

Two-year Plan – American Sign Language - 2008

(Ellen Carpentier, Meredith McGahan and Susan Tapert)

Goal area	Instructional Practices: What are we going to do to get students learning to high standards?	People Involved	Schedule of Activities	Resources Needed -professional development -trainers -district support	Evidence of Implementation. What are teachers doing?	Evidence of Impact: What are students' doing?
CURRICULUM INSTRUCTION	Develop and implement curriculum to the highest standards according to college level ASL courses offered at state wide community colleges and the University of Washington as a foreign language.	Teachers, Advisory Board, CTE director, Human Resources, Everett Public Schools, SCCC ITP and EvCC advisors.	-Meet with SCCC ITP to align Everett Public Schools ASL curriculum with theirs as they are the highest recommended ITP in Western Washington.	-District support -CTE director support	Teachers are working together to implement rigorous curriculum using “Signing Naturally” or “Master of ASL” to match that of a first year community college and state wide high school level classes of ASL.	Students are communicating fluently in ASL expressively and receptively to a high standard. Students will be interacting with members of the Deaf Community of Everett and Seattle.
	At the same time we will encourage students to go on to SCCC’s Interpreter Training Program (ITP) after completing two years of study of ASL within the Everett School District. Students will take ASL locally at EvCC to work toward level Six before being accepted at SCCC ITP.		- SCCC Deaf Interpreter Training Program (ITP) representative visit classroom in the Fall for ASL 2, Spring for ASL I to encourage students to attend the Interpreter Training Program in the after graduation.			
	We will also be evaluating a new ASL textbook “Master ASL” that is geared more toward high school students and possibly seeking to make it the textbook for the Everett School District’s ASL courses.	Teachers, Advisory Board, CTE director, Human Resources, Everett Public Schools		-Professional Development through workshops, seminars and trainings offered in district and out.	Teachers are taking workshops, training sessions or college courses to improve their own skills with the goal of achieving national certification. They are using the techniques they have learned in the workshops to improve students receptive and expressive skills in ASL to a higher standard than before.	Students are taking ASL courses at EvCC or SCCC on or before graduation as they must complete ASL 6 before they can be accepted into SCCC ITP.
	ASL Teachers will continue to improve their skills by taking workshops related to the field. They will also continue to be involved with the Deaf & Interpreting Communities in the local area. They will continue to strive to meet the “industry standards” for sign language interpreters by following the Code of Ethics developed by the Registry of Interpreters for the Deaf. They will promote and seek to become RID certified interpreters to be examples to their students of how to strive to improve their skills as life long learners.		- Attending the teacher’s training for “Master ASL”at SCCC in June for ASL Teacher’s in the Consortium with SCCC located in Puyallup for 4 days.			
	ASL teachers, advisors and the CTE director will encourage the employment of a Deaf Teacher of ASL in the Everett School District or a Deaf Para Pro to assist in the ASL classrooms across the district. In this manner Everett Public School	Teachers, Advisory Board, CTE director, Human Resources, Everett Public Schools	-The CTE director, ASL Teachers, Advisory Board members, and Human Resources department will actively recruit Deaf educators to apply for positions of ASL Teachers and Para Pros.		-ASL Teachers will advocate to higher Deaf or Hard of Hearing ASL teachers or Para Pros to work with Deaf & Hard of Hearing Students within the Everett Public Schools to show solidarity with Deaf Community.	Students are communicating fluently in ASL expressively and receptively to a higher standard and have a better understanding of the Deaf Community by interacting on a daily basis with a Deaf individual.

