

# Multi-Age Foreign Language American Sign Language

## 2008 Modified Ohio/ACTFL Program Standards PreK – Grade12

Valid for teaching learners ages three through twenty-one and prekindergarten through grade twelve in the area of foreign language—American Sign Language. Preparation in the teaching field should constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Board of Regents.

# **Ohio Educator Licensure Program Standards For Multi-Age Foreign Language--American Sign Language**

## **Introduction**

The Ohio Educator Licensure Program Standards for the Multi-Age Foreign Language-- American Sign Language Education program were developed by an advisory committee after a thorough review of the following documents: 1) Ohio's Academic Content Standards for Foreign Language, 2003 2) American Council on the Teaching of Foreign Languages (ACTFL), 2002, 3) Ohio Standards for the Teaching Profession, 2005.

The advisory committee consisted of representatives from 4 year and 2 year public institutions of higher education and a consultant from the Ohio Department of Education.

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## **Performance-based standards**

Ohio requires performance-based programs and program reports which must include candidate performance assessments. Performance-based assessments should be appropriate for the standards including multiple forms of measurement, and measurement at multiple points over a candidate's progression through a program.

## **Licensure Rule 3301-24-05**

The Multi-age license, valid for teaching learners from ages three through twenty-one and pre-kindergarten through grade twelve in the curriculum areas named in such license. Preparation in the teaching field shall constitute at least an academic major or its equivalent with sufficient advanced coursework in all areas to be taught as specified by the teacher preparation institution and approved by the Ohio Department of Education. A minimum of three semester hours in the teaching of reading in the content area shall be required for the provisional or professional Multi-age license.

## **State Standards**

On October 11, 2005 the State Board of Education adopted the Ohio Standards for the Teaching Profession (2005 edition) as the state standards for Ohio replacing INTASC standards. The Ohio Standards for the Teaching Profession can be found at:

<http://esb.ode.state.oh.us/communications/standards.aspx>

## **Other requirements**

As specified in OAC 3301-24, institutions must provide documentation that the program includes: Institutions must provide documentation that the program includes:

- A minimum of an academic major (or equivalent) in American Sign Language;
- 3 semester credit hours in reading in the content area; and
- Alignment with Ohio K-12 Content Standards for Foreign Languages

- School operating standards
- Value-Added Progress Dimension
- 12 weeks student teaching and 100 hours minimum of field experience

## MULTI-AGE AMERICAN SIGN LANGUAGE STANDARDS

### **1. Candidates demonstrate the ability to communicate at a high level of proficiency in American Sign Language (ASL), demonstrate knowledge of the linguistic elements, and analyze similarities and differences between ASL and other languages.**

1.1 Candidates demonstrate the ability to communicate at a high level of proficiency in ASL on an interpersonal, interpretive and presentational basis.

1.1.1 Candidates communicate proficiently, both spontaneously and reflectively, on a broad range of topics; display ability to support opinions/arguments; hypothesize and provide explanations.

1.1.2 Candidates utilize various communicative strategies such as paraphrasing, circumlocution, eye-gaze, negotiation of space, and others specific to ASL. They demonstrate knowledge of techniques unique to ASL, such as visual vernacular style.

1.1.3 Candidates utilize differentiated vocabulary and grammatical principles to convey purposeful and meaningful thought.

1.1.4 Candidates identify the main idea(s) and supporting details of an ASL message; infer meaning of unfamiliar vocabulary in new contexts; infer and interpret signer's intent; identify user and cultural perspectives and offer a personal interpretation of the message received.

1.1.5 Candidates demonstrate an understanding of extended ASL discourse on a variety of topics/signed narratives, including those with literary elements.

1.1.6 Candidates utilize connected discourse that incorporates a range of linguistic and sociolinguistic variation, vocabulary and grammar specific to the context of the presentation and any extra-linguistic support as necessary to make the message clear to the target audience.

1.2 Candidates demonstrate knowledge of the linguistic elements of American Sign Language, recognizing the changing productive nature of the language, and seek opportunities to add to and strengthen their proficiency through education, community participation, research, and dialogue with colleagues.

1.2.1 Candidates model and explain the major features of ASL grammar in terms of its phonological, morphological, syntactical, and lexical properties as well as related prosodic features (e.g., suprasegmentals—inflection, rhythm, and stress).

1.2.2 Candidates describe the structure, function, and meaning of ASL discourse as well as its pragmatic and sociolinguistic features and variation.

1.2.3 Candidates demonstrate the ability to explain the nature of language shift and the significance of the evolving dynamics and variation of ASL over time and across contexts.

1.3 Candidates know, analyze, and demonstrate similarities and differences between ASL and other signed and/or aural/oral languages/systems.

1.3.1 Candidates compare and critically analyze the distinct language aspects of ASL as compared with oral languages, such as English.

1.3.2 Candidates demonstrate the culturally relevant manner in which a broad range of ASL principles apply to interactions in various sociolinguistic contexts.

**2. Candidates integrate the cultural framework for foreign language standards in instruction, understand the value of cultural texts and identify viewpoints accessible through ASL.**

2.1 Candidates demonstrate a global perspective of diverse cultural groups and their practices and products, and integrate a cultural framework for foreign language standards in their instructional practice.

2.1.1 Candidates acquire knowledge of cultural perspectives from research and from the practices and artifacts of signing communities (e.g., direct study of sociological structures; interconnections between political, cultural, and historical factors; direct study of the culture; literary texts, film, and other media; and from direct experience in signing communities across borders and group boundaries).

