. She is currently an art teacher at the New Mexico School for the Deaf. We lived near Portland, Maine, for 13 years before moving to New Mexico. Valerie and I love to travel abroad as well as across our beautiful country. We are also Harley Davidson enthusiasts.

EDUCATIONAL BACKGROUND - I have a B.A. in English from Gallaudet University, an M.A. in special education and CED certification from San Francisco State University, and ASLTA professional certification. I am currently a graduate student in an M.A.-Ph.D. program in Latin American studies at the University of New Mexico. I have been in the teaching profession for 27 years.

ACCOMPLISHMENT - In 2001, I received the Faculty Excellence Award from Santa Fe Community College (SFCC). I was chosen out of 124 faculty members in the college and my name was inscribed on the SFCC Faculty Excellence Award Recipient's plate list. As a teacher at SFCC, I have been nominated three times to the Who's



Who Among American Teachers. But my greatest accomplishments are a personal sense of self-determination, focused concentration, and concentrated mental demand.

CAREER CHOICE - One day it dawned on me that my background was unique. I was deafened at 5 years of age from spinal meningitis, fell into a six-month-long coma, awoke with no recollection of anything I had learned during the first five years of my life (including my first language, Spanish), enrolled in the California School for the Deaf-Berkeley (CSDB) a few months later, and acquired American Sign Language (ASL) as a second language. Three years later English became my third language, enabling me to absorb the rest of my education in high school and beyond. This realization led me to become an educator because there is a great need for deaf, Hispanic role models.

TEACHER - All of my teachers at CSDB were role models in unique ways. They made sure I did not lag or stop learning. At Berkeley, I was blessed with teachers who kept me straight even when I whimpered and wept. I learned much from the many deaf teachers who were remarkable in communicating content knowledge. The mostly deaf residential staff were teachers in a different way, reinforcing communication and thinking skills 24/7 every year. They were also fascinating storytellers. The non-deaf teachers were remarkable in their own way and firm about completing assignments. My school peers were role models *par excellence*. They provided the opportunity for incidental learning. Having ASL-fluent peers in every type of learning situation was unparalleled every year that I lived on campus—we were friends, enemies, and companions; we were mischievous, dialectic, jealous, complimentary, knowledgeable, and what have you.

At Gallaudet University, those that attracted me the most were the deaf

professors and peers who loved to travel abroad and who coached me to do likewise. They emanated a sense of confidence and extraordinary courage as deaf travelers to exotic worlds.

FAVORITE BOOKS - Presently, I am reading books about Mesoamerican history and culture in preparation for a trip to Guadalajara, Mexico, during the spring break.

FIRST JOB - My first jobs—at fast food restaurants and furniture warehouses—were difficult because none of my fellow employees could sign. I also worked as a General Accounting Office offset pressman, an apartment complex custodian, and a restaurant backroom helper. Those jobs were quite lonely because there was no one to communicate with. However, I earned good reference letters for an excellent work resume.

Debra H. Zand

Research Associate Professor
Kirkwood, Missouri

FAMILY - My partner of 14-and-a-half years and I have 5-year-old fraternal twins. Our daughter is deaf and our son is hearing. Both my partner and I are hearing.

EDUCATIONAL

BACKGROUND - I have a Ph.D. in clinical psychology.

ACCOMPLISHMENT - I am the biological mother of boy-girl twins.

CAREER CHOICE - My love of both research and clinical practice influenced my career choice.

TEACHER - My mentor in clinical psychology provided empathy and clear, consistent guidance. It enhanced my love of clinical practice.

FAVORITE BOOKS - *The Yellow Wallpaper* by Charlotte Perkins Gilman

FIRST JOB - My first job was as a research assistant at Radcliffe College. It was very empowering and intellectually exciting.



Gallaudet University Announces Winners of 2005 National Essay and Art Contests

By Susan M. Flanigan

Megan Frowick of Norfolk, Nebraska, won first place in Gallaudet University's National Essay Contest for Deaf and Hard of Hearing Students. **Amanda Lynn Topper** of Evansville, Indiana, won first place in Gallaudet's national art contest. Writing on the contest theme of a life turning point, Frowick described her conversation with a homeless woman on a subway ride. Addressing the same theme, Topper drew a striking self-portrait with her face marked with the lines of pieces from a jigsaw puzzle and various hands helping to put the puzzle together.