	<p>students will be exposed to a “native” speaker of ASL on a daily basis as to become more fluent in the target language and aid in their goal of becoming sign language interpreters. The student will receive direct instruction from a member of the Deaf community thereby improve the curriculum of the ASL program with in Everett Public Schools. The employment of a member of the Deaf Community will also strengthen Everett Public Schools association with the local and regional Deaf Community. This effort follows “industry standards” for curriculum.</p>					
<p>WASL alignment</p>	<p>Writing & Reading: ASL One students will research and write Reflective Paragraphs about historic Deaf events or people throughout U.S history. Ten of these events are as follows: The Deaf/Hearing Community of Martha’s Vineyard, Thomas Gallaudet meeting Laurent Clerc (1st Deaf Teacher of the deaf in U.S.), Abraham Lincoln passing a law to establish the first Deaf college (later G.U.), Alexander Graham Bell view of Oralism & Eugenics, Helen Keller and Anne Sullivan, “Dummy” Hoy the 1st Deaf national baseball player, William Stoake-Linguist who proved ASL is a language, the Deaf inventor of the TTY, Marlee Matlin- 1st Deaf Actress to receive an Oscar for Best Actress 1988, Gilbert Eastman- Deaf Actor, Linda Bove from Sesame Street, I. King Jordan- 1st Deaf president at GU, “Deaf Power” 1988 at GU, Curtis Pride- NFL Deaf Black Football Player, CJ Jones- Deaf Black actor. They will create a Deaf History Timeline to place the events and people in perspective.</p> <p>ASL 2 will be reading weekly excerpts from <i>For Hearing People Only</i> and write a Reflective Paragraph about the life of deaf people to encourage empathy and understanding of Deaf culture.</p> <p>Writing Skills: Spelling is enhanced with</p>	<p>ASL Teachers, CTE Directors, School Librarian, Students, English Teachers as a resource.</p> <p>SCCC Receptive Video collection</p>	<p>Once a month student’s will use the classroom computer stations to research famous people or events in Deaf History of the U.S. They will follow a structured format that is used at JHS to write a paragraph (provided by Meredith). By the end of the school year students will assess themselves and peers to see if they followed the “rubric” provided for a paragraph essay.</p> <p>Students will watch the Ch. 9 documentary “Through Deaf Eyes” to get a clear understanding of the timeline of Deaf events and people in history.</p>	<p>District support, Grammar, Fingerspelling, Semantics of ASL offered through SCCC, RID or other organizations.</p> <p><u>90 Master ASL textbooks per school</u> to be used as the main textbook in ASL 1 & 2, as it is designed for high school students in ASL and be able to take home the book and DVD to do homework and study, instead of making numerous copies which was paper and money for CTE and the district.</p> <p>10 TV/VCR/DVD combo work stations in the classroom t The computer stations will be used for student Receptive Skills through video tapes provided by SCCC. These stations will also be used to practice and tape their individual/team Unit Expressive Video Tapes,</p>	<p>ASL Teachers are enabling students to become more knowledgeable about Deaf History and Culture by presenting intriguing history of a hidden culture within America, culture that students may not have know existed. “Deaf Culture within Hearing Culture: A culture within a culture, within a culture.”</p>	<p>Students are writing 6 Deaf Cultural Essays a year that focus on Deaf History, Culture or Famous Deaf. They are following the 5 paragraph essay rubric and by the end of the year assessing their own skills in writing the paper and the skills of a peer. They will be learning about Deaf Culture as they write their essays and reading peer’s essays. In doing so, students are practicing the needed skills for improving their scores on the WASL.</p>