2.1.2 Candidates distinguish between authentic cultural resources (those materials created by and for members of the culture), and question which resources provide an accurate view of the culture. They also distinguish between emic and etic viewpoints, and discuss similarities and differences in these perspectives.

2.1.3 Candidates are familiar with community and technological resources and engage in ongoing participation in the community, as well as ongoing research into new resources.

2.2 Candidates model understanding of the role and value of various cultural texts and use them to reflect upon the perspectives of the culture over time.

2.2.1 Candidates have a broad understanding of the traditions found in various signing communities. They are able to identify the contributions of major writers, thinkers, artists, and cultural icons, the roles they play, and references made to them in the culture, and remain current with new contributors and their productions. Literary texts include those forms used by children (i.e., ASL ABC stories, etc.), as well as varieties of adult contemporary literature (in various media formats) and historical literature, and texts handed down through generations by visual-gestural tradition. Candidates are familiar with, and able to discuss and explain texts from a variety of perspectives and discourses.

2.2.2 Candidates use their knowledge of various texts and artifacts and traditions to analyze, illustrate, and discuss changes in signing cultures over time. In turn, candidates select and adapt literary texts in ways that engage their students in activities which heighten awareness of cultures and advance students' proficiency in ASL.

2.2.3 Candidates expand their own proficiency in ASL and cultural knowledge through independent and ongoing analysis and synthesis of literary and cultural texts, which they process and understand as interconnected with other cultures, texts, and histories.

2.3 Candidates integrate knowledge of other disciplines into language instruction and identify distinctive viewpoints accessible only through ASL.

**3. Candidates demonstrate an understanding of language acquisition, and develop and use a variety of instructional practices to address the needs of learners and create a supportive learning environment.**

3.1 Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive learning environment that includes American Sign Language input and opportunities to negotiate meaning and meaningful input as well as opportunities for processing, comprehension, and student production (both rehearsed and spontaneous).

3.1.1 Candidates utilize their understanding of language acquisition (as it occurs across various developmental levels and learner characteristics) both within and outside of the classroom setting. They use ASL in the classroom to the maximum extent possible, and provide meaningful input, as well as opportunities for processing, comprehension, and student production (both rehearsed and spontaneous).

3.1.2 Candidates provide guided assistance, modeling, expansion and scaffolding to help students learn to negotiate meaning and take risks with the language in order for their students to fulfill a variety of communicative needs. They design tasks that enable students to interact meaningfully with one another, with the teacher, and with highly proficient ASL signers.

3.1.3 Candidates create a supportive classroom environment that is responsive to student needs, providing enrichment and remediation. They provide an appropriate mix of instructional styles and techniques, balancing their role as instructor with that of facilitator.

3.1.4 Candidates provide opportunities for student input and self-reflection/analysis. They provide frequent and meaningful feedback to students, which focus not only on linguistic accuracy, but also on the meaning of their messages.

#### **4. Candidates understand and integrate standards in planning for instruction.**

4.1 Candidates develop and use a variety of instructional practices that reflect consistent language outcomes and articulated program models and address the needs of diverse language learners.

4.1.1 Candidates demonstrate an understanding of the physical, cognitive, emotional and social development of K-12 students at all levels of instruction. They understand the importance of language acquisition theories, learner development, and experiential backgrounds on instructional planning, practice, and assessment.

4.1.2 Candidates utilize foreign language program models and language outcomes to design well-articulated sequences of instruction with adequate breadth and depth of knowledge. They provide a range of learning opportunities for learners of various ages, developmental and linguistic levels, language and experiential backgrounds, and learning styles. They adapt language instruction while continuing to expect consistent language outcomes.

#### **5. Candidates know and utilize appropriate assessments, and report results of student performance.**

5.1 Candidates demonstrate knowledge of assessment by implementing effective research-based measures. Methods of assessment are conducted in ASL and/or written languages as appropriate.

5.1.1 Candidates utilize both formative and summative methods of assessment.

5.1.2 Candidates incorporate assessments which measure student engagement in interpretive, interpersonal and presentational skills tasks. They provide opportunities for students to engage in self-assessment and peer assessment so that their students gain experience in evaluating their own performances against objective measures.

5.1.3 Candidates share assessment results with students to enhance learning.

5.2 Candidates use results of appropriate assessments to inform and promote program change.

5.3 Candidates systematically reflect upon the student performances in order to adapt their program of study.

5.4 Candidates identify relevant stakeholders and regularly report and interpret assessment results accurately.

5.5 Candidates accurately define the characteristics, uses, advantages and limitations of different types of student assessments, including but not limited to state value-added dimension reports and data.

**6. Candidates appreciate and communicate the value of learning and teaching language diversity for the success of all students.**

6.1 Candidates advocate for students, colleagues, and members of the community to promote ASL education.

6.2 Candidates develop and articulate a rationale for the importance of foreign language in the overall educational curriculum and communicate these underlying principles to diverse audiences.

**7. Candidates engage in opportunities for professional development and life-long learning to enhance reflection on practice.**

7.1 Candidates support and participate in continuing professional development. They evaluate the quality of training activities, presenters, and other materials (scholarly articles, commercial materials) in order to choose professional development which is likely to result in positive, sustainable growth.

7.2 Candidates critically examine the effect their participation in professional communities and the manner in which this continued involvement enhances and refines their instructional practices.

7.3 Candidates establish a professional network among stakeholders to advocate for foreign language education.

7.4 Candidates remain current in their knowledge of relevant professional organizations, print and electronic journals, research, instructional materials and strategies, related technology, and events/topics of interest within the local, national, and international signing community.