"The goal of the contests is to give deaf and hard of hearing students an incentive to explore their feelings through writing and art—and to assure them recognition and a forum for expression," said Tim Worthylake, co-coordinator of the contests.

All contest participants received certificates of meritorious entry. Essay place winners received scholarship awards for the college or postsecondary training of their choice. All scholarship awards will be doubled for winners who choose to attend Gallaudet University. The first place art contest winner received \$100. Winning entries were printed in the summer issue



FROWICK



HO



WANG



HENCH-MARTIN



MILLER



ROBERTS



KEARNEY

of *World Around You* magazine, published by the Laurent Clerc National Deaf Education Center.

A new feature of this year's art contest is the on-line art gallery in which viewers may vote for their favorite image. Also new this year, selected works from the contest were displayed at the Tampa International Deaf Film and Visual Arts Festival. The festival, held last spring in Tampa, Florida, showcased a diverse collection of artwork from deaf artists around the country.

To see the essays and artwork, visit: <http://clerccenter.gallaudet.edu/worldaroundyou/2005artandessay>.

ESSAY CONTEST WINNERS:

1st Place – **Megan Frowick**, Norfolk Senior High School, Norfolk, Nebraska; *A Chance Meeting*

2nd Place – **Rosalind Chor Kiu Ho**, British Columbia School for the Deaf, Burnaby, British Columbia, Canada; *A Book and a Brother*

3rd Place – **Shanna Grossinger**, California School for the Deaf, Fremont; *A Movie and Figuring Out How to Change the World*

Honorable Mention – **Helen Wang**, Atlanta Area School for the Deaf, Clarkston, Georgia; *Becoming Friends and Becoming Different*

Honorable Mention – **Dale Hensch-Martin**, Dearborn High School, Dearborn, Michigan; *Learning from Another Culture*

Commendable – **Rachel Miller**, Skyline High School, Salt Lake City, Utah; *Assault and (Finally) Talking About It*

Commendable – **Kira Roberts**, Missouri School for the Deaf, Fulton; *The Night My Life Changed*

Editors' Award – **Brett Rosenblum**, Langley High School, McLean, Virginia; *History Teacher Makes the Difference*

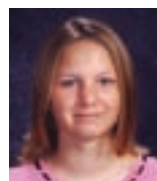
Editors' Award – **Alissa Haselhorst**, Norfolk Senior High School, Norfolk,

Nebraska; *A Future Better Than Par*

Editors' Award – **Jeremy Cornell**, West Virginia School for the Deaf, Romney; *New School and New Me*

Editors' Award – **James Tennison**

Kearney, Terrell Lane Middle School, Louisburg, North Carolina; *Turning to Grandparents and God*



TOPPER



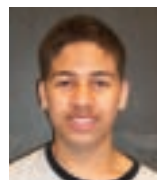
WILLIAMS



BOLTON



BAIRD



DORVILLE



NESMITH



KIM

ART CONTEST WINNERS:

1st Place – **Amanda Lynn**

Topper, Signature School, Evansville, Indiana; *Coming Together*

2nd Place – **Nikisha Williams**, Murry Bergtraum High School, New York, New York; *Moved*

