BACK TO SCHOOL
Whether you work in a K-12, post-secondary, or vocational training setting, Aug/Sept means BACK-TO-SCHOOL! The IEIS Council would like to wish you a successful and prosperous school year. In this longer-than-usual newsletter you will find a lot of resources as well as updates about the recent RID National Conference in New Orleans, LA. We hope the resources help you, your clients, and your administrators transition into a wonderfully collaborative year! If you have additional resources you would like to share with your interpreting colleagues, please remember our IEIS Facebook page is there as an on-line network for our members. IEIS is the largest RID member section and your participation makes us strong!

RID TESTING AND CERTIFICATION MORATORIUM
By IEIS Chair, Megan Butler

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In New Orleans, the RID Board announced a moratorium on all credentialing. The last date to sign up to take an RID administered performance exam is October 1, 2015. Any performance test must be taken prior to January 1, 2016. RID is suspending all credentialing in order to give them time to complete a risk assessment of the credentialing system as a whole, not the validity of any one specific test. The risk assessment should be completed by November 1, 2015. The RID Board will use the results to make their ultimate decision regarding credentialing. More information on the risk assessment can be found at: http://www.rid.org/2015/07/interim-executive-director-anna-twitter-merithew-on-testing-and-certification-risk-assessment/

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National Conference Track for Educational Interpreters

This year’s National Conference in New Orleans, LA had an impressive selection of workshops geared for interpreters working in educational settings! We certainly thank co-chairs Carol Tipton and Caleb Lopez, along with their Program Committee, for selecting an abundance of fantastic workshops. In another shameless plug for member involvement, we remember that originally no presenters were sought for educational workshop topics because not enough educational interpreters replied to the RID survey for topic suggestions. Boy, did we learn our lesson!

When the membership did take action and flooded RID with emails and speaker proposals, they came through for us with not five, but with
MORATORIUM
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There have been no indications from RID of when the moratorium will be lifted, but the RID Board and Headquarters are writing up a FAQ sheet that will be shared with the membership. There is no intention to hide any information. As soon as the RID Board made the decision, it was shared with the membership. This announcement was certainly a shock, but we have to trust the leadership that we voted for. We have entrusted them to lead this organization and make the difficult decisions that need to be made. For every performance test that is given, it costs RID more than the candidate pays. If the system continues in this way, we could be looking at certain financial crisis. The moratorium on credentialing can be likened to a leaking pipe. In order to fix the leak, we must shut off the pipe, assess how to fix the leak, and then make the necessary repairs to have a fully functioning pipe system. The moratorium is RID’s way of fixing the leak. As with any repair, the process can be a hassle and can be messy, but the end product is better.

For more information regarding the moratorium on credentialing, visit these links:

Vlog from RID Vice President Melvin Walker (via Street Leverage): [https://youtu.be/DhwJheUBYZo](https://youtu.be/DhwJheUBYZo)

Vlog from NAD President Chris Wagner: [http://nad.org/nad-responds-rid-moratorium-transcript](http://nad.org/nad-responds-rid-moratorium-transcript)

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Also included in the plenary was the unveiling of a series of guides written by Dr. Brenda Schick and published with support from the United States Department of Education. There is a separate guide for interpreters, students, teachers, parents, and administrators. The information aligns with information on [classroominterpreting.org](http://classroominterpreting.org), the same site for EIPA testing information. Downloadable PDFs of the guides may be found at: [http://www.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html](http://www.gallaudet.edu/clerc-center/our-resources/publications/classroom-interpreting-for-students-who-are-deaf-or-hard-of-hearing.html)

### Workshop Hours at National Conference

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Take time to thank RID today! [cmp@rid.org](mailto:cmp@rid.org)

