

**WEST VIRGINIA
SECRETARY OF STATE**

BETTY IRELAND

ADMINISTRATIVE LAW DIVISION

Form #5

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OFFICE WEST VIRGINIA
SECRETARY OF STATE

**NOTICE OF AGENCY ADOPTION OF A PROCEDURAL OR INTERPRETIVE RULE
OR A LEGISLATIVE RULE EXEMPT FROM LEGISLATIVE REVIEW**

AGENCY: West Virginia Board of Education TITLE NUMBER: 126

CITE AUTHORITY: W.Va. Constitution, Article XII, §2, W.Va. Code §18-2-5 and §18-9A-22

RULE TYPE: PROCEDURAL _____ INTERPRETIVE _____

EXEMPT LEGISLATIVE RULE X

CITE STATUTE(S) GRANTING EXEMPTION FROM LEGISLATIVE REVIEW

W.Va. Code §§29A-3B-1, et seq.; W.Va. Board of Education
v. Hechler, 180 W.Va. 451; 376 S.E.2d 839 (1988).

AMENDMENT TO AN EXISTING RULE: YES X NO _____

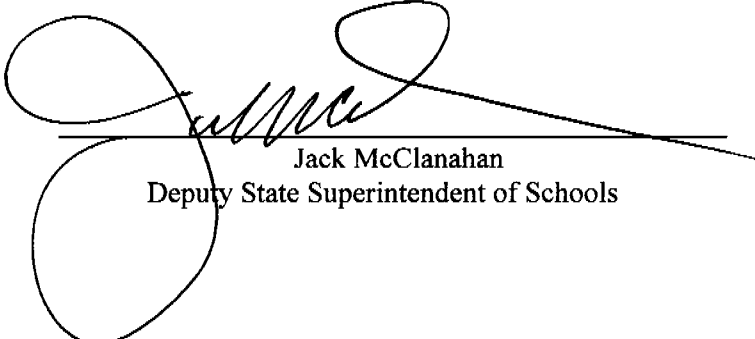
IF YES, SERIES NUMBER OF RULE BEING AMENDED: 126-445

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: _____

TITLE OF RULE BEING PROPOSED: 21st American Sign Language Content Standards
and Objectives for West Virginia Schools (2520.18)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
EFFECTIVE DATE OF THIS RULE IS July 1, 2008.


Jack McClanahan
Deputy State Superintendent of Schools

WEST VIRGINIA SECRETARY OF STATE

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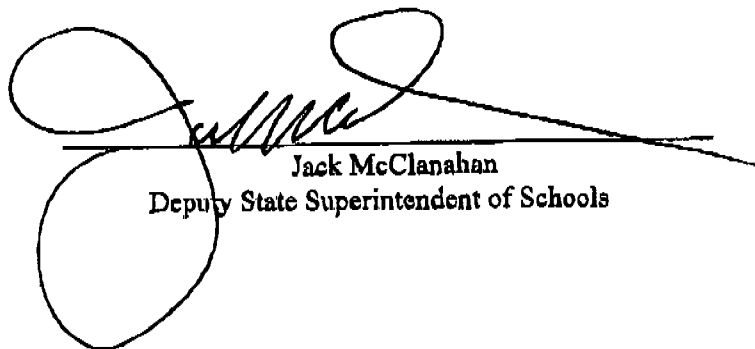
IF YES, SERIES NUMBER OF RULE BEING AMENDED: _____

TITLE OF RULE BEING AMENDED: _____

IF NO, SERIES NUMBER OF NEW RULE BEING PROPOSED: 445

TITLE OF RULE BEING PROPOSED: 21st Century
American Sign Language Content Standards
and Objectives for West Virginia Schools (2520.18)

THE ABOVE RULE IS HEREBY ADOPTED AND FILED WITH THE SECRETARY OF STATE. THE
 EFFECTIVE DATE OF THIS RULE IS July 1, 2008



Jack McClanahan
 Deputy State Superintendent of Schools

**EXECUTIVE SUMMARY
FOR
WEST VIRGINIA BOARD OF EDUCATION POLICY 2520.18
21st CENTURY AMERICAN SIGN LANGUAGE CONTENT STANDARDS AND
OBJECTIVES FOR WEST VIRGINIA SCHOOLS**

Policy Number and Title: West Virginia Board Of Education Policy 2520.18 *21st American Sign Language Content Standards and Objectives for West Virginia Schools*

Background: Policy 2520 defines the content standards and objectives for the programs of study required by Policy 2510 and establishes a standardized format for such.

