

American Sign Language (Modern Languages Ed 612.14) Self-Assessment Worksheet

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Directions: This matrix worksheet should be completed by the program. It should contain information that serves as an index or guide for the reviewers as they review all evidence provided. Evidence referenced on this worksheet should be clearly marked according to the standards. The same piece of evidence may meet more than one standard. Please reference specific parts of evidence whenever possible, particularly for large pieces of evidence.

Ed 612.14 AMERICAN SIGN LANGUAGE (MODERN LANGUAGES)	DESCRIPTION OF HOW THE PROGRAM ADDRESSES THE STANDARD. INDICATE THE RELATIONSHIP TO ED 610.02 PROFESSIONAL EDUCATION STANDARDS (IF ANY).	DESCRIPTION OF THE ASSESSMENT SYSTEM USED TO PROVIDE EVIDENCE AND DATA AND TO INFORM CONTINUOUS IMPROVEMENT.
(a) In this section:		
(1) “American Sign Language” (ASL) means the visual-manual language that has developed naturally across generations in the American deaf community that:		
a. Has all the features of a human language;		
b. Uses the cheremes of handshape, palm orientation, point of contact, and movement for expression; and		
c. Is distinct from other signed or spoken languages, including English; and		
(2) When applied to a candidate applying for certification in ASL, the following terms used in this section shall have the following meanings:		
a. “Listening” means attending to and understanding ASL;		
b. “Music” means a poetic means of communication, using ASL;		
c. “Speaking” means using ASL to		

express meanings;		
d. "Reading" means attending to and understanding ASL as shown on a 3-dimensional medium of visual transmission, including, but not limited to, a film, videotape, CDROM, or DVD; and		
e. "Writing" or "written communication" means using ASL expressively on a 3-dimensional medium of visual transmission, including, but not limited to, a film, videotape, CD-ROM, or DVD.		
(b) The teacher preparation program for modern languages in grades K-12 shall provide the teaching candidate with skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas.		
(c) In the area of speaking and listening, the ability to interact appropriately in the target language, as demonstrated by meeting the requirements of one of the following:		
(1) Having the ability to understand equivalent to a minimum of "Intermediate High" according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines – Speaking (1999) stating that Intermediate High speakers are able to:		
a. Converse with ease and confidence when dealing with most routine tasks and social situations of the intermediate level; and		
b. Relate to work, school, recreation, particular interests and areas of competence; or		
(2) Having the ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined on page 24 of the New Hampshire Guidelines for World		

Language Learning K-College, published by the New Hampshire Association of World Language Teachers (1997).		
(d) In the area of written communication, the ability to understand and create written materials in the target language for a variety of purposes and audiences, including, but not limited to:		
(1) Comprehending factual information in non-technical prose as well as concrete topics related to special interests;		
(2) Locating and interpreting main ideas;		
(3) Making inferences with regard to unknown vocabulary;		
(4) Writing with precision and detail in functional areas, including, but not limited to: a. Resumes; b. Summaries; c. Correspondence; d. Narrations; and e. Note taking;		
(5) Writing on specific topics of interest to the candidate;		
(6) Making use of printed and electronic information obtained from various sources; and		
(7) Creating written materials that describe, define, and analyze.		
(e) In the area of cultures, the following knowledge and abilities:		
(1) Knowledge of manners, customs, and ranges of cultural expression, including music, dance, art, and drama, relating to various target language societies including:		

a. Ability to understand cultural practices of the major geographical areas where the target language is spoken;		
b. Knowledge of the cultural and historical significance of characteristic art forms of a target language society;		
c. Ability to identify and model culturally appropriate social behaviors, such as greeting rituals, gestures, in a variety of contexts;		
d. Ability to use the essential target language vocabulary referring to art, music, dance, drama, and other forms of cultural expression; and		
e. Ability to explain the cultural and historical significance of characteristic art forms of a target language society;		
(2) Knowledge of representative types of literature and various media of target language societies including:		
a. Understanding of literary themes and perspectives across authors, genres, and regions;		
b. Comprehension of meaning and implications drawn from various target language media;		
c. Ability to compare and analyze literary themes and perspectives across authors, genres, and regions;		
d. Ability to explain the influence of historical context on form and point of view for a variety of literary works; and		