### Plenary Session

The opening program for the national conference was a plenary session called *Educational Interpreting: Current Practices*. Leilani J. Johnson, Marty Taylor, Brenda Schick, and Susan Brown presented research findings relating to current practices and state standards for K-12 interpreters. The report included data from surveys in which many of you participated. The data showed the education, certification, age, ethnicity and experience of interpreters as well as the dizzying array of standards required by our many states. The PowerPoint from the plenary session is posted at [www.unco.edu/doit](http://www.unco.edu/doit).
MORATORIUM  Continued from page 2

IMPACT

Now you are thinking, “Yeah, yeah but this doesn’t affect us as educational interpreters because the EIPA isn’t under RID.” You would be correct that the EIPA is not under RID. Although RID does not administer this test, RID recognizes it for certification and grants certified member status to those who achieve $>4.0$ and have a BA degree. Educational interpreters will be affected by the moratorium in that, after January 1, 2016 RID will not be issuing any Ed:K-12 certifications unless and until the moratorium is lifted. Unlike the other RID-administered performance tests, which are not being offered after January 1, 2016, the EIPA will still be offered through Boys Town National Research Hospital. There is also no deadline for when you must sign up to take the EIPA exam. The October 1, 2015 deadline to register only applies to RID-administered performance tests.

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The EIPA website classroominterpreting.org offers assistance to those planning to test for the written/knowledge based assessment and offers supplies to prepare interpreters for the performance assessment. The cost of the performance test, as of Jan 2015, is $335.

~Cyndi Fisher, Region IV Delegate

Pound of Feathers vs Pound of Bricks

Emily Girardin, IEIS Council Vice-chair, attended a workshop called, *Word and World Knowledge Among Deaf Students with and without Cochlear Implants*. Andreana Durkin presented research that compared 274 students at Rochester Institute of Technology (RIT). Students were assessed on vocabulary and content area subjects. For fun, other questions were thrown in, like “which weighs more, a pound of bricks or a pound of feathers?” or “how much water is in this (in-front-of-you, unopened) 20oz bottle?”

Groups performed about equally in subjects where everyone is explicitly taught [history], but both Deaf groups scored lower than their hearing peers on other word and world knowledge assessments where there is greater incidental learning. Most astonishing to many workshop attendees was how few of the Deaf college students correctly answered the “fun” questions. For Emily Girardin it was this startling data that emphasized the importance for interpreters to inform the Educational Team that interpreting indirect or incidental learning is imperative for access to be effective. The workshop provided detailed information regarding how cochlear implants alone cannot close the gap or provide full access to indirect communication that would develop vocabulary and increase incidental learning. Further information can be obtained through:

http://jdsde.oxfordjournals.org/content.19/4/471.long

Space, Mentoring and High-Visual Interpreting

Other workshops offered at National Conference included Utilizing Space in our ASL Interpretations in Educational Settings by Stephanie Feyne, MA, CSC, CI/CT. If you live in the MD, PA, DE, NJ area you can catch this interactive workshop again on April 9, 2016 at Delaware School for the Deaf. David Rivera and Jason Norman gave their wonderful workshop ASL Conceptual Blending in Academics. Their workshop got us interpreting at a contextual level by using surrogate space, classifiers, and other ASL features.
Suppose you take the EIPA test and receive your results (≥4.0) after January 1, 2016. You will need to submit your request for certification as soon as possible, but no later than June 30, 2016.

“In keeping with the moratorium announcement, RID will not credential interpreters who are tested after December 31, 2015. As such, those who take the EIPA knowledge and/or performance exams after December 31, 2015 will not be eligible to receive RID’s ED: K-12 credential unless and until the RID Board advises otherwise. Those who take the EIPA knowledge and performance exams prior to December 31, 2015 and, subsequently, receive requisite scores (and meet all other requirements), must apply for ED: K-12 certification no later than June 30, 2016.”

– Earl Fleetwood, Director of Certification

There does not seem to be any indication that RID will cease to acknowledge the Ed:K-12 certification after the moratorium; but final word will come with the results of the risk assessment and RID’s final decisions regarding the credentialing system.

Right now, everyone has questions about how this affects their specific situation. We need to be patient as we wait to hear from the RID National Office and Board. We trust them to make the best decisions for the organization and profession as a whole. Any change is uncomfortable, but that is how we grow.