3rd Place – **Brittany Bolton**,

Waterford Union High School, Waterford, Wisconsin; *Imagine*

4th Place – **Desiree Angel Grace**

Baird, Gardendale High School,

Gardendale, Alabama; *Silent Wolf*

5th Place – **Amanda Rae Weeks**,

Princeton High School, Princeton,

Minnesota; *I Do Believe in Faeries*

Honorable Mention – **Josue**

Dorville, Murry Bergtraum High

School, New York, New York; *My*

Parents' Divorce

Honorable Mention – **Kevlasha**

Humphrey, Illinois School for the

Deaf, Jacksonville; *Feeling My Own*

Vision and Communication

Honorable Mention – **Jason**

Nesmith, Illinois School for the

Deaf, Jacksonville; *Father to Son:*

Passing On a Legacy

Honorable Mention – **Tony Kim**,

Rancho Bernardo High School, San

Diego, California; *To Changing My*

Mind About Music

Honorable Mention – **Misella**

Tomita, Maryland School for the

Deaf, Frederick; *Never the Same*

After 9/11

Honorable Mention – **Heather**

Kujawa, Illinois School for the Deaf,

Jacksonville; *New Technology: VP*

Commendable – **Jessica**

Vanderwal, Illinois School for the

Deaf, Jacksonville; *Emotions: Past*

and Present

Commendable – **Gabriela**

Perrusquia, Illinois School for the

Deaf, Jacksonville; *Finally Freedom*

of My Deaf Spirit

Commendable – **Molly Batiz**,

Leechburg Area School District,

Leechburg, Pennsylvania; *Speech Class*



Left: Cochlear Implant Education Center coordinator Debra Nussbaum discusses teaching children with cochlear implants during a conference conducted by the Laurent Clerc National Deaf Education Center. The conference, "Spoken Language and Sign: Optimizing Learning for Children with Cochlear Implants," will be held again next year. For more information, contact Nussbaum at Debra.Nussbaum@gallaudet.edu.

MSSD Intern Meets Librarian of Congress

By Michael Walton

When the Librarian of Congress, James H. Billington, an avid scholar of Russian history and culture, learned that Denis Ivanov, a student from the Model Secondary School for the Deaf (MSSD), was working at the Library in the Russian map room, and was also a native of St. Petersburg, Russia, he wanted to meet him.

Ivanov was excited to meet Billington as well. On his graduation day, Ivanov, his mother, Nadia Ivanova, and his stepfather, Gary Fitts, drove to the Library as soon as the commencement exercises were over.

Ivanov's journey had really begun years before. He was born in St. Petersburg to a predominately deaf family. His mother, grandparents, and other relatives were deaf. He moved to the U.S. with his mother, who subsequently met and married Fitts, who also comes from a deaf family, and they settled in Milwaukee, Wisconsin.

Ivanov has always enjoyed studying maps. As a young boy, he was fascinated by the maps his mother had on the walls of their home in Russia. "I was fascinated by the peaks, valleys, and other geographical landmarks," he said.

When it was time for him to go to high school, his family chose MSSD for its wide variety of academic, social, and cultural opportunities. While planning his off-campus internship, Ivanov discussed his interest in maps with Allen Talbert, MSSD's internship placement coordinator. Talbert lined up a spring semester internship for one day a week at the Library.

Reflecting on his internship, Ivanov enjoyed his time at the Library. "I enjoyed working at the Library and had a lot of fun," he said. "I got to study maps, do research, and catalog the various maps."

Mike Buscher, Ivanov's supervisor at the Library, was impressed with Ivanov's work ethic and intelligence. He assigned Ivanov to work closely with one of the senior technicians to arrange and interpret geological maps of the former Soviet Union. Mr. Buscher was particularly impressed with Denis. "Denis was outstanding," he said. "I have participated in the internship program for a number of years, and we have had some great kids, but Denis really stood out."

The Library has a long and proud history of offering internships to high school and college students. The student interns, along with the Library's deaf employees, contribute to the Library's mission of making its unparalleled resources accessible to Congress and the nation.

Ivanov plans to study either engineering or cartography in college—and perhaps eventually begin a career at the Library.



Denis Ivanov (left) discusses maps with his coworkers in the Library of Congress Map Room.

From Classroom to Cockpit

LEARNING TAKES OFF WHEN PILOT COMES TO KDES

By Susan M. Flanigan

Kim Murray always knew she wanted to be a pilot. She began as a commuter pilot for USAir Express and now works as a pilot for Southwest Airlines. Everything was going according to plan until one day last February when she woke up and could not hear. The sudden and unexplained hearing loss has taken her on an unexpected journey—which has included several stops at Kendall Demonstration Elementary School (KDES). At KDES, she met Francisca Rangel, lead teacher for Team 4/5, as part of the Southwest Airlines Adopt-A-Pilot Program.

As part of the program, Murray began visiting classes last fall, bearing educational material supplied by Southwest. Using Murray's tales and presence as real-life anchors, students studied geography and the forces of flight. They tracked Murray's flights and noted each of her stopovers, and Murray reinforced the geography lesson by sending postcards.

