

EXECUTIVE SUMMARY

Title: Proposed Standards for Licensure in American Sign Language (ASL)

Type of Executive Summary:

- Action
- Action on First Reading
- Discussion
- Information

Policy Implications:

- Constitution _____
- General Statute # _____
- SBE Policy # TCP-B-002, TCP-A-001, and TCP-A-002
- SBE Policy Amendment
- SBE Policy (New)
- APA # _____
- APA Amendment
- APA (New)
- Other _____

Presenter(s): Dr. Rachael Ragin (Consultant, Exceptional Children's Division) and Dr. Kathy Sullivan (Senior Policy Analyst)

Description:

Several LEAs have expressed interest in offering courses in American Sign Language (ASL). Currently, NC does not issue teaching licenses for ASL and does not have any teacher education programs that prepare individuals to teach ASL in the public schools. It is proposed that ASL be established as a teaching license area. Proposed standards for ASL teacher education programs have been developed and are presented for approval. Also proposed are alternative criteria for a lateral entry license in ASL.

Resources:

No additional resources are requested.

Input Process:

The standards were written by a team that included DPI and DHHS staff, as well as community college and university faculty. Drafts of the proposed standards were distributed for additional input.

Stakeholders:

LEAs, IHEs, prospective ASL teachers

Timeline For Action:

The proposed revisions were presented for discussion last month and are presented for approval this month.

Recommendations:

That ASL be established as a teaching area for licensing purposes and that the proposed standards for ASL teacher education programs and the proposed requirements for a lateral entry license in ASL be approved.

Audiovisual equipment requested for the presentation:

- Data Projector/Video (Videotape/DVD and/or Computer Data, Internet, Presentations-PowerPoint preferred)
Specify: _____
- Audio Requirements (computer or other, except for PA system which is provided)
Specify: _____
- Document Camera (for transparencies or paper documents – white paper preferred)

 Motion By: _____ Seconded By: _____
 Vote: Yes _____ No _____ Abstain _____
 Approved _____ Disapproved _____ Postponed _____ Revised _____

*Person responsible for SBE agenda materials and SBE policy updates: Kathy Sullivan, 807-4007

NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual

Policy Identification

Priority: Quality Professionals

Category: Teacher Education

Policy ID Number: QP-B-002

Policy Title: Policy defining guidelines and competencies for approved teacher education programs

Current Policy Date: ~~01/05/2006~~ [06/07/2007](#)

Other Historical Information: Previous Board dates: 04/05/1995, 09/07/1995, 07/11/1996, 08/07/1996, 07/09/1998, 11/05/1998, 02/04/1999, 04/01/1999, 03/07/2002, 10/03/2002, 11/07/2002, 06/05/2003, 06/03/04, 09/02/2004, 04/07/2005, 11/03/2005, [01/05/2006](#)

Statutory Reference:

Administrative Procedures Act (APA) Reference Number and Category:

***** Begin Policy *** (Do not tamper with this line)**

Please refer to the insert **Standards and Indicators for Teacher Education Programs**. This Manual is available from the:

NC Department of Public Instruction
Division of Human Resource Management
Teacher Education Section
6330 Mail Service Center
Raleigh, NC 27699-6330

Questions regarding the **Standards and Indicators for Teacher Education Programs** should be directed to:

(919) 807-3355.

The Standards and Indicators can be accessed at the following website:

<http://www.ncpublicschools.org/humanrsrcs/downloads/specialtystandards.pdf>

Standards for Teachers of American Sign Language

Introduction

The American Sign Language (ASL) Standards describe the knowledge, skills and dispositions beginning teachers must have to meet expectations for quality instruction in North Carolina schools. They reflect a strong emphasis on target language competence and cultural knowledge; a dedication to a philosophy of pedagogy that serves the needs of all students; an appreciation and respect for diversity; and the importance of continued professional development. This document also serves to align standards for initially licensed K-12 teachers with both the national and state standards documents: *Standards for Foreign Language Learning: Preparing for the 21st Century* and the *North Carolina Standard Course of Study (NCSCS)*.

The American Sign Language Standards are designed to be used in conjunction with the Core, Technology, and Diversity Standards common to all teacher education programs. The Core, Technology, and Diversity Standards outline the generic knowledge, skills and dispositions that every teacher should possess. These standards identify the knowledge, skills, and dispositions specific to ASL.