IEIS Membership Update

As of August, 2015 IEIS has 1,952 members! We are growing: about 150 members have joined in the last ten months! Still, we are finding experienced colleagues who are not aware that RID has member sections and that “Interpreters in Educational and Instructional Settings” is for interpreters working in K-12 and post-secondary and vocational training venues. Please help spread the word by sharing the newsletter with your colleagues. Remember, joining IEIS is free and easy! Simply update your member profile on the RID webpage.

Once you join IEIS don’t forget to get on Facebook and join our member page. This is a WONDERFUL networking resource that is as strong as our membership. And finally, the IEIS Council wants your input as they lead the member section during the 2015-2017. Please complete the IEIS Member Survey at https://www.surveymonkey.com/r/TXFVRKR
IEIS Chair Farewell

I was once told every leader has a season and there will be times when leaders will hibernate for a winter to replenish their energies. I think I am ready for hibernation. But before I complete my term I want to tell you how much my last 10 years of volunteer service have strengthened my career. First and foremost, I have met the most amazing people. Leadership has afforded me opportunities to connect that I wouldn’t have had otherwise. Next, I have been on the cutting edge of interpreting skills. Leadership provides the opportunity to see first-hand the direction organizations are heading, and I loved being “in-the-know” as I prepared for the changes. And finally, leadership has given me perspective. I am a small piece of a large system, yet I have a voice and an opportunity to share. In short, leadership has given me much more than I ever gave. Thank you for that gift.

Now, back to those amazing people I’ve met – you have several of them serving you now. I hope you see what a dynamic Council you have for the 2015-2017 term. I witnessed this group of passionate leaders band together and share ideas that are shaping the future of educational interpreters. They believe in a future that is bright and full of promise. They will fight for it and celebrate every small success towards equality for deaf and hard of hearing children. I’m excited to see what they do. I hope you are too.

~Tiffany Harding, 2013-2015 IEIS Chair

IEIS 2013-2015
Accomplishments

The 2013-2015 IEIS Council is pleased at how the membership has grown in the last two years. The Facebook page has been a daily way for members to connect and support each other. The newsletters have been coming out about quarterly. Our Regional Delegates and State Liaisons have established contacts with Affiliate Chapter presidents as well as with individuals working at RID headquarters. Both the Facebook page and the newsletters have worked to bring empowering resources into your hands.

IEIS Council 2015-2017

The 2015-2017 started their term at National Conference and they certainly started with passion. The IEIS member section meeting was three times the size as the one two years ago and generated wonderful discussion about resources, support, state standards and lack of oversight. Membership passion fueled the Council, and although time in the RID Business Meeting ran out before it could be seen, the IEIS Council did submit a motion for RID to work on a position statement establishing a national minimum requirement for individuals functioning as educational interpreters. (The text of the motion is at the end of this letter.)

As seen in the member section meeting, the IEIS Council feeds off of member energy and interests. They truly want to hear from you! Despite steady progress, there are states that still have no IEIS liaison. If you are not sure if anyone is representing your needs or interests, then be that person. Let us hear from you. Share workshop opportunities, state task force work, legislation progress, celebrations and concerns. Contact the council at ieis@rid.org
Meet YOUR Council

Officers

Chair - Megan Butler  iieischair@gmail.com
Megan Butler grew up in Cincinnati, Ohio and now lives in Mooresville, Indiana. She attended Eastern Kentucky University’s ITP program and graduated with a Bachelor’s degree in American Sign Language Interpreting in 2010. She earned her Ed:K-12 certification in 2012 and NIC certification in 2014. She has worked in the K-12, post-secondary, and community settings for five years. She joined the IEIS council at the 2013 National Conference in Indianapolis. In addition to serving on the IEIS council, Megan serves as the RID affiliate chapter president in Indiana.