- Policy 2520.18 will be a new addition to policy.

Major Revisions or Reasons for New Policy: This is a new policy.

- Policy 2520.18 establishes guidelines for high quality American Sign Language programs for West Virginia students in grades K-12.
- Policy 2520.18 provides a framework for the teaching of American Sign Language as a foreign language pursuant to West Virginia Code §18-2-7.

Impact:

- 21st Century American Sign Language Content Standards and Objectives provide a standardized curriculum for American Sign Language for all West Virginia students.
- 21st Century American Sign Language Content Standards and Objectives facilitate communication between deaf and hearing students.
- 21st Century American Sign Language Content Standards and Objectives increase communication access for deaf students.
- 21st Century American Sign Language Content Standards and Objectives facilitate communication between deaf students.
- 21st Century American Sign Language Content Standards and Objectives encourage study of the Deaf culture.
- Students will be better prepared for success on national assessments, in postgraduate studies and in the workplace of the 21st century.
- Students will acquire a higher level of critical thinking and problem solving skills needed for success in post graduate studies and the workplace of the 21st century.
- The revised format will better enable West Virginia educators to focus instruction on the approved CSOs.

Response to Comments:

- The American Sign Language CSOs received 15 comments regarding content, format, and general information. No changes were made to the policies due to comments.

TITLE 126
LEGISLATIVE RULE
BOARD OF EDUCATION

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2007 MAR 16 PM 12: 10

SERIES 44S
21st CENTURY AMERICAN SIGN LANGUAGE CONTENT STANDARDS AND
OBJECTIVES FOR WEST VIRGINIA SCHOOLS (2520.18)

OFFICE OF WEST VIRGINIA
SECRETARY OF STATE

§126-44S-1. General.

1.1. Scope. -- W. Va. 126CSR42, West Virginia Board of Education Policy 2510, Assuring the Quality of Education: Regulations for Education Programs (Policy 2510), provides a definition of a delivery system for, and an assessment and accountability system for, a thorough and efficient education for West Virginia public school students. Policy 2520.18 defines the content standards and objectives for American Sign Language as required by W. Va. 126CSR42 (Policy 2510).

1.2. Authority. -- W. Va. Constitution, Article XII, §2, W. Va. Code §18-2-5 and §18-9A-22.

1.3. Filing Date. -- March 16, 2007.

1.4. Effective Date. -- July 1, 2008

1.5. Repeal of former rule. -- Not applicable. This is a new rule.

§126-44S-2. Purpose.

2.1. This policy defines the content standards and objectives (or instructional goals) for the programs of study required by Policy 2510 in American Sign Language.

126-44S-3. Incorporation by Reference.

3.1. A copy of 21st Century American Sign Language Content Standards and Objectives for West Virginia Schools is attached and incorporated by reference into this policy. Copies may be obtained in the Office of the Secretary of State and in the West Virginia Department of Education, Office of Instruction.

§126-44S-4. Summary of the Content Standards and Objectives.

4.1. The West Virginia Board of Education has the responsibility for establishing high quality standards pertaining to all educational standards pertaining to all education programs (W.Va. Code §18-9A-22). The content standards and objectives provide a focus for teachers to teach and students to learn those skills and competencies essential for future success in the workplace and further education. The document includes content standards for American Sign Language; an explanation of terms; objectives that reflect a rigorous and challenging curriculum; and performance descriptors.