In addition the students taught Murray some American Sign Language. She now has a sign language tutor.

To bring the year to a close, Murray wanted the students to see real airplanes up close. That's how one spring morning, Rangel and 20 KDES students headed off to Hanger 6, the facility in which the government houses planes that fly around its top officials. They were joined by Eric Mansfield, a teacher at the Maryland School for the Deaf and one of approximately 50 licensed small airplane pilots who are deaf, and Adrian Eichorn, a pilot for the Federal Aviation Administration and a friend of Murray's, who had arranged the visit.

Mansfield showed the students a photo illustration of a Cessna 172R cockpit and emphasized the importance of knowing geography. "Mountains don't open up for you—you need to know the clearance height!" he said. "You need to know the direction of the wind because you always land against the wind, like a duck when it opens its wings to break its speed against the wind as it lands."

Smiling, he added, "What's really fun about flying is I can fly to Ocean City in about an hour—and as I fly, I can look down over Bay Bridge and see the cars stuck in traffic for hours."

The students peppered Mansfield with questions, after which they broke into groups to tour the aircraft. They sat in the cockpits and manipulated the controls. They lounged in the comfortable cabins of executive jets, crammed into the glider plane, and strapped themselves into the seats of the helicopter as if preparing to fly.

"The kids ran out of time before their questions did," said Murray. "They had invaluable exposure to the world of flying and walked back to the bus knowing that they, too, could become pilots."

For more information on the Southwest Airlines Adopt-A-Pilot program, visit: http://www.southwest.com/programs_services/adopt/adopt_home.html.

For more information on the International Deaf Pilots Association, visit: <http://www.deafpilots.com/>.



Above: Pilot Kim Murray (right) discusses aviation with two of her KDES co-pilots.

Deaf Teen America— A Glittering Day to Remember

By Seth Gore

Seth Gore is a student at the Model Secondary School for the Deaf in Washington, D.C. He helped to coordinate the 2005 Mr./Miss Deaf Teen America Pageant.



The 2005 Mr./Miss Deaf Teen America Pageant was one of the most exciting weekends we've ever had at the Model Secondary School for the Deaf. Contestants and sponsors flew into Washington, D.C., from 11 states.

Festivities began with an ice-breaker party. Rehearsals and walk-throughs for the big event followed, and the opening dance, which kicks off the show, was revised so all contestants could dance in sync.

All of us had the opportunity to tour Gallaudet University. Later, we went to the ESPN Zone in downtown Washington. We had an unexpected surprise there when we met television show actor James Denton, who plays the role of Mike Delfino on the hit series *Desperate Housewives*.

Time flew and soon it was pageant night. People packed the auditorium to watch the show. The contestants did a wonderful job performing and the entire event was almost picture-perfect. The show kept the audience in awe and many mouths were agape.

In the end, contestants from the Indiana School for the Deaf, Drew Hawkins and Brianne Catron, won the title of Mr. and Miss Deaf Teen America. All agreed that the event was spectacular, the contestants exceptional, and everyone had fun.

To learn more about the Mr./Miss Deaf Teen America Pageant, visit: <http://clercenter.gallaudet.edu/DeafTeenAmerica>.

An Important Contribution**Alone in the Mainstream:****A Deaf Woman Remembers Public School**

By *Gina A. Oliva*, Gallaudet University Press (2004, 224 pages)

Review by Teresa Blankmeyer Burke

Teresa Blankmeyer Burke is an instructor in the Gallaudet University Department of Philosophy and Religion, where she specializes in bioethical issues directly affecting deaf and hard of hearing people. She also owns a consulting firm, Ethics, etc., and lectures nationally on bioethics. Hard of hearing since age 3, Burke was mainstreamed in public schools in Orange County, California.

Dr. Gina Oliva makes an important contribution to the literature on mainstreaming deaf children in her book, *Alone in the Mainstream: A Deaf Woman Remembers Public School*. As the first volume in the Gallaudet University Press “Deaf Lives” series on contemporary autobiography and biography, it sets a high bar. Yet this book is more than a story of a deaf woman’s life. Oliva’s autobiographical voice combines with the voices of other deaf and hard of hearing

adults to form a cohesive narrative of lives affected by the mainstreamed experience. She skillfully weaves these voices through a vivid report of her research discoveries in “The Solitary Mainstream Project,” culminating in a set of observations and recommendations aimed at improving the quality of the lives of mainstreamed deaf and hard of hearing children, whom she calls *solitaires*.

