

AMERICAN SIGN LANGUAGE ADVSORY BOARD COMMITTEE

H.M Jackon High School, room B22243

ATTENDEES: Barbara Hayes, Susan Tapert, Ellen Carpentier, Richard Jacobs, Meredith Mc Gahan, Robin Appslund, Carl Fender, 2 interpreters: Belinda, Karen

4:30 Welcome-

5:30 Testing students expressive skills in ASL.

RJ shared his rubric and instruction. In class is a more “natural” way of learning. Non Manual behaviors, expressive fluency, responses, ect. He uses *Master ASL* . Video testing is video taped spontaneous dialogue with a partner that is picked on the spot. It really tests their skill in the language “naturally”. In the future we will bring expels of “B” students to compare our evaluations.

Barbara suggested having a script/translation of the receptive/expressive dialogue following a plan.

1. Copy sign video dialogue in unison and individually.
2. Instructions with RT, script and self evaluation 1-4 when finished. Student video tapes themselves in unison at 10 stations. The teacher takes 5 minutes for each student evaluation with the script, looking for specific grammar, sentence structures, NMS, ect., marked with a code on the translation. ESD teachers: One of our goals is to have 10 lab stations set up with 10 video cameras to aid with receptive/expressive translations testing.
3. Receptive Translation with mental map-visual diagram that helps the students to set up different topics to transition to different ideas set up in space. Each student must draw mental map prior to the test. During the testing they question each other about the dialogue with their own mental map. They are required to ask the student 3 questions, and give re
4. Expressive presentation on the same dialogue. It focuses on pronouns, references, constructive, Vocab 1,2,4,5 places cities, plural pronouns, directional verbs, with a made up scene: birthday party. A 2 minute video which gives time to evaluate individual students.
5. Spontaneous dialogue: No information prior to video taping. Two student’s video tape a dialogue on a topic with detailed instructions. They have to video tap twice and they pick which one they want to be graded on.

Streaming from SCCC of video on-line is available during each quarter for receptive/expressive practice or testing.

5:55 Program growth and marketing- Our advisors felt the best marketing is “word of mouth”.

- Do we get feedback from students? The ASL teachers at Everett SD felt that comparing the students signing skills at the beginning and the end of the semester is a good indicator of feedback.

One idea is to offer certificates of proficiency to students who earn a B or better. Is this an adequate measure or are there examples from industry that would be more appropriate?

Discuss ways to integrate a program that recognized students for their achievements.

-EHS has monthly students of the month and a celebration in the middle of the year.

One idea is to offer certificated of proficiency to students who earn a B or better.

RJ suggested having a competition between all three schools and give certificates of achievement.

This program could be quarterly or each semester.

How can advisory leaders be part of recognizing student's success?

Student Opportunities- What opportunities are there in community to provide internships for students?

Barbara has a Job Shadowing Mentoring with an interpreter, 2 hours every week at Madrona Elementary.

- In Everett the students have to be 18 volunteer in other classes (Meredith)
- Barbara's students have Job Shadow Certified Interpreters with their permission.
- Due to confidentiality many Interpreters would not be willing to have a mentee.

JR mentioned that it is really important for ASL students to interact with the Deaf community as well as the teachers. Robin commented on the fact that many of the events are in Seattle. With high school students without licenses transportation is difficult.