	<p>Fingerspelling. Students comparing English's Grammar, Semantics and Sentence Structure with ASL's that helps reinforce their skills in both languages.</p> <p>Reading Skills: As students research Deaf History topics they will reinforce and strengthen their reading skills. As they become more skilled in Receptive understanding other signer's they also improve their reading skills in English. :</p> <p>Math: "<i>Signing Naturally</i>" & "<i>Master ASL</i>" both have lessons that focus on Math topics such as: numbers, addition, subtraction, sequencing, calendar, ordinal & cardinal numbers, and problem solving.</p>	<p>ASL Teachers, Students, CTE Director, Math Teachers as resources.</p>	<p>Unit 3, 4 and 5 of <i>Signing Naturally</i> focus on Math skills listed.</p> <p>Unit 3 of <i>Master ASL</i> focuses on numbers, addresses, dates, birthdays, months of the year, holidays,. And the workbook is devoted entirely to Fingerspelling, Numbers and Glossing. It includes over 400 practices and skill drills for students to focus on the hardest aspects of learning ASL for beginners.</p>	<p>just as they have at SCCC's ITP. The stations will include a TV/VCR/DVD combo, mini disk video camera, a camera stand/post; cables and a centralized computer to show a video at the same time all the students. This allows for individual and group discussion of Receptive Material. Students will be "reading" the video tape, and writing a translation of the Receptive Tapes weekly.</p> <p>3 Printers per school to be used by students to print out the Class Syllabus, Weekly Vocabulary with Parameters for each Unit and Weekly Reflective Paragraphs..</p> <p>1 <i>Elmo</i>, or document camera per school, to present information from our textbook for all students to see at one time. It will also be used to present student work and assignments for class assessments. (Contact Phil Biggs in district for more info about elementary school Elmos)</p> <p>Purchase a DVD from Dawn Sign Press (<i>Master ASL</i>) that contains copies of the pages from the book. This will add in presenting textbook information to students.</p>	<p>Teachers are using ASL videos, internet, textbooks and community members to introduce Math and Science skills/vocabulary/concepts in a new tactile format to enhance students understanding of Math and Science to make them more "hands on".</p>	<p>Students are using their ASL knowledge of Math and Science skills/vocab/concepts to enhance their understanding and improve their scores on the WASL.</p>
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				<p>30 <i>Deaf Heritage</i> books per school to assist with the Timeline information and Deaf History for 1st year.</p> <p>30 <i>For Hearing People</i> Only for 2nd year to understand and have more empathy for members of the deaf community.</p> <p><i>Signing Naturally</i> textbook/CD and <i>Master of ASL</i> textbook, workbook and DVD. Other possible resources books might be <i>ASL: A Beginning Course</i>, <i>Signing: How to Speak With Your Hands</i>, <i>Communicating in Sign: A Flying Hands Book</i>, <i>Essentials of English Grammar, A Basic Course in ASL</i>, <i>American Sign Language (green book)</i>, <i>ASL Concise Dictionary</i>, <i>Joy of Sign Dictionary</i>, <i>For Hearing People Only</i>, ect.</p> <p>Deaf Community Members are invited to visit the classroom and interact with the students, thereby improving ASL skills and acceptance of another culture. The Deaf Teacher or Para Pro would be a daily reminder of</p>		
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				<p>Deaf Culture and a highly valued addition to our program as they would be “native” language model for our students.</p> <p>On-line resources such as ASL Dictionaries, Fingerspelling quizzes, Email correspondence with Deaf Community members, ASL 1 & 2 on-line web pages with schedule, Weekly Vocab/Sentences, Homework and Deaf Community events, Deaf History web pages, Famous Deaf web pages, Deaf History book reviews and where to purchase or borrow books for Deaf Culture Essays throughout the year.</p> <p>“ASL Teacher’s Lending Library” where DVD’s, CD’s, Videos that focus on Deaf History, Culture, Math and Science ASL skills are shared.</p>		
CAREER COMPONENT (Bridges, WOIS)	<p>Students will research Interpreter Training Programs (ITP) offered across the country and state wide.</p> <p>Students will use WOIS and Bridges to research job opportunities for people who are Bi-Lingual and careers as sign language interpreters for the deaf and hard of hearing.</p> <p>ASL 2 Students will create a visual presentation using <i>Movie Maker</i> to be presented during the 8th Grade Career Day, Parent Night and to be used for program marketing. This movie will highlight the types of jobs that are available for</p>	ASL Teachers, Career Specialist to help with career searches for jobs , Students knowledgeable in <i>Movie Maker</i> ,	Students will with the assistance of the Career Specialist and the ASL teacher build a <i>Movie Maker</i> video featuring them signing and explaining the different career opportunities for those who are 2 nd language fluent in ASL. They will be using the digital cameras and tripods provided last year to complete this task.	<p>Professional Development for teachers at a district workshop on <i>Movie Maker</i> during the year.</p> <p>Computer teachers from the high schools will be asked to teach students in how to use <i>Movie Maker</i>.</p> <p>Students will tutor one another in developing a slide for <i>Movie Maker</i>.</p>	Teachers will participate in a Professional Development workshop that focuses on <i>Movie Maker</i> . Teachers will demonstrate their knowledge during the development of the movie.	Each student will research and develop an occupation that requires 2 nd Language fluency in ASL for a <i>Movie Maker</i> slide. In each slide students will be video taped signing the title of the job and a description. Examples: ASL Interpreter, Teacher of the Deaf, ASL Teacher, Councilor for the Deaf, Rehabilitation Therapist, Occupational Therapist,