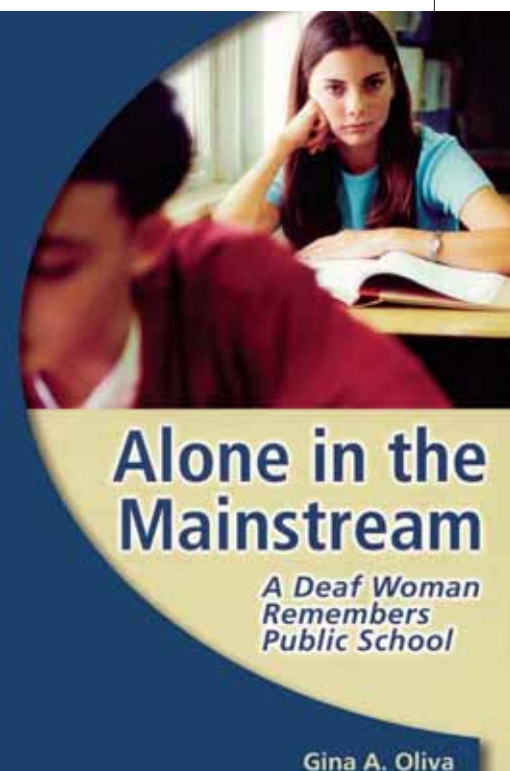
One might think that by labeling mainstreamed deaf and hard of hearing children *solitaires*, Oliva’s book simply stakes out a position against the policy of mainstreaming. Oliva doesn’t do this; instead she offers a careful analysis of the positive and negative outcomes experienced by deaf and hard of hearing children in the mainstream. This balance is echoed by the author’s decision to label mainstreamed deaf and hard of hearing children as *solitary* and *solitaires*, where the slightly negative connotation of “solitary” as “being alone or saddened by

isolation” is offset by the positive association of “solitaire” as “a single gem set alone.” This theme repeats visually in the frontispiece of the book, which contains a reproduction of the painting *A Solitary Rose* by Oliva’s father, Robert M. Oliva, who also lived with hearing loss. The starkness of the single rose is a metaphor for the solitary-solitaire continuum that mainstreamed deaf and hard of hearing people traverse; the author illustrates the complexity of this in her description of the different ways in which she and her father approached their hearing loss and deafness in adulthood. Oliva movingly describes her conscious choice to live in both the hearing and the deaf worlds by contrasting this with her father’s choice to live apart from the deaf community—the effects of these choices led to divergent paths for father and daughter.

People often commend a good book by remarking, “I couldn’t put it down.” As a solitaire myself, my response to this book was that I had to put it down—because the memories it stirred up took time to process and some were still painful. To read Oliva’s account of a teacher who insisted on adhering to

alphabetical order for seating assignments brought back a memory of my high school English teacher and years spent in boredom and frustration; to read pages of stories of teachers who discounted the basic needs of their deaf and hard of hearing students was painful, yes, but it also stirred up feelings of outrage that so many *solitaires* shared these experiences. While the list of harms done to mainstreamed children is lengthy and difficult to read, Oliva balances this by also asking *solitaires* to comment on their best teachers. This may be one of the most valuable sections of this book for educators, since it provides concrete and helpful suggestions on what *solitaires* need and respond to best.

In the final three chapters, the author shifts from reporting a narrative of solitaire experience to addressing how to improve the mainstreamed experience for these students. She begins this section by describing and comparing the lives of two very different young women who are d/Deaf (auditorily vs. culturally): Jessica, who has deaf parents and strong links to the deaf community, and Summer, a solitaire with a cochlear implant who transfers to a school for deaf students midway through high school. What Oliva emphasizes is the ability of these young women to participate fully in the schools for deaf students, and the woeful lack of this opportunity for Summer in her mainstream school despite the keen advocacy of Summer’s mother. Oliva drives home the point that deaf and hard of hearing children attending mainstreamed schools should



REVIEWS

be exposed to the deaf community, an approach she calls the “best of both worlds.” By offering deaf and hard of hearing children the opportunity to see these two worlds and the different opportunities found in each, these children will have a wider array of choices to make as they approach adulthood.

