New Program Rule 24 Matrix

**Revised Program Table of Alignment of Standards and Assessments**

**Name of Institution:**

**Date Submitted:**

Endorsement: **AMERICAN SIGN LANGUAGE** Grade Levels: **K-8 7-12 5-12**

Total Hours Required by Rule 24: **18 Program Hours Required by Institution:** Endorsement Type: **TYPE**

| **Place an X in the box corresponding to the course that meets the following requirements:** | **List the courses the institution requires to meet Rule 24 requirements, associated Guidelines, and program hours required by the institution for this endorsement in the first row: (If more than 35 courses please fill out additional sheets)** |
| --- | --- |
| **D Certification Endorsement Requirements:** This endorsement requires a minimum of **18 semester hours** of coursework in ASL content. | **EXAMPLE:CHEM 101 or 102 3 CR** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| D1 Practicum. Prospective teachers shall be engaged in practicum experiences at the level(s) of endorsement. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrate a Level 4 ASLPI proficiency, defined as “Able to use ASL grammar and vocabulary with sufficient accuracy to participate effectively in most formal and informal conversations on social and work topics. There is spontaneous elaboration, when appropriate, on all familiar topics and unfamiliar topics alike. Vocabulary base is broad and conversation is fluent and shared. There is evidence of some colloquial use and cultural references. Comprehension is very good.”
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| ASL candidates are able to perform the following functions: |  |
| 1. Signing
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| * 1. Satisfy the requirements of a broad variety of everyday, school and work situations;
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| * 1. Discuss concrete topics relating to particular interests and special fields of competence;
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| * 1. Display ability to support opinions, explain in detail and hypothesize;
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| * 1. Use communicative strategies, such as paraphrasing and circumlocution;
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| * 1. Use differentiated vocabulary and visual-based intonation to communicate fine shades of meaning;
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| * 1. Follow essential points of signed discourse in areas of special interest and knowledge;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Comprehend facts in signed reproductions (i.e., video texts, pictures), and make appropriate inferences;
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| * 1. Understand parts of signed reproductions which are conceptually abstract and linguistically complex, signed reproductions which treat unfamiliar topics or situations and signed reproductions which involve aspects of Deaf Culture;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Comprehend a variety of signed reproductions, including those with literary elements, and demonstrate an emerging awareness of the aesthetic properties of ASL and its literary style;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Sign narratives and descriptions of a factual nature, drawing from personal experience, readings and other verbal or non-verbal stimuli.
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| * 1. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.
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| 1. Attending (Listening)
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| * 1. Understand the main ideas of signing in ASL;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Comprehend extended discourse of a general nature on a variety of topics beyond the immediate situation;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand culturally implied meanings beyond the surface meanings of the message or statement;
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| * 1. Demonstrate a Level 4 American Sign Language Proficiency Interview (ASLPI) proficiency.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Deaf Culture and Community
 |  |
| * 1. Discuss research and reflect upon the daily living patterns, societal structure, institutions and value systems of Deaf people;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Explore the variability of cultural concepts;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Obtain an overview and in-depth experience with the literature/multimedia of Deaf people with an emphasis on contemporary contributors and themes;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Obtain an overview of the Deaf Culture and Deaf Community from a variety of perspectives, including historical, geographical, political, and artistic;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop skills in processing information that promote the understanding and interpretation of Deaf Culture and the Deaf Community. These include:
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Observing, comparing and inquiring about cultural phenomena;
		2. Analyzing and hypothesizing about cultural phenomena;
		3. Synthesizing and determining the generalizability of cultural phenomena;
 |
| * 1. Develop the skills and cultural norms necessary to function effectively within the Deaf Community;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop the ability to use the language in a manner considered culturally appropriate by native ASL signers;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Develop respect and understanding of the beliefs, traditions, and cultural values of Deaf people;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Applied Linguistics (Language Analysis)
 |  |
| * 1. Demonstrate knowledge of the nature of spoken and signed languages and the significance of language change and variation which occur over time, space and social class;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Demonstrate knowledge of the theories of first and second language acquisition and learning (ASL and English);