West Virginia Department of Education

West Virginia Board of Education Policy

2520.18

*21st Century American Sign Language
Content Standards and Objectives for
West Virginia Schools*

Steven L. Paine
State Superintendent of Schools

Foreword

A 21st century American Sign Language (ASL) curriculum is an increasingly important aspect of developing learners prepared for success in the 21st century. Thus, the West Virginia Board of Education and the West Virginia Department of Education are pleased to present Policy 2520.18, 21st Century American Sign Language Content Standards and Objectives for West Virginia Schools. The West Virginia American Sign Language Standards for 21st Century Learning includes 21st century content standards and objectives as well as 21st century standards and objectives for learning skills and technology tools. This broadened scope of curriculum is built on the firm belief that quality engaging instruction must be built on a curriculum that triangulates rigorous 21st century content, 21st century learning skills and the use of 21st century technology tools.

A committee of educators from across the state convened to develop the content standards and objectives. The overarching goal was to build a rigorous, relevant and challenging American Sign Language curriculum that would prepare students for the 21st century. West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

Policy 2520.18 is organized around the three major components of a standards-based curriculum: learning standards, instructional objectives and performance descriptors. The learning standards are the broad descriptions of what all students must know and be able to do at the conclusion of the instructional sequence. The accompanying Level I and II objectives are specific descriptors of knowledge, skills and attitudes that when mastered will enable the student to attain the standard. The instructional objectives guide instructional planning and provide a basis for determining appropriate assessments, instructional strategies and resources. The performance descriptors provide the basis for assessing overall student competence of standards at Levels I and II. The performance descriptors define the five student performance levels ranging from novice to distinguished. With the ultimate goal of "learning for all," these descriptors allow the teacher, students and parents to judge the level of student proficiency in each 21st century learning standard.

In combination, the use of learning standards, instructional objectives and performance descriptors becomes a comprehensive guide for delivering a rigorous and relevant American Sign Language curriculum to West Virginia students. These elements, when used to guide the instructional process and when delivered with the creativity and instructional expertise of West Virginia teachers, will become a powerful resource for preparing students to meet the challenges of the 21st century.

Steven L. Paine
State Superintendent of Schools

Explanation of Terms

Content Standards are broad descriptions of what students should know and be able to do in a content area. Content standards describe what students' knowledge and skills should be at the end of a K-12 sequence of study.

Objectives are incremental steps toward accomplishment of content standards. Objectives are listed by grade level and are organized around the content standards. Objectives build across grade levels as students advance in their knowledge and skills.

Performance Descriptors describe in narrative format how students demonstrate achievement of the content standards. West Virginia has designed five performance levels: distinguished, above mastery, mastery, partial mastery and novice. Performance Descriptors serve two functions. Instructionally, they give teachers more information about the level of knowledge and skills students need to acquire. Performance levels and descriptors are also used to categorize and explain student performance on statewide assessment instruments.

Numbering of Standards

The number for each content standard is composed of four parts, each part separated by a period:

- the content area code is ASL for American Sign Language,
- the letter S, for Standard,
- the level (LI or LII), and
- the standard number.

Illustration: ASL.S.LI.01 refers to Level I American Sign Language content standard #1.

Numbering of Objectives

The number of each objective is composed of five parts, each part separated by a period:

- the content area code (ASL for American Sign Language),
- the letter O is for Objective,
- the level (LI or LII),
- the number of the content standard addressed, and
- the objective number.

Illustration: ASL.O.LII.2.03 refers to an American Sign Language Level II objective that addresses standard #2 in Culture, the third

objective listed under that standard.

Numbering of Performance Descriptors

The number for each group of five performance descriptors is composed of four parts, each part separated by a period:

- the content area (ASL for American Sign Language),
- the letters PD are for Performance Descriptors,
- the level (LI or LII), and
- the standard number.

Illustration: ASL.PD.LI.2 refers to American Sign Language performance descriptors for Level I, content standard #2.