	<p>students who know sign language.</p> <p>Students will research the Registry of Interpreters for the Deaf's Code of Ethics and strive to follow it.</p>					Physical Therapist, Speech Therapist, Nurse, Guide Dog Trainer, Group/Nursing Home Care Givers, to name a few.
LEADERSHIP	<p>ASL 2 Students will organize and represent the ASL classes during the October Open House. Students will welcome, introduce, “immerse” their parents, family & friends in attendance to ASL. To that end, they will explain and play a Silent Game to those in attendance with “voices off”. They will invite members of the Advisory Board to attend the Open House.</p> <p>Each high school will hold a Silent Games North per year involving the local Deaf community members. The 2nd year students will plan, advertise and run the event. Each event will be open to the public for free.</p> <p>Students will represent their high school in the ASL Knowledge Bowl that is held at Shoreline Community College every spring. As team members they will learn leadership, competitiveness and knowledge of ASL in a real time situation.</p>	<p>ASL Teachers, ASL 2nd Year students, Members of the local Deaf Community, High School Administrators and Custodial Staff.</p> <p>ASL Teachers, ASL Knowledge Bowl Team that has been selected by the class to represent them. Richard Jacobs-ShCC ASL teacher and host of the games. CTE director to provide school bus for transportation,.</p>	<p>2nd year ASL students will plan, advertise and run a Silent Games North that invites Deaf and Hearing community members to participate. ASL Students from EvCC, ShCC, CWU, Cascadia CC, SCCC will be invited to attend also.</p> <p>Students will represent their school in the ASL Knowledge Bowl competition each spring to demonstrate their skills in ASL.</p>	<p>Students will need the assistance of ASL Teachers to contact the Deaf community members to ask if they would lead the games. Advertising will be done on-line to community colleges, Deaf Community, and local Hearing communities which will include non-ASL students from each high school (advertising). ASL Students will work as greeters, concession stand workers (free food), set up, clean up, and assist Deaf community in running the games.</p> <p>Students will have “mock” ASL Knowledge Bowls once a month where teams of 4 to 6 will compete. At the end of each game the students will vote on who has done the best. One month prior to the real Knowledge Bowl the top 8 students will be asked to join the team. The team should be made up of mostly ASL 2 students.</p>	<p>Teachers will work together to develop appropriate questions that follow the ASL Bowls format: Fingerspelling, Deaf Culture & History, Visual Gestural, Grammar, Linguistics, Math, Calendar, and Challenge Questions.</p>	<p>ASL2 Students from all 3 high schools will plan, advertise and implement a Silent Games North at their school.</p> <p>ASL Students from each high school will attend the ASL Knowledge Bowl and compete against state wide ASL high school students. They will compete for 1st, 2nd, and 3rd and Participants ratings.</p>
INDUSTRY AND POST SECONDARY CONNECTIONS	Seattle Central Community College ITP, Everett Community College ASL Instructors, Deaf members of the Advisory Board. Certified Sign Language Interpreters in the field.	Everett Public Schools ASL Teachers, ASL Advisory Board, Local Deaf Community Members, Certified	Quarterly ASL Advisory Board Meetings with members to discuss and implement a strategic plan for students to learn	Members of the Deaf and Interpreting communities to assist teachers in curriculum building to help create students who	ASL Teachers that use the information gathered at the ASL Advisory meetings to encourage 2 nd language fluency in ASL from high	Students will then be encouraged to go on to EvCC, ShCC, South Seattle CC, Seattle CCC, WOU, or other institution