ASL is a language distinct from spoken English—replete with its own syntax and grammar and supporting its own culture. ASL is not a spoken or written language; therefore teachers rely on expressive and receptive visual-spatial communication in their instruction. American Sign Language is used to learn about content, to interact with the community, to compare with one's own language and to gain knowledge and understanding of American Sign Language cultures.

Teachers of American Sign Language understand the multiplicity of cultures within the target language communities. They use their knowledge of cultural practices to develop student insights into the perspectives held by users of American Sign Language.

Teachers of American Sign Language understand the importance of a long sequence of second language instruction, but are also prepared to adapt to the reality of multiple entry points of language programs. They understand the importance of careful articulation within the American Sign Language curriculum and across levels of instruction. They also connect American Sign Language instruction to other curricular areas. Teachers use their knowledge of second language acquisition theory to develop and adapt varied activities to meet the needs of students. They use a wide variety of strategies to assess programs and student progress.

The nature of second language instruction affirms the value of diversity, leading students to an appreciation of similarities and differences. Teachers acknowledge that second language learning is appropriate for all students. They value the contributions of heritage language learners. Teachers vary instruction and assessment to meet the needs of all students.

Teachers of American Sign Language are strong advocates and seek opportunities to promote second language education in the school and the community. They understand that maintaining and enhancing language skills and cultural knowledge are crucial to their continued professional development.

Standards for Teachers of American Sign Language

Standard 1: Teachers demonstrate ASL competency commensurate with their role as American Sign Language models. They function effectively in interpersonal, interpretive and presentational modes.

Indicator 1: Teachers demonstrate an understanding of the main ideas and details of conversations, visual presentations and video recordings by native signers.

Indicator 2: Teachers converse with a high degree of linguistic accuracy on familiar topics, make visual presentations in social and work situations, and are understood without difficulty by native signers.

Indicator 3: Teachers comprehend ASL on literal, interpretive and critical levels, and they are able to rephrase, summarize, critique or make personal applications of the ASL presented.

Indicator 4: Teachers communicate clearly, correctly and effectively using formal and informal styles on familiar topics for varied purposes and audiences.

Standard 2: Teachers demonstrate understanding of the linguistic components of the target language (e.g., phonology, vocabulary, morphology, syntax, pragmatics and discourse).

Indicator 1: Teachers identify and produce the parameters and prosodic features (i.e., stress, rhythm, linking phenomena, and suprasegmentals) of the target language.

Indicator 2: Teachers explain the basic grammatical and syntactic units of the target language.

Indicator 3: Teachers demonstrate an understanding of the structured nature of the target language vocabulary (e.g., word families, derivations, antonyms and synonyms.)

Indicator 4: Teachers demonstrate how language features are used to carry out communicative needs and how language is defined by social context.

Standard 3: Teachers demonstrate familiarity with the culture represented by the target language as they relate to practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).

Indicator 1: Teachers demonstrate an understanding that differences exist in language use among various social groups in such areas as vocabulary, intonation and level of formality.

Indicator 2: Teachers demonstrate an understanding that culture and language constantly change as a result of political, economic and social conditions.

Indicator 3: Teachers explain everyday cultural practices and places where target language is used, and they dispel stereotypical images associated with those cultures.

Indicator 4: Teachers understand the perspectives of target cultures as represented by a range of practices and products.

Indicator 5: Teachers understand and model culturally appropriate social behaviors (e.g., deaf community interpersonal relationships).

Indicator 6: Teachers analyze historical and contemporary literature and the arts in order to explain the cultural practices and perspectives of the people of the target cultures.

Standard 4: Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).

Indicator 1: Teachers identify similarities and differences among cultures as they compare and contrast hearing culture and the target culture.

Indicator 2: Teachers understand that one's own cultural orientation affects the perception of another culture, and they avoid perpetuating cultural misperceptions.

Indicator 3: Teachers provide examples of mutual influences across languages and cultures.

Indicator 4: Teachers compare and contrast distinctive features of English with those of the target language.

Standard 5: Teachers demonstrate familiarity with current theories in American Sign Language acquisition, human cognitive development and brain research.

Indicator 1: Teachers are able to differentiate and articulate ways in which young adolescents and adults learn American Sign Language.