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Demonstrate knowledge of the cherological [phonological], morphological, syntactical and lexical components of ASL;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Demonstrate knowledge of how communication occurs in the lives of Deaf people and the Deaf Community, to include:
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. The contribution of grammatical and lexical elements in expressing basic functions and notions of ASL within the context in which they occur;
		2. Analysis of discourse and communication strategies, such as SEE-2 (Signing Exact English).
 |
| 1. Rationale for ASL Studies
 |  |
| * 1. Gain information about the impact of competence in ASL on modern society, including the Deaf Community, and one’s own personal development;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Emphasize the importance of ASL as it relates to the needs and interests of specific communities;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Provide opportunities to develop skills in conveying the benefits of proficiency in ASL to many different audiences (e.g., Students. Parents, Administrators, Businesses, and the Community as a whole);
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| * 1. Integrate this rationale in curricular and instructional decision-making;
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| 1. Theories of Child Development and Learning
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| * 1. Understand theories of physical, emotional, cognitive and linguistic development of children and adolescents;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Understand the interrelationship of these processes in terms of developing competence in ASL and its relationship to other subject areas in the curriculum of a school;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Curriculum Development
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| * 1. Comprehend the role of curricular design in adapting the nature of the discipline to learner needs, interests and characteristics;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Describe the objectives and characteristics of different curricular models and their applicability in the teaching and learning of ASL;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Describe the rights and responsibilities of the teacher in making decisions about program planning as it relates to ASL;
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| * 1. Demonstrate and practice self-assessment and reflection.
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| 1. Communication
 |  |
| * 1. Utilize effective communication skills and strategies in ASL and English, including:
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Determining the implied and intended meaning as conveyed by verbal and non-verbal signals;
		2. Conveying thoughts in a clear manner appropriate to the audience being addressed;
		3. Reading or viewing a variety of texts and visual reproductions, and deriving meaning consistent with the author’s intentions;
		4. Signing ASL and writing English clearly and concisely in a style appropriate to the intent of the task;
		5. Tailoring language, signed and written, for a variety of audiences.
 |
| * 1. Demonstrate effective interpersonal skills, including:
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| * + 1. An awareness of the diverse perspectives of one’s audiences, including diverse cultures;
		2. A sense of the appropriateness and effectiveness of behaviors within a range of social and professional contexts;
		3. Flexibility of thought in situations which offer a variety of interpretations and options;
		4. Recognition or creation of alternative resolutions to conflict.
 |
| 1. Acquisition of Knowledge
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| * 1. Demonstrate an awareness of information sources and the ability to:
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Identify information sources and assess source reliability;
		2. Evaluate the thoroughness of reporting and the strength of arguments, and distinguish between fact and opinion.
 |
| * 1. Analyze and synthesize new information with emphasis on the development of critical-thinking and study skills, including:
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * + 1. Identifying issues or problems and their causes, securing relevant information and relating, comparing, or quantifying data from various sources;
		2. Making decisions which are based on logical assumptions and which incorporate all pertinent information;
		3. Recognizing personally appropriate and effective strategies for different types of learning.
 |
| 1. Leadership
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| * 1. Demonstrate initiative to create and implement projects.
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| * 1. Demonstrate skills in time management and organizational planning to accomplish goals.
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| * 1. Utilize both tactical and strategic decision-making.
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| Complete clinical and field experiences which provide contact with a wide range of students, settings, other subject areas and non-instructional aspects of life in schools. These experiences may include settings that do not have certificated ASL teachers but include settings where ASL is used on a regular basis; |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| For candidates seeking a K-12 endorsement, the institution should prepare the prospective teachers to: |  |
| * 1. Demonstrate an understanding of the development and learning characteristics of children and youth at elementary and secondary school levels;
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Demonstrate appropriate teaching strategies and materials for elementary and secondary school levels; and
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| * 1. Engage in field and clinical experiences at both elementary and secondary school levels.
 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |