

Languages Other Than English: American Sign Language Standards

FINAL

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AMERICAN SIGN LANGUAGE STANDARDS

- Standard I.** The ASL teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language, and signed languages used by Deaf communities in other countries.
- Standard II.** The ASL teacher demonstrates knowledge of language as a vehicle of culture, and knowledge of theories of second language learning.
- Standard III.** The ASL teacher demonstrates knowledge of effective methodologies for teaching American Sign Language, its history, and its evolution to modern usage.
- Standard IV.** The ASL teacher demonstrates knowledge of the grammatical features of American Sign Language and knowledge of comparative and contrastive attributes of American Sign Language and English.
- Standard V.** The ASL teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community, and can compare and contrast cultures.
- Standard VI.** The ASL teacher demonstrates knowledge of American Deaf culture and its evolution.

Standard I. The ASL teacher demonstrates knowledge of general language acquisition, communication processes, historical and current research on American Sign Language, and signed languages used by Deaf communities in other countries.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 1.1k general language acquisition (e.g., general assumptions about how people acquire a first language, language development milestones in children, factors affecting first language acquisition);
- 1.2k communication processes (e.g., attention-getting, eye contact, turn-taking);
- 1.3k historical and current research on American Sign Language; and
- 1.4k general similarities and differences between American Sign Language and signed languages used by Deaf communities in other countries (e.g., French Sign Language, British Sign Language).

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 1.1k apply knowledge of general language acquisition to enhance students' language learning;
- 1.2k model communication processes; and
- 1.3k use knowledge of historical and current research to analyze situations and phenomena relevant to the acquisition and use of American Sign Language.

Standard II. The ASL teacher demonstrates knowledge of language as a vehicle of culture, and knowledge of theories of second language learning.

Teacher Knowledge: What Teachers Know <i>Teachers of Students in Grades EC–12</i>	Application: What Teachers Can Do <i>Teachers of Students in Grades EC–12</i>
The beginning teacher knows and understands: 2.1k ways in which language is a vehicle of culture; 2.2k the role of social and interactive processes in language acquisition; 2.3k ways in which the process of learning a second language involves developing awareness and understanding of the second culture; 2.4k similarities and differences between how culture is transmitted in the hearing community and how it is transmitted in the Deaf community; and 2.5k theories and concepts related to second language learning (e.g., interlanguage, interference, fossilization, immersion).	The beginning teacher is able to: 2.1s demonstrate how language is used to transmit values, norms, and traditions of Deaf culture; 2.2s apply knowledge of theories and concepts of second language learning to foster students' communicative development in the second language; and 2.3s identify similarities and differences in how culture is transmitted.

Standard III. The ASL teacher demonstrates knowledge of effective methodologies for teaching American Sign Language, its history, and its evolution to modern usage.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–12 The beginning teacher knows and understands:	Application: What Teachers Can Do Teachers of Students in Grades EC–12 The beginning teacher is able to:
3.1k how to use the Texas Essential Knowledge and Skills (TEKS) for American Sign Language as a language other than English (LOTE) in curriculum design and teaching; 3.2k various methodologies and approaches for teaching American Sign Language (e.g., direct, functional-notional, natural, communication and interactive learning activities); 3.3k a wide range of evaluation and feedback techniques (e.g., observation, video portfolio, teacher-made assessment, peer assessment, teacher-guided and/or individual student self-assessment); 3.4k materials, resources, and current technologies that are appropriate for providing instruction about particular aspects of American Sign Language; 3.5k strategies for accommodating diverse language-learning styles; 3.6k how to modify the teacher's own use of language so that it is comprehensible and appropriate for instruction; 3.7k current research about American Sign Language instruction; 3.8k the history of American Sign Language and its evolution to modern usage; 3.9k connections between language study and the study of other academic disciplines within the curriculum; and 3.10k the relevance of language learning outside the classroom, and ways to use American Sign Language to participate effectively in social, professional, civic, and avocational activities in communities at home and around the world.	3.1s design curricula and implement instructional practices that are aligned with the TEKS for American Sign Language as a LOTE; 3.2s implement various methodologies and approaches to teach American Sign Language; 3.3s analyze advantages and disadvantages of various evaluation and feedback techniques; 3.4s use different types of assessment to enhance students' language learning; 3.5s select, develop, and/or adapt skill- and age-appropriate American Sign Language materials, resources, and current technologies for instruction; 3.6s incorporate aspects of the history of American Sign Language throughout instruction; 3.7s incorporate persons who are Deaf and other community resource personnel into instruction; 3.8s use knowledge of current research to enhance instruction in American Sign Language; 3.9s create interdisciplinary learning experiences to help students explore connections among disciplines; integrate knowledge, skills, and methods of inquiry from different subject areas; build vocabulary in other disciplines; and make personal connections across disciplines through the use of American Sign Language; and

Standard III. The ASL teacher demonstrates knowledge of effective methodologies for teaching American Sign Language, its history, and its evolution to modern usage.

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

- 3.10s help students explore opportunities to use language outside of class, and facilitate students' American Sign Language interactions within and beyond the school setting.