<p>e. Ability to compare and analyze topics as presented in various media, such as television, radio, software, films, Internet sites, periodicals, inscriptions, graffiti, and other texts, provided that radio, periodicals, inscriptions, graffiti and other texts shall not be applicable to ASL;</p>		
<p>(3) Knowledge of the history, geography, social institutions, and contemporary events of various target language societies, including:</p>		
<p>a. Knowledge of the significance of key figures, such as scientists, mathematicians, inventors, leaders, and events, both past and present;</p>		
<p>b. Knowledge of geographical aspects, such as natural resources, weather and climate, population, and main economic activities, and how they relate to the development of the major target language countries or, in the case of ASL, ability to discuss these geographical aspects using ASL;</p>		
<p>c. Knowledge of social structures, roles and attitudes, such as class, gender, population, family, work, leisure, of the major target language countries where appropriate;</p>		
<p>d. Knowledge of political systems and institutions of the major target language countries, including, but not limited to, information relating to:</p> <ol style="list-style-type: none"> 1. Government; 2. Education; 3. Statutory, common, and civil 		

<p>law; and 4. The administration of justice and law enforcement;</p>		
<p>e. Ability to use maps, charts, graphs, electronic images, and other geographical representations to describe and discuss target language countries;</p>		
<p>f. Ability to identify and describe significant social institutions, roles, and perspectives of the target language cultures;</p>		
<p>g. Ability to compare and contrast the impact of key figures and events on the development of target language countries;</p>		
<p>h. Ability to analyze different perspectives of historical and contemporary events of target language countries, using a variety of media and technologies; and</p>		
<p>i. For ASL, ability to discuss deaf community resources using ASL, including, but not limited to, associations, agencies, technological equipment, and laws relating to the deaf community.</p>		
<p>(f) In the area of connections, the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines, including:</p>		
<p>(1) Knowledge of connections between various disciplines and the target language;</p>		

(2) Knowledge of the range of career opportunities for speakers of more than one language;		
(3) Ability to solve simple math problems and analyze data in the target language, including, but not limited to data in: a. Timetables; b. Schedules; c. Charts; and d. Graphs;		
(4) Ability to describe and compare how nutrition, physical fitness, sports, and leisure activities are conducted in areas where the target language is spoken to these practices in the United States;		
(5) Ability to identify the currency, principal products, and systems of exchange, such as bargaining and bartering, of target language countries;		
(6) Ability to understand science issues from more than one cultural perspective; and		
(7) Ability to describe and discuss career paths that would be enhanced by knowledge of more than one language.		
(g) In the area of comparisons, the following knowledge and abilities:		
(1) Knowledge of methods and techniques of teaching a modern world language, including:		
a. Ability to comprehend and apply the theories and processes involved in developing the following skills in a second language: 1. Listening; 2. Speaking;		

<p>3. Reading comprehension; and 4. Writing;</p>		
<p>b. Ability to apply knowledge about second language acquisition by designing, presenting, and assessing activities to promote the following skills: 1. Listening; 2. Speaking; 3. Reading; and 4. Writing;</p>		
<p>(2) Knowledge of and ability to use the target language to explain its structure to a variety of learners, including:</p>		
<p>a. Knowledge of the grammar and syntax of the target language;</p>		
<p>b. Knowledge that differences exist in language use among different groups in such areas as vocabulary, pronunciation, and level of formality;</p>		
<p>c. Ability to organize parts of speech into grammatically and syntactically correct sentences;</p>		
<p>d. Ability to analyze linguistic structures of the target language; and</p>		
<p>e. Ability to compare and contrast distinctions between standard and non-standard varieties of the target language;</p>		
<p>(3) Knowledge and skills relating to ranges of cultural and social differences of various target language countries, including:</p>		

a. Knowledge of the cultural differences among various countries where the target language is spoken; and		
b. Ability to compare and contrast cultural practices and social roles, such as bartering, ceremonies, and interpersonal relationships, among various countries where the target language is spoken;		
(4) Ability to use current technology to support student learning, including ability to:		
a. Operate the equipment needed for the technology; and		
b. Design activities, projects, lesson plans, or any combination of them, using technology;		
(5) Knowledge and skills relating to assessment and evaluation, including:		
a. Knowledge of contemporary assessment methods; and		
b. Ability to create appropriate tools for assessing student performance as pertaining to appropriate levels of the national standards for communication, culture, connections, comparisons, and community.		
(h) In the area of communities, the ability to understand ranges of culture within local communities, including ability to:		
(1) Identify cultural communities of the target language and the events that are sponsored within these communities;		

(2) Identify native speakers in the national and local community; and		
(3) Incorporate national or local target language community members, resources, and events into the curriculum and instructional activities.		

Source. #2055, eff 6-16-82; ss by #2714, eff 5-16-84; ss by #3198, eff 2-21-86; ss by #4851, eff 6-25-90; EXPIRED 6-25-96

New. #6366, eff 10-30-96; ss by #7924, eff 7-24-03; (See Revision Note at part heading for Ed 612) (renumbered from Ed 612.08); ss by #9306, eff 10-25-08