Indicator 2: Teachers apply developmentally appropriate language learning strategies in the classroom.

Indicator 3: Teachers implement instructional strategies that reflect current American Sign Language acquisition theory.

Standard 6: Teachers create and manage a classroom environment conducive to American Sign Language learning.

Indicator 1: Teachers use the target language as the principal medium of instruction and classroom management.

Indicator 2: Teachers provide frequent opportunities for students to use the target language in structured and creative practice within an authentic context.

Indicator 3: Teachers consider the emotional, physical and intellectual needs of the students as they may influence American Sign Language learning.

Indicator 4: Teachers demonstrate the ability to modify visual and physical aspects of the classroom to facilitate language learning.

Indicator 5: Teachers provide exposure to native signers, including peer models, in person and/or through multimedia sources.

Standard 7: Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.

Indicator 1: Teachers motivate students through authentic communicative learning activities.

Indicator 2: Teachers provide opportunities for students to understand cultural and linguistic diversity.

Indicator 3: Teachers construct and implement varied activities to enable students to function in interpersonal, interpretive and presentational modes, within a relevant cultural context.

Indicator 4: Teachers demonstrate the ability to differentiate between major and minor errors. They know how and when to make corrections, provide feedback and allow for delayed response.

Indicator 5: Teachers identify opportunities for students to practice their developing American Sign Language skills outside the classroom setting.

Indicator 6: Teachers assist students in making links to local and distant target communities.

Standard 8: Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance students' learning and to provide access to the target language and cultures.

Indicator 1: Teachers incorporate appropriate and authentic realia, manipulatives, print and non-print materials into American Sign Language instruction.

Indicator 2: Teachers use research skills, technology and resources (e.g., online and printed materials, e-mail and software programs) in English and American Sign Languages. They also provide opportunities for students to make use of these skills and resources.

Standard 9: Teachers understand the sequential nature of the American Sign Language curriculum and articulate the instructional program accordingly.

Indicator 1: Teachers develop language specific curricula based on the generic frameworks of the Standard Course of Study.

Indicator 2: Teachers recognize the complexities resulting from multiple-entry points within the American Sign Language program and incorporate knowledge about their students' prior American Sign Language experiences into their instruction.

Indicator 3: Teachers demonstrate an understanding of the simple to complex or familiar to unfamiliar progression of topics, contents and language in the sequential curriculum.

Indicator 4: Teachers demonstrate an understanding of horizontal (within a level) and vertical (level to level) curricular articulation.

Standard 10: Teachers link the skills and knowledge between the broader curriculum and American Sign Language instruction.

Indicator 1: Teachers recognize the importance of collaborating with teachers across the curriculum in order to incorporate concepts and knowledge from other subject areas at the appropriate grade level into American Sign Language instruction.

Indicator 2: Teachers seek to maximize the transfer of cognitive, academic and communicative skills between English and American Sign Language.

Standard 11: Teachers implement assessment strategies that are aligned with instruction. They address the visual modality and culture in order to measure student achievement and proficiency.

Indicator 1: Teachers recognize that assessment has a variety of purposes for the American Sign Language program, including monitoring student learning, reporting student progress and achievement and evaluating instruction.

Indicator 2: Teachers demonstrate knowledge of a variety of assessment instruments, including paper-pencil tests, and alternative assessments such as portfolios and expressive and receptive performance assessments. They understand the importance of using multiple strategies to measure student progress, achievement and American Sign Language proficiency.

Indicator 3: Teachers strive to assess students within authentic contexts.

Standard 12: Teachers affirm that American Sign Language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

Indicator 1: Teachers demonstrate an understanding that students learn American Sign Languages in different ways and they vary instruction to address individual learning styles and abilities.

Indicator 2: Teachers acknowledge that special needs students can learn American Sign Language.

Indicator 3: Teachers collaborate with special support personnel when modifying instruction to meet the needs of those students.

Indicator 4: Teachers model respect for the differences among students to foster a positive classroom climate that promotes American Sign Language learning for all students.

Standard 13: Teachers recognize the unique contributions of heritage language learners (students with home backgrounds in languages other than English) and adapt curriculum and instruction to meet their needs.

Indicator 1: Teachers identify the particular instructional needs of heritage learners and integrate these learners into the American Sign Language program.