Standard IV. The ASL teacher demonstrates knowledge of the grammatical features of American Sign Language and knowledge of comparative and contrastive attributes of American Sign Language and English.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

The beginning teacher knows and understands:

- 4.1k American Sign Language grammatical features (e.g., non-manual markers, rhetorical question, negation, eye gaze);
- 4.2k American Sign Language linguistic features (e.g., pluralization, distributional aspect, classifiers, subject to object agreement, temporal aspect, spatial agreement, signs denoting tense);
- 4.3k American Sign Language phonological structure and its four major parameters (i.e., handshape, movement, location, palm orientation);
- 4.4k the effects of phonological processes on signs and combinations of signs (e.g., assimilation, metathesis, alternative locations of signs, two-hand relationships, noun/verb pairs);
- 4.5k American Sign Language morphological structure (e.g., numerical incorporation, distributional aspect, classifiers, subject to object agreement, temporal aspect, spatial agreement, free/bound morphemes);
- 4.6k the role of fingerspelling, lexical borrowing, and numbers in American Sign Language;
- 4.7k American Sign Language syntax (e.g., sign/word order, topicalization, sentence types, non-manual markers);
- 4.8k how to use a broad range of signed vocabulary, including emerging signs, regional signs, colloquialisms (i.e., idioms and idiomatic expressions), and simple and complex language structures in American Sign Language discourse;

Application: What Teachers Can Do

Teachers of Students in Grades EC–12

The beginning teacher is able to:

- 4.1s teach the four major phonological parameters of American Sign Language;
- 4.2s distinguish among the morphological features of signs (i.e., numerical incorporation, distributional aspect, classifiers, subject to object agreement, temporal aspect, spatial agreement, free/bound morphemes);
- 4.3s analyze and correct student production errors that are phonologically based;
- 4.4s recognize linguistic features (i.e., discourse markers) that identify the structure of discourse in American Sign Language;
- 4.5s use American Sign Language to satisfy the requirements of routine educational, professional, and social situations in culturally appropriate ways, including the use of different registers (i.e., formal and informal); and
- 4.6s demonstrate command of a broad range of signed vocabulary, colloquialisms, and simple and complex language structures in American Sign Language discourse.

Standard IV. The ASL teacher demonstrates knowledge of the grammatical features of American Sign Language and knowledge of comparative and contrastive attributes of American Sign Language and English.

Teacher Knowledge: What Teachers Know

Teachers of Students in Grades EC–12

- 4.9k the general pragmatics of American Sign Language (i.e., general principles governing the communicative use of the language, including constraints encountered in using the language in various social interactions and how a person's language use may affect other participants in a conversation);
- 4.10k sociolinguistic aspects of American Sign Language (e.g., register variation, dialectal variation), including the use of American Sign Language and its derivative, contact sign (formerly known as Pidgin Sign English [PSE]);
- 4.11k the existence of invented sign systems of Manually Coded English (e.g., Signed English [SE], Seeing Essential English [SEE1], Signing Exact English [SEE2], Conceptually Accurate Signed English [CASE]); and
- 4.12k comparative and contrastive attributes of American Sign Language and English.

Standard V. The ASL teacher demonstrates knowledge of sociological theories, especially as related to the American Deaf culture and community, and can compare and contrast cultures.

Teacher Knowledge: What Teachers Know	Application: What Teachers Can Do
<i>Teachers of Students in Grades EC–12</i>	<i>Teachers of Students in Grades EC–12</i>
The beginning teacher knows and understands:	The beginning teacher is able to:
5.1k that the American Deaf culture is a cultural and linguistic minority within the majority culture;	5.1s compare and contrast cultures, especially in relation to the American Deaf culture;
5.2k multicultural aspects of the American Deaf culture;	5.2s analyze and apply general sociological theories, especially as related to the American Deaf culture; and
5.3k characteristics of the Deaf community and characteristics of the deaf community; and	5.3s explain the differences between the Deaf community and the deaf community.
5.4k avenues for becoming a member of the Deaf culture and/or the Deaf community (social, political, linguistic, audiological) .	

Standard VI. The ASL teacher demonstrates knowledge of the American Deaf culture and its evolution.

Teacher Knowledge: What Teachers Know Teachers of Students in Grades EC–12	Application: What Teachers Can Do Teachers of Students in Grades EC–12
The beginning teacher knows and understands: 6.1k the history and evolution of the American Deaf culture, including past and present influences, and an awareness of International Deaf cultures; 6.2k models of perceptions of people who are deaf (medical-audiological vs. cultural-linguistic) and the perspectives of the majority and minority cultures; 6.3k cultural institutions (e.g., agencies, organizations, clubs, educational facilities) related to the Deaf community; 6.4k the history and current status of communication access and technology and their ameliorating effects on barriers created by being deaf or hard of hearing; 6.5k Deaf culture's language, values, mores, traditions, and rules for social interaction; 6.6k multiculturalism as manifested in the American Deaf culture; 6.7k folklore of the American Deaf culture, as evidenced through humor, storytelling, myths and legends, art, poetry, and theatre; 6.8k major contributions of the American Deaf culture to the social fabric (e.g., historical figures) and the role, accomplishments, and influence of Deaf individuals in popular culture and the arts; 6.9k the history of the oppression of and discrimination against people who are deaf; and 6.10k federal and state legislation regarding the education and civil rights of individuals who are deaf.	The beginning teacher is able to: 6.1s analyze issues and phenomena related to the evolution of American and International Deaf cultures; 6.2s analyze the social, political, and educational aspects of American Deaf culture; 6.3s analyze federal and state legislation regarding the education and civil rights of individuals who are deaf; 6.4s define the differences between models of perceptions of people who are deaf; 6.5s present information about communication access and technology; 6.6s foster an awareness of and an appreciation for multicultural aspects of American Deaf culture; and 6.7s use knowledge of cultural institutions to help students make real-world contacts in the Deaf community.