Giving solitaires contact with the Deaf world is a start towards improving the lot of the mainstreamed deaf or hard of hearing child, but it is not

sufficient. In the chapter “Alone in the Mainstream Again: Constructing Inclusion,” Oliva offers a narrative account of her own experiences with developing an inclusive model for the mainstream. Most importantly, she reminds the reader that inclusion is a two-way process, and must be desired by both the hearing people and the deaf people involved. By viewing inclusion as something to which both deaf and hearing people can

contribute, the weight of it is distributed more equally, which opens up space for a dialogue about the inclusion process. Oliva gently reminds the reader that while inclusion can be mandated by law, a successful inclusion experience depends on a foundation of respect between the hearing and the deaf people involved.

The author wraps up the book with some thoughts on how adult solitaires can share their knowledge with others who would benefit from it. She

suggests that every solitaire should have a deaf or hard of hearing child to “mentor, nurture, and support.” Hearing people, whether they are parents of solitaires, educators, coaches, or friends, can work to provide an inclusive social environment by learning about the needs of solitaires and acting on those needs. Oliva admits that there is much work to be done on this goal of inclusion, and her book is an admirable step in the right direction.

Understanding Through Fiction

Deafening: A Novel

By Frances Itani, Atlantic Monthly Press (2003, 400 pages)

Review By Greg Montgomery

Greg Montgomery, a doctoral candidate in the administration and supervision program at Gallaudet University, is the athletic director at the New York School for the Deaf in White Plains.

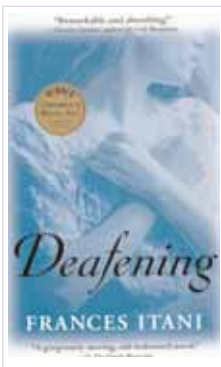
Deafening, a prize-winning novel by Frances Itani, is about exploring love, sorrow, and survival through the life of a Canadian deaf woman, Grania O'Neill, during World War I. O'Neill grows up in a residential school for deaf students in Belleville and eventually marries a hearing soldier who accepts her deafness.

O'Neill's childhood life at the school for the deaf is similar to that of many deaf children who grow up in the dorms. She is very close with her family, especially her grandmother and husband. Her grandmother encourages her to get an

education and believes that she can be successful in life. O'Neill's husband doesn't view her deafness as a barrier to their relationship. O'Neill also keeps in close contact with her deaf schoolmates after graduation. Her signing becomes better when hanging around with her deaf friends.

Itani wrote the novel as a tribute to her deaf grandmother. Reading it brought back memories of my own childhood from when I was living in the dorm at a residential school for the deaf. Itani did well explaining the lives of the deaf characters in the story.

Hearing people will gain a greater understanding of deaf people through reading this book. I recommend it for anyone who enjoys reading about the lives of deaf people growing up.



Work in Alaska

Deaf/Hard of Hearing Services

JOB DESCRIPTION

Provide on-site and distance supports for local special education of deaf and hard of hearing students in regular education settings throughout Alaska, through consulting, training, materials, and program recommendations and follow-up

QUALIFICATIONS FOR APPLICATION

Minimum: Master's degree in education of deaf/hard of hearing; three years classroom experience (a bachelor's degree and suitable experience may be accepted in lieu of the master's degree); ability to obtain a State of Alaska Type A teaching certificate; physical abilities required to travel extensively and independently in rural/remote Alaska; ability to exercise sound professional judgment while working in the field without direct supervision.

Preferred: Experience providing or supporting deaf education in regular education environments. Cross-cultural experience.

Salary: \$44,402-\$56,133 (beginning per experience and training)

Contact: Nancy Nagarkar,
2217 E. Tudor Road, Suite 1, Anchorage, AK 99507
(907) 334-1303 E-mail: nnagarkar@sesa.org



TRAINING & PROFESSIONAL OPPORTUNITIES FOR 2006

The Clerc Center develops and conducts training programs related to its national mission priorities of literacy, family involvement, and transition from school to postsecondary education and employment. Clerc Center Training and Professional Development Opportunities are offered around the country, coordinated through the Gallaudet University Regional Centers (GURCs). The following is a brief description of the programs currently available through the GURCs. You may also contact the Office of Training and Professional Development at (202) 651-5855 (V/TTY) or via e-mail: training.clerccenter@gallaudet.edu.