Unique Electronic Numbers (UENs)

Unique Electronic Numbers (or UENs) are numbers that help to electronically identify, categorize and link specific bits of information. Once Policy 2520.18 is available on the Web, each standard, each objective, and each group of five performance descriptors will have a Unique Electronic Number (UEN) that will always remain the same.

The codes printed in Policy 2520.18 form the basis of the UENs. The only additional set of numbers that will be added to each code to formulate its UEN will be a prefix that indicates the year and month that a particular version of Policy 2520.18 is approved by the State Board of Education.

The prefix for the UENs for each content area in Policy 2520.18 is noted at the top of each page containing standards, objectives and performance descriptors. As sections of 2520.18 are revised, UENs will be changed to reflect the new approval date.

UENs (Unique Electronic Numbers) are unique numbers that facilitate implementation of WV Standards into Electronic formats such as Databases and XML Files. The WV Department of Education encourages everyone who is going to use the WV 21st Century Content Standards in any kind of electronic distribution, alignment, or software development to use the UENs so that all efforts can be cross-referenced and there is consistency across initiatives.

Illustration: The UEN for Level I American Sign Language standard #2 will be "200602.ASL.S.I.I.2".

Abbreviations and Glossary

Content Areas

ASL American Sign Language
(ASL in implied in all objectives versus other English-based sign systems)

Other Abbreviations

PD Performance Descriptors
O Objective
S Standard (Content Standard)

Glossary

* Indicates that the term is defined in the Glossary at the end of the document

AMERICAN SIGN LANGUAGE – POLICY 2520.18

"ASL is simultaneously a store or a repository of cultural knowledge, a symbol of social identity, and a medium of interaction among Deaf people," Dr. Barbara Kannapell (1991).

The essence of human interaction is language and communication. The world that our students will encounter as adults will be vastly different from the one we know today. The rapid development of technology makes the ability to communicate in more than one language a greater necessity for everyone. Therefore, it is important to prepare our students for this multilingual environment by ensuring that they are able to function using a second language.

American Sign Language (ASL) originated around the turn of the 19th century with the merging of the French Sign Language and the sign language (Old ASL) of the residents of Martha's Vineyard. ASL, recognized and accepted as a foreign language since the 1960's because of the work done by William Stokoe of Gallaudet (College) University, is a non-written, visual and gestural language that is widely used as the dominant sign language in the United States and Canada. It is a fully developed language, linguistically complete with a complex grammatical structure, semantics, vocabulary and syntax. Instead of relying on sounds, ASL is a combination of handshapes, body movement, hand positions, and facial expressions. Consequently, it is a unique and distinct language which differs from English and other spoken languages, from sign languages used in other countries, and from other English-based sign systems. As with all living languages, ASL continues to grow, change and evolve.

Because of the nature of ASL, a "body of literature" in the traditional sense does not exist. However, through written work about ASL and by ASL signers, the wisdom, value and pride in ASL are passed on to future generations.

Just as a common "spoken" language defines a culture, American Sign Language defines and supports a distinct community and culture: the Deaf community and Deaf culture. In this document, the uppercase letter "D" represents Deaf people, Deaf culture and Deaf Communities. The history and folklore of the American Deaf community are preserved and handed down through ASL.

The West Virginia ASL 21st Century CSOs are based on the beliefs that:

- ASL facilitates genuine interaction with others, both hearing and deaf.
- ASL improves communication access in communities and in schools, colleges and universities.
- ASL encourages socialization among the hearing and the deaf.
- ASL builds strong communities and families for public acceptance of bilingualism and cultural diversity.
- ASL provides a foundation for life-long learning and enjoyment.
- ASL enhances job opportunities for the deaf, hard of hearing and hearing
- ASL, and all foreign languages, should start at an early age. There is a direct correlation between the amount of time devoted to the study of a language and the level of proficiency attained; therefore, the sequence of study of ASL should span several years.
- ASL can be used as a means of communication to teach and enhance other content areas.
- ASL, as a foreign language, is considered an NCLB core academic subject along with "English, reading or language arts, mathematics, science, foreign languages, civic and government, economics, arts, history and geography". [No Child Left Behind, Title IX, part A, and Section 9101 (1) (D) (11)].