Indicator 2: Teachers select materials that will enhance instruction for heritage learners.

Indicator 3: Teachers create opportunities for heritage learners to share their language and cultural experiences.

Standard 14: Teachers maintain and enhance their linguistic and cultural skills beyond the classroom

Indicator 1: Teachers acknowledge the importance of experiencing target cultures firsthand and of the need to expand and continually update cultural knowledge.

Indicator 2: Teachers engage in ongoing language practice and exploration of cultures by participating in activities in local communities, by continuing formal education through coursework, and/or by using technology to access the target language.

Standard 15: Teachers understand and communicate the value of learning languages other than English to students, colleagues, administrators, parents and the community at large

Indicator 1: Teachers advocate for a continuous sequence of American Sign Language instruction and understand the importance of collaboration among American Sign Language teachers at all levels.

Indicator 2: Teachers recognize how educational decisions are made and how those decisions affect American Sign Language programs and how to represent the American Sign Language program in the decision-making process.

Indicator 3: Teachers stay abreast of local, state and/or national legislation and policies affecting the teaching of American Sign Languages.

Indicator 4: Teachers communicate the benefits of American Sign Language study for diverse groups of students.

Indicator 5: Teachers see opportunities to promote American Sign Language education.

Indicator 6: Teachers foster constructive relationships with parents, colleagues, school administrators, local governing boards and state and national policy makers in order to promote the value of American Sign Language education for all students.

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: QP-A-001

Policy Title: Policies on General Licensure Requirements

Current Policy Date: [01/04/2007](#) [06/07/2007](#)

Other Historical Information:

Previous Board Dates: 01/05/1997, 07/09/1998, 01/13/1999, 07/01/1999, 07/13/2000, 09/14/2000, 10/04/2001, 01/09/2003, 2/6/2003, 06/05/2003, 08/07/2003, 9/11/03, 11/22/2004, 5/05/2005, 6/30/2005, 8/04/2005, 10/06/2005, 11/03/2005, 12/01/2005, 01/05/2006, 05/04/2006, [01/04/2007](#)

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001

Administrative Procedures Act (APA) Reference Number and Category:

Only relevant sections of the policy have been included here.

POLICIES ON GENERAL LICENSURE REQUIREMENTS

1.10 Designation of Appropriate Licensure Prior to Establishment of Staffing New Programs/Positions in Public Schools

Appropriate licensure area(s) required for service must be established prior to presentation of new programs/positions to the SBE for approval. Formal documentation indicating agreement by the Licensure Section to the licensure area(s) appropriate for the proposed program/employment shall be presented.

Current license areas issued by the Department are:

Administrative

Superintendent
Principal
Curriculum Instructional Specialist
Instructional Technology Specialist-Computers
Media Supervisor
Career and Technical Education Director
Exceptional Children's Program Administrator

Student Services

Counselor
School Social Worker
School Psychologist
Instructional Technology Specialist- Telecommunications
Media Coordinator
Audiologist
Speech-Language Pathologist

Teaching Areas

Elementary

Birth-Kindergarten (B-K)
Preschool Add-on*
Elementary (K-6)
Elementary Second Language++

Middle Grades

Middle Grades Language Arts
Middle Grades Mathematics
Middle Grades Science
Middle Grades Social Studies

* Available only to teachers with current licenses in elementary education, special education, or family and consumer sciences.

Secondary (9-12)

English (9-12)
Mathematics (9-12)
Science (9-12)
Earth Science (9-12)
Biology (9-12)
Physics (9-12)
Chemistry (9-12)
Social Studies (9-12)
Political Science (9-12)
Geography (9-12)
History (9-12)
Economics (9-12)
Sociology (9-12)
Anthropology (9-12)
French (9-12)
Spanish (9-12)
German (9-12)
Japanese (9-12)
Russian (9-12)
Latin (9-12)
Bible (9-12)
Journalism ++ (9-12)
Psychology ++ (9-12)
Italian ++ (9-12)
Chinese ++ (9-12)

Special Subjects (K-12)