TRAINING PROGRAMS

GLOBE (Global Learning and Observations to Benefit the Environment)

GLOBE is a worldwide science and education program that coordinates investigations by students, teachers, and scientists involved in studying and understanding the global environment. This five-day workshop qualifies teachers and their schools for full participation in the GLOBE program.

Summer Washington, D.C., Mid-Atlantic Region

Summer Literacy Institute

The Clerc Center combines the best of its literacy workshops in 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:

- **Literacy—It All Connects**
- **Reading to Deaf Children: Learning from Deaf Adults**
- **Read It Again and Again**
- **Leading from Behind: Language Experience in Action**

June 26 - 30. Washington, D.C., Mid-Atlantic Region

Shared Reading Project: Keys to Success

This five-day training program, designed to prepare site coordinators to establish a Shared Reading Project in their own schools or programs, will be offered only once in 2006. For educators, administrators, and parent leaders, this workshop is based on the highly acclaimed program where deaf tutors teach parents and caregivers effective strategies for reading books with their children during home visits.

March 13 - 17 Washington, D.C., Mid-Atlantic Region

WORKSHOPS

See the Sound: Visual Phonics

This workshop provides instruction in using Visual Phonics, a system that utilizes a combination of tactile, kinesthetic, visual, and auditory feedback to assist in developing phonemic awareness, speech production, and reading skills with children who are deaf or hard of hearing.

Summer Washington, D.C., Mid-Atlantic Region

Spoken Language & Sign: Optimizing Learning for Children with Cochlear Implants

This workshop is designed for teachers, school-based speech-language pathologists, and other habilitation specialists working with students with cochlear implants in signing environments. Mary Koch, auditory education consultant and author of *Bringing Sound to Life*, will provide a framework for developing spoken language skills for students with cochlear implants. Koch and other Clerc Center professionals will share information on considerations, resources, and strategies for effectively meeting the needs of children with cochlear implants who use sign language.

Summer Washington, D.C., Mid-Atlantic Region

Call (202) 448-6940 or e-mail Susanne.Scott@gallaudet.edu to obtain registration information and confirm space.

TRAINING

SPONSORING AN EXTENSION COURSE

Gallaudet resources and expertise are available through on-site extension courses. The courses provide a unique opportunity to study at a location close to you with recognized experts in such fields as American Sign Language Linguistics, Deaf Studies, Deaf Education, and Interpreting.

Extension courses are offered at the request of sponsors or sponsoring agencies. A menu of potential courses is available for review.

- **Sponsors** - For a listing of all potential course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/menu.html>.
- **Students** - For a listing of our currently scheduled course offerings, visit <http://gspp.gallaudet.edu/shapes/extension/extensioncoursebyregion.html> webpag.

For more information about Gallaudet University's extension programs, e-mail extension@gallaudet.edu or call (202) 651-5093 (V/TTY).

ON-LINE COURSES

Gallaudet University offers a variety of on-line courses covering such topics as deaf culture, international development, deaf education, cochlear implants, writing skills, computer software applications, and much more. These any time, anywhere courses are highly interactive and learner-centered. They allow you to study and participate in courses at the time and place of your choosing. The instructor can offer content overview, lecture, and web-based resources, ask and answer questions, post assignments, access your progress and give feedback through your on-line course and e-mail. You log on to the course to post assignments electronically. Each time you "attend" class, you will be able to participate in on-line discussions. These courses are taught by internationally known Gallaudet instructors and are as rigorous as the University's face-to-face versions.

For more information on what courses are available: http://geel.gallaudet.edu/geel_infor.cfm?overview=course&area=ONLINE.



For more information

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

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Upcoming Conferences and Exhibits



2005

November 5
DeafNation Expo,
Henrietta, N.Y. To be held in
the Dome Center from 9 a.m.-
6 p.m. Admission is free. For
more information:
<http://www.deafnation.com/>.