The West Virginia 21st Century Content Standards and Objectives in American Sign Language identify what students should know and be able to do in order to effectively communicate using American Sign Language. The rationale for the five standards for world language proficiency includes the following:

- **Communication** is at the heart of the human experience. Therefore, the ability to communicate appropriately is the core of any language study.
- **Language and Culture** are inseparable; thus, students can only master a language by developing an appropriate understanding of the authentic cultural contexts which define the language, behaviors and contributions of the Deaf.
- The third standard of **Connections** emphasizes the interconnectedness of the ASL curriculum with other parts of the students' academic lives. This standard opens doors to information and experiences which enrich their lives.
- Through **Comparisons** learners expand their view of the world, gain insight into their native language and culture, and develop critical thinking skills.
- The **Communities** standard enables students to become competent and self-confident in order to work in multilingual communities at home and around the world.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives and 21st Century Learning Skills and Technology Tools, Policy 2520.14. All West Virginia teachers are responsible for classroom instruction that integrated learning skills, technology tools and content standards and objectives.

American Sign Language Content Standards Levels I and II

Levels I and II Standard 1 ASL.S.1	American Sign Language Communication	<p>Students will communicate in American Sign Language to demonstrate a wide range of skills including:</p> <ul style="list-style-type: none"> • Receptive – understanding and interpreting American Sign Language on a variety of topics; • Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and • Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.
Levels I and II Standard 2 ASL.S.2	American Sign Language Culture	<p>Students will demonstrate knowledge and understanding of the relationships of</p> <ul style="list-style-type: none"> • perspectives, • practices and • contributions <p>of the American Deaf culture and the Deaf community.</p>
Levels I and II Standard 3 ASL.S.3	American Sign Language Connections	<p>Students will</p> <ul style="list-style-type: none"> • acquire information to make connections with other disciplines and other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.
Levels I and II Standard 4 ASL.S.4	American Sign Language Comparisons	<p>Students will</p> <ul style="list-style-type: none"> • develop insights into the nature of language through comparisons of American Sign Language and English; • demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures.
Levels I and II Standard 5 ASL.S.5	American Sign Language Communities	<p>Students will</p> <ul style="list-style-type: none"> • use the language both within and beyond the school setting; • show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment and career development.

American Sign Language Content Standards and Objectives—Level I

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills. Students will likely enter this course from various signing backgrounds. Students who are deaf, have a deaf parent, or have a close association with members of the Deaf community may enter the course with some proficiency in signing. Other students, particularly those with little association with deaf individuals, may enter with no prior knowledge or skills in ASL. Therefore, knowledge and skill acquisition may differ greatly between these two groups. The objectives and performance descriptors for ASL Level I have been developed to address those students who bring no prior knowledge or skills to this beginning ASL course. The topic of grammar always arises when educators talk about communication proficiency. Although correct grammar usage plays an important part in effective communication, direct instruction of grammatical rules should be viewed as a means of effecting accurate communication and not an end in itself. ASL Level I also introduces students to aspects of the Deaf culture, encouraging them to compare the components of ASL with those of the English language and American culture(s). Students are also encouraged to establish connections to the Deaf community and to carry their new knowledge and skills beyond the classroom and into the community at large.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives, 21st Century Learning Skills and Technology Tools. The integration of the learning skills and technology tools into the content standards and objectives provides students with a comprehensive learning platform in order to achieve mastery of the knowledge and skills of the ASL Level I course. All West Virginia teachers are responsible for classroom instruction that integrates learning skills and technology tools with the content standards and objectives.