Art (K-12)
Music (K-12)
Dance (K-12)
Theater Arts (K-12)
Health Specialist (K-12)
Physical Education (K-12)
Safety and Driver Education
Speech Communication (K-12)
ESL (K-12)
Reading (K-12)
[American Sign Language \(K-12\)](#)
French (K-12)
Spanish (K-12)
German (K-12)
Japanese (K-12)
Russian (K-12)
Computer Education++ (K-12)
Junior ROTC

Career-Technical Education

Agricultural Education
Business and Information Technology Education
 Network Administration
Career Development Coordinator
Career and Technical Education Director
Family and Consumer Sciences
 Apparel Design
 Child Development, Family Studies
 Food and Nutrition, Culinary Arts
 Interior Design, Housing
Health Occupations
 Registered Nurse
 Allied Health/Medical Professional
 Biotechnology
Marketing Education
(Handicapped/Disadvantaged) Special Populations
Coordinator
Technology Education
 Principles of Technology++
 Scientific and Technical Visualization++
 Project Lead the Way (PLTW)++
Trade and Industrial Education
 Automotive Service
 Cabinetmaking/Furniture
 Carpentry
 Collision Repair
 Computer Engineering Technology
 Cosmetology
 Drafting
 Digital Media/Programming Broadcasting
 Electrical Trades
 Electronics
 Electro-Mechanical Maintenance
 Masonry
 Mechanical Systems (HVAC or Plumbing)
 Metals Manufacturing
 Network Engineering Technology
 Printing and Graphics
 Public Safety
 Textiles^
 Welding
 Work Development (formerly Industrial Cooperative
 Training)
 Specialized
VoCATS

++ endorsements

Exceptional Children

Cross Categorical (mildly/moderately disabled)
Severely/Profoundly Disabled
Mentally Disabled
Visually Impaired
Behaviorally/Emotionally Disabled
Learning Disabled
Academically Gifted
Hearing Impaired
Special Education: General Curriculum
Special Education: Adapted Curriculum

^ no longer issued

**NORTH CAROLINA STATE BOARD OF EDUCATION
Policy Manual**

Policy Identification

Priority: Quality Teachers, Administrators, and Staff

Category: Licensure

Policy ID Number: TCP-A-002

Policy Title: Policies on Routes to Licensure

Current Policy Date: ~~12/07/2006~~ [06/07/2007](#)

Other Historical Information:

Previous Board dates: 07/12/2001, 6/5/2003, 8/07/2003, [12/07/2006](#)

Statutory Reference:

PL 107-110, the No Child Left Behind Act of 2001; Session Law 2003-284

Administrative Procedures Act (APA) Reference Number and Category:

POLICIES ON ROUTES TO LICENSURE

Note: Only the relevant sections of the policy have been included here.

2.30 Direct Licensure

In the case of applicants for career-technical education licenses, international faculty licenses, and on a case-by-case basis at the request of the employing LEA for other licenses, the Licensure Section may evaluate individual records for the purpose of establishing eligibility for licensing without the involvement of an IHE or other authorized recommending agency. Direct licensure may be used when there are unique employment qualifications for a license area (e.g., career-technical education, international faculty), a limited number of approved teacher education programs in the license area, and in the case of extenuating circumstances which prohibit a fair and equitable evaluation through other established routes to licensure. Employees earning a license through the direct process must comply with all current provisional, beginning teacher, and testing requirements, as well as any experience requirements for the area of licensure sought.

Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in a world language based on a rating of at least “Intermediate High” proficiency on the ACTFL (American Council on the Teaching of Foreign Languages) Oral Proficiency Test, and, if available, the Writing Proficiency Test. [Individuals who have earned a least a baccalaureate degree from a regionally accredited institution or an equivalent academic credential in another country, but who are not licensed to teach, may be issued a lateral entry license in](#)

[American Sign Language based on holding at least provisional certification from the American Sign Language Teachers Association \(ASLTA\).](#)

To be issued a lateral entry license, individuals must meet the 2.5 grade point average requirement. Individuals clearing a license through the direct licensure route complete coursework prescribed by the Licensure Section using the lateral entry templates to clear the license.

Individuals who have completed their baccalaureate degree at an institution outside the United States must submit an official credential evaluation completed by a recognized credential evaluation agency (e.g., World Evaluation Services, Inc., Josef Silny and Associates, Inc., International Education Evaluators, Inc.). Credential evaluations are not accepted from individual evaluators or from agencies with which the prospective teacher is or has been affiliated.