Vice Chair - Emily Girardin  iieisvicechair@gmail.com
Emily Girardin currently resides in Chesapeake, Virginia, and is originally from San Diego, California. She works primarily in the K-12 setting although she does additional work in post-secondary and theatrical settings. She graduated from University of Northern Colorado’s ASL-English Interpretation Program with her Bachelor’s degree in 2013. In 2014, Emily earned her Graduate Certificate in Leadership and Supervision of Interpreters from University of Northern Colorado. She will begin her Masters of Education this fall.

Secretary – Melanie Peach  iieis.secretary@gmail.com
Melanie Peach lives in Florida. She has worked as a post-secondary educational interpreter for fifteen years and has been a freelance interpreter for seventeen years. Melanie earned her Bachelors of Arts in Liberal Studies from the University of Central Florida and has been teaching ASL in college since 2013. Most recently she started working for Z VRS.

Region Delegates

Region I - Lynn Kohler  iieisregioni@gmail.com
Lynn Kohler was born in Santa Fe, New Mexico and grew up a few miles from the Pacific Ocean in Thousand Oaks, California. Lynn went to college near Baltimore, Maryland and currently lives a few miles from the Atlantic Ocean in the state of Delaware. She earned her BA in English and Elementary Education and taught Reading before she completed the ITP at the Community College of Baltimore County. Lynn is certified Ed:K-12, is a member of PARID, and joined the IEIS Council at the 2013 National Conference in Indianapolis.
Region II - Sabrina T. Smith, Ph.D.  ieisregionii@gmail.com

Sabrina Smith lives in Virginia. She started interpreting after receiving certificates of completion from ITP programs at Thomas Nelson Community College and the WEIT program at Danville Community College. She holds an AAS in American Sign Language Interpreting, a BA in Psychology, a MS in Counseling Studies and a PhD in Counseling Studies. She is Nationally certified through RID: CI and CT, as well as NIC Master and Ed:K-12, she has been an educational interpreter for 14 years.

Region III – Abby Brentlinger  ieisregioniii@gmail.com

Abby Brentlinger lives in Louisville, Kentucky. She earned her BA in Communications and her BS in ASL Interpreting Studies from the University of Louisville in 2014. Although Abby lives in Kentucky, she works in Indiana as an educational interpreter in the public school system.

Region IV - Cyndi Fisher  ieisregioniv@gmail.com

Cyndi Fisher resides in Rapid City, South Dakota. Cyndi is located in a rural area and understands the importance to network over space, connecting with colleagues within her own profession. Recently, she has graduated with a BA in ASL to English Interpretation through University of Northern Colorado in Greeley, Colorado. Cyndi has eleven years’ experience interpreting in the educational setting and is very active working passionately toward success in an evolving profession.

Region V - Peggy Huber  ieisregionv@gmail.com

Peggy Huber is a native of California and lives in Los Angeles. She has worked both in K-12 and post-secondary educational settings throughout her 35-year career. Peggy holds RID CI & CT certification, received her multidisciplinary MA in linguistics/ESL/Deaf Studies in 2010. Her thesis was a case study of direct and indirect instruction in post-secondary English classes, from which she created practical workshops in best practices. Peggy has been active in her local affiliate chapter (Southern California RID) since 2001 on numerous committees, holding different offices over her tenure as a SCRID member.

Text of the Motion submitted by IEIS Council members for the 2015 Business Meeting: (the meeting adjourned before this motion came up)

Whereas standards for interpreters in K-12 settings are inconsistent in our 50 states, and
Whereas changing state legislation is a long process with legislators unfamiliar with what qualified interpreters in K-12 setting looks like, and
Whereas all deaf and hard of hearing students deserve the most highly qualified interpreters,

We move the RID Board, with advice and support from IEIS member section, develop a position statement to advocate for minimum professional standards for individuals functioning as educational interpreters in the K-12 settings, and that those standards include a BA degree, a passing score on the EIPA written test, and score at least a 4.0 on an EIPA performance test; and that the position statement be complete by the 2017 National Conference.