Level I Standard 1: ASL.S.LI.1	Level I American Sign Language Communication	Performance Descriptors ASL.PD.LI.1
Students will communicate in American Sign Language to demonstrate a wide range of skills including:	Students will communicate in American Sign Language to demonstrate a wide range of skills including:	Students will communicate in American Sign Language to demonstrate a wide range of skills including:
<ul style="list-style-type: none"> • Receptive – understanding and interpreting American Sign Language on a variety of topics; • Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and • Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions. 	<ul style="list-style-type: none"> • Receptive – understanding and interpreting American Sign Language on a variety of topics; • Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and • Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions. 	<ul style="list-style-type: none"> • Receptive – understanding and interpreting American Sign Language on a variety of topics; • Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and • Interactive- conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions.
Distinguished	Above Mastery	Mastery
Students performing at Distinguished level incorporate a variety of handshapes, palm orientations, location, movement and non-manual behaviors. They comprehend signed messages on familiar topics	Students performing at Above Mastery level use a number of handshapes, palm orientations, location, movement and non-manual behaviors with some facility. They comprehend, recognize, identify and respond to signed	Students performing at Mastery level use a limited number of handshapes, palm orientations, location, movement and non-manual behaviors with some hesitation. They comprehend, recognize, identify and respond to
Partial Mastery	Novice	Students performing at Novice level use few handshapes, palm orientations, location, movement and non-manual behaviors with hesitation and inconsistent accuracy. They recognize high frequency signed messages

and infer meaning from unfamiliar topics. Students produce fluent signed exchanges to convey information using basic vocabulary on familiar topics. They require fingerspelling and/or repetition of low frequency signs/vocabulary related to complex concepts.	messages on a variety of topics by using context to assist understanding. Students demonstrate a smooth flow of signed exchanges to convey information using basic vocabulary on familiar topics. They require fingerspelling and/or repetition of less common signs/vocabulary.	signed messages on familiar topics. Students convey information and make short interpersonal signed exchanges using basic vocabulary on familiar topics. They require fingerspelling for some signs and/or repetition of signing.	convey information and make short interpersonal exchanges using basic signs and gestures on familiar topics. They require frequent fingerspelling for signs and/or repetition of signing.	on familiar topics. Students rely on iconic signs and gestures to convey information and make short interpersonal exchanges. They require on-going repetition of signs, gestures and fingerspelling.
Objectives	Students will			
ASL.O.LI.01.01	model handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication.			
	This objective spans the three modalities of receptive, expressive and interactive language use.			
Receptive:	understanding and interpreting American Sign Language on a variety of topics			
ASL.O.LI.1.02	recognize simple words, numbers and phrases in authentic language samples.			
ASL.O.LI.1.03	identify people, ideas, objects and emotions.			
ASL.O.LI.1.04	comprehend main ideas using basic vocabulary on familiar topics.			
ASL.O.LI.1.05	follow short, simple directions, commands and instructions.			
ASL.O.LI.1.06	read or listen to and comprehend simple stories, poems, and informational texts.			
Expressive	conveying information, concepts and ideas for a variety of purposes and on a variety of topics			
ASL.O.LI.1.07	present information and/or stories based on simple topics from a signed or written source.			
ASL.O.LI.1.08	give short, simple directions, commands and instructions.			
ASL.O.LI.1.09	relay information from oral or written sources.			
ASL.O.LI.1.10	make simple requests.			
ASL.O.LI.1.11	communicate need for clarification of signed or written information on simple topics.			
ASL.O.LI.1.12	model use of appropriate gestures, facial expressions and registers			
Interactive	conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions			
ASL.O.LI.1.13	make short exchanges of basic information about personal needs, courtesies, feelings, likes and dislikes and other familiar topics.			
ASL.O.LI.1.14	make and respond to introductions and farewells using appropriate spatial agreement*.			

ASL.O.LI.1.15	ask and answer questions on simple topics.
ASL.O.LI.1.16	identify and exchange information on major points of issues related to the school and/or community.

Level 1	Level 1 American Sign Language
Standard 2	Culture
ASL.S.LI.2	Students will demonstrate knowledge and understanding of the <ul style="list-style-type: none"> • perspectives, • practices and • contributions of the American Deaf culture and the Deaf community.

Performance Descriptors ASL.LI.PD.2				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level analyze the major components of perspectives, practices and contributions. They compare common beliefs/attitudes and major historical figures and events of Deaf culture and draw conclusions regarding their impact. They automatically incorporate common patterns of behavior (sociolinguistic*) used in the Deaf culture. They compare relationships among the subcultures within the Deaf community.	Students performing at Above Mastery level explain the major components of perspectives, practices and contributions of the Deaf culture. Students compare common beliefs/attitudes and major historical figures and events of Deaf culture. They demonstrate common patterns of behavior (sociolinguistic*) used in the Deaf culture. They examine the subcultures within the Deaf community.	Students performing at Mastery level give examples of major components of perspectives, practices and contributions of the Deaf culture. Students explain common beliefs/attitudes and major historical figures and events of Deaf culture. They use some common patterns of behavior (sociolinguistic*) used in the Deaf culture.	Students performing at Partial Mastery level identify some of the major components of perspectives, practices and contributions of Deaf culture. Students recall common beliefs/attitudes and major historical figures and events of Deaf culture. They employ few patterns of behavior (sociolinguistic*) used in the Deaf culture.	Students performing at Novice level recognize few major components of perspectives, practices and contributions. They list common beliefs/attitudes and major historical figures and events of Deaf culture and major historical figures and events of Deaf culture. They use few patterns of behavior (sociolinguistic*) from the Deaf culture.

Objectives	Students will
ASL.O.LI.2.01	identify beliefs, values and customs of the Deaf community.
ASL.O.LI.2.02	recognize themes, ideas and/or perspectives of the Deaf culture (e.g., folklore, Deaf humor, ABC stories).
ASL.O.LI.2.03	demonstrate an awareness of Deaf heritage and identify major historical events and persons from the Deaf culture.
ASL.O.LI.2.04	give examples of the various commonly-held historical beliefs about the Deaf culture (e.g., location and types of educational opportunities, impact of the various methodologies, listening devices).
ASL.O.LI.2.05	identify and discuss the contributions of linguists and pioneers of the language and culture.
ASL.O.LI.2.06	explore the artistic, scientific, and philosophical contributions of ASL users to society (e.g., Alexander Graham Bell, Edward Minor

	Gallaudet, Laurent Clerc, National Theater of the Deaf, Deaf Way).
ASL.O.LI.2.07	identify and understand the significance of ASL, objects, images, products and symbols of the Deaf culture.
ASL.O.LI.2.08	recognize behaviors that are unique to the Deaf culture (e.g., hugs, eye contact, personal space).

Level I American Sign Language Connections

ASL.S.LI.3	Students will <ul style="list-style-type: none"> acquire information and make connections to other disciplines and with other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture.
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Performance Descriptors ASL_PD.LI.3

	Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at the Distinguished level easily and accurately use ASL to convey information, including technology, from all other subject areas. They debate a variety of issues of cross-cultural importance. They demonstrate a high level of competence in using common technological resources.	Students performing at Above Mastery level convey most concepts from other subject areas, including technology, into ASL. They compare and contrast issues of cross-cultural importance. They utilize common technological resources with frequency and facility.	Students performing at Mastery level use ASL to report on concepts learned in other subject areas, including technology. They explain issues of cross-cultural importance. They identify appropriate technology resources to assist communication.	Students performing at Partial Mastery level identify concepts from other subject areas, including technology, which can be conveyed in ASL. They report on concepts which can be conveyed using basic signs or whose content is simple. Students identify issues of cross-cultural importance. They recognize that technology resources to assist communication are available.	Students performing at the Novice level name a limited number of concepts from other subject areas including technology, which can be conveyed in ASL. They recognize major issues of cross-cultural importance. They name commonly used technology resources that assist communication.	

Objectives	Students will
ASL.O.LI.3.	observe and use established patterns of behavior for interacting in cross-cultural settings (e.g., greetings and introductions).
01	
ASL.O.LI.3.02	recall concepts learned in other subject areas using ASL.
ASL.O.LI.3.03	identify and use technology for exchange of information in cross-cultural settings (e.g., IM, TTY/TDD*, closed-captioning, text telephone, relay services).
ASL.O.LI.3.04	identify resources related to deafness and the Deaf culture (e.g., print and non-print of ASL).
ASL.O.LI.3.05	identify cross-cultural relevance of common issues (e.g., family dynamics in relation to communication among family members—deaf child/deaf parent compared to deaf child/hearing parent and hearing child/deaf parent).

Level 1 American Sign Language	
Standard 4. Comparisons	
ASL.S.LI.4	<p>Students will</p> <ul style="list-style-type: none"> develop insights into the nature of language through comparisons of American Sign Language and English; demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures.
Performance Descriptors ASL.PD.LI.4	
Distinguished	Above Mastery
Students performing at Distinguished level categorize and compare linguistic and structural similarities and differences of ASL and English. They look to history to help analyze and cite examples of language's effect on culture and vice versa. Students look for and predict patterns and associations in both ASL/English languages and Deaf/American cultures.	Students performing at Above Mastery level differentiate between most linguistic and structural similarities and differences of ASL and English. They discuss the inter-relatedness of language and culture generally relying on changes brought forth as a result of technical advances. Students compare and contrast certain aspects of Deaf and American cultures.
Mastery	Partial Mastery
Students performing at Mastery level identify and describe common linguistic and structural similarities and differences between ASL and English. They explore how language affects culture and vice versa. Students examine certain aspects of Deaf and American cultures to identify commonalities and differences.	Students performing at Partial Mastery level give examples of readily apparent linguistic and structural similarities and differences between ASL and English. They recognize certain situations in which culture is affected by language or vice versa. Students identify common or highly visible similarities and differences in Deaf and American cultures.
Novice	Novice
Students performing at Novice level recognize a limited number of common linguistic and structural similarities and differences between ASL and English relying mostly on the identification of cognates. They identify few situations in which language and culture are interrelated. Students name readily apparent cultural similarities and differences.	
Objectives	
ASL.O.LI.4.	Students will recognize similarities and differences between English and the visual/conceptual features of ASL (e.g., gestural*, non-manual behaviors*, spatial agreement*, syntax*, appropriate use of registers*).
01	
ASL.O.LI.4.02	compare the intonation and word order patterns used in ASL with the intonation and word order patterns used in English (e.g., questions, negatives, statements).
ASL.O.LI.4.03	recognize similarities and differences between the American culture(s) and the Deaf culture including perspectives, practices, and contributions (e.g. the importance of affiliations* and status within the community).
Level 1 American Sign Language	
Standard 5. Communities	
ASL.S.LI.5	<p>Students will</p> <ul style="list-style-type: none"> use the language both within and beyond the school setting; show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment, and career development.

Performance Descriptors ASL_PD.LI.5				
Distinguished	Above Mastery	Mastery	Partial Mastery	Novice
Students performing at Distinguished level participate in experiences related to ASL and the Deaf communities. They choose opportunities for personal interest, enjoyment and employment. Students share and present information about ASL and the Deaf in various settings beyond the school and local community.	Students performing at Above Mastery level seek out experiences and information from sources related to ASL and the Deaf communities. They locate opportunities for personal interest, enjoyment and employment. Students share and present information about ASL and the Deaf in various settings within the school and community.	Students performing at Mastery level locate and select experiences and information from sources related to ASL and the Deaf communities. They explore opportunities for personal interest, enjoyment and employment. Students share information about ASL and the Deaf in informal settings with family and friends.	Students performing at Partial Mastery level locate experiences and information from sources related to ASL and the Deaf communities. They recognize that the information leads to opportunities for personal interest, enjoyment and employment. Students share basic information about ASL and the Deaf in informal settings with family and friends.	Students performing at Novice level identify experiences and information from sources related to ASL and the Deaf communities. They collect information about opportunities for personal interest, enjoyment and employment that are associated with ASL and the Deaf. Students occasionally share information about ASL and the Deaf outside of the classroom.
Objectives	Students will			
ASL.