November 18-20
Abilities Expo, Northern
California. For more
information:
<http://abilitiesexpo.com>.

November 18-20
ASHA Convention:
Using Evidence to
Support Clinical
Practice, San Diego, Calif.
For more information:
<http://www.asha.org/about/events/convention/>.

December 9-11
Abilities Expo, Houston,
Tex. To be held at the George
R. Brown Convention Center.
For more information:
<http://abilitiesexpo.com>.

2006

April 6-8
Deaf Studies Today!
Academic Conference,
Orem, Utah. To be held at the
Utah Valley State College.
Contact: Dr. Bryan Eldredge,
(801) 863-8529 (V),
eldredbr@uvsc.edu;
<http://www.uvsc.edu/asl/deafstudies/>.

April 30
Mother Father Deaf Day
Celebration. Sponsored by
Children of Deaf Adults
(CODA), Inc. Contact Tomi
Teske at: tteske2724@aol.com

June 11
Helen Keller Walk 2006.
For more information call
(516) 944-8900 ext. 254
(T/V). Contact:
<http://www.hknc.org>

June 14-17
Intertribal Deaf
Conference, San
Carlos, Arizona. To be
held at the San Carlos
Apache Indian
Reservation, San
Carlos, Arizona.
Contact Evelyn
Optiz at: native_terpie2003@yahoo.com

June 23-27
A.G. Bell Convention,
Pittsburgh, Pennsylvania. To
be held at David L. Lawrence
Convention Center. Contact
Gary Yates at: gyates@agbell.org

July 11-15
2006 Biennial NAD
Conference. Due to
Hurricane Katrina, the NAD
is re-locating the conference.
For more information:
<http://www.nad.org/>

July 20-23
Cued Speech:
Celebrating Literacy/
Excellence/ Diversity
Towson, Maryland. Contact:
<http://www.cuedspeech.org/>

August 2-6
RID Region IV Biennial
Conference "Building
Communities." Bozeman,
Montana. Contact:
<http://www.montana.edu/wwwcf/rid/>

August 4-5
Deaf Awareness
Celebration! Montana State
University – Bozeman,
Montana. For more
information: [http://](http://www.montana.edu/wwwcf/rid/)
www.montana.edu/wwwcf/rid/



Summit 2005 Earns High Marks

STUDENTS ENJOY MSSD'S ACADEMIC AND LEADERSHIP CAMP

By Michael Walton

This summer, 35 students from across the country attended the first annual Summit 2005: An Academic and Leadership Camp for Deaf and Hard of Hearing



Students, held on the campus of the Model Secondary School for the Deaf (MSSD). Students from as far away as California, Mississippi, Wyoming, and Oklahoma arrived at MSSD for a camp of intensive Advanced Placement workshops in Biology, English, and U.S. History. They also enjoyed Six Flags amusement park, a Washington Nationals baseball game, and visits to museums throughout Washington, D.C.

"The Summit 2005 camp was a wonderful experience and a big success," said Daniel Dukes, coordinator of the Laurent Clerc National Deaf Education Center's Honors Program, who also coordinated the camp. "We had a great group of students—diverse and highly motivated—who worked well together."

The National Holocaust Museum left a somber impression on many of the students. Daniel Steed, from California, was so moved by the visit that he bought his mother a menorah pendant. "The Holocaust Museum was very sad, but very inspiring, too," noted Wayman Chow from Mississippi.

A recurring theme was the wonderful camaraderie of socializing with other deaf students. "I'm from a mainstream school," said Chelsea Stone from Mississippi. "Although the classes are fun, my social life is not too good there. A lot of the kids leave me out, or they get very frustrated when they talk to me and I can't hear them. [Here] I'm having a lot of fun."

Lindsey Phelan, another mainstream student from Connecticut, agreed. "I'm involved in sports at my school, so that helps me be more sociable [there]," she said. "But it's still very difficult because I have a hard time hearing the other students. They give up trying to communicate with me. I have a cochlear implant and it helps, but I still have a hard time hearing them when they talk to me. I think the activities and events here at camp are great."

Next year, MSSD will offer the camp again. "Because of the success of Summit 2005, we're definitely looking at ways to expand," said Dukes.

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—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

"DecisionMaker...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 Lia Vannerson from South Hills High School

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