		Freelance Sign Language Interpreters, SCCC ITP advisors, Community Colleges that wish to articulate with Everett School District for a Tech Prep program.	to communicate in ASL at a 1 st year college level by the end of their 2 years in high school. These meeting will also be used to discuss industry standards for ASL interpreters and possible careers involving 2 nd language fluency in ASL. A goal of the committee is to build an articulation agreement with a community college so students can earn college credit will in high school.	are fluent at a basic level in ASL. A college that is willing to articulate with Everett Public Schools.	school students. These students will then be encouraged to go on to EvCC, ShCC, South Seattle CC, Seattle CCC, WOU, Portland Community College, or other institution to continue their education in ASL. Their goal maybe to go to SCCC or WOU ITP to become certified sign language interpreters or to use that knowledge as a 2 nd language fluency for a career dealing with the Deaf community.	to continue their education in ASL. Their goal maybe to go to SCCC or WOU ITP to become certified sign language interpreters or to use that knowledge as a 2 nd language fluency for a career dealing with the Deaf community.
PROGRAM MARKETING	<p>8th Grade Career Day, 9th Grade Parent Night, ASL students signing the “<i>Pledge of Allegiance</i>” at the Veteran’s Day assembly at each high school, ASL students signing “<i>The National Anthem</i>” at the Martin Luther King assembly at each school. Silent Games North at each high school inviting the local Deaf Community to lead the games that would be free for all students and community members. Silent Lunches two days a week to encourage students to communicate freely in ASL when they are not in class, and to help interest other students.</p> <p>The CTE program actively searches for a Deaf Teacher or Para Pro to work within the Everett Public Schools to show respect of the language and culture of the Deaf community at large.</p>	ASL Teachers or Representatives who will attend the events mentioned as the advisor.	See Instructional Practices	<p>Students will learn and practice the <i>National Anthem & Pledge of Allegiance</i> in class to perform at the assemblies.</p> <p>Students will attend ASL Knowledge Bowl, Silent Lunches and Silent Games North to improve their Receptive and Express Sign.</p>	High school students are enrolling in higher numbers than years past in ASL at all three schools. The programs have increased by one class per year and a Deaf Teacher or Para Pro is working within the Everett Public Schools.	Students who graduate from ASL classes will be signing at a 1 st year college student level after 2 years in high school. They will have excellent Expressive and Receptive skills in ASL due to contact with the Deaf community in and out of school planned activities. Students will be enrolling in an Interpreter Training Program at SCCC or WOU due to their experience at Everett Public Schools. Or students will use their ASL skills they learned in Everett Public Schools on the job in another occupation that requires 2 nd language fluency.
ADVISORY COMMITTEE	Deaf Community members: Nick and Peggy Lee Le Fors, Linda Bontrager (EvCC ASL teachers), Robin Appland (ASL Teacher LSHS), Vijay Advani (ASL teacher Mariner HS), Barbara Hayes (SCCC’s Consortium Director) Richard	See Instructional Practices	<p>See Instructional Practices.</p> <p>New members will be encouraged to join the</p>	New members will be added to the Advisory Board from each segment of the board that will help advance the goals of the	New members will be added to the Advisory Board from each segment of the board that will help advance the goals of the	New members will be added to the Advisory Board from each segment of the board that will have advanced the goals of the

	Jacobs (ShCC ASL Teacher), Ellen Carpentier, Susan Tapert, Meredith Mc Gahan, (ASL Teachers ESD), Carl Fender (CTE Director ESD), Lauren Hadley (Assistant CTE Director ESD) Certified Sign Language Interpreters: John Dunn Teachers: Ellen Carpentier, Susan Tapert, Meredith McGahan, Deaf Teacher ASL or Para Pro CTE Director: Carl Fender CTE Assistant: Lauren Hadley		Advisory Board from each segment of the board that will help advance the goals of the board.	board.	board.	board and created new ones for the years to come.
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Program Advisory Chair
Career/Technical Director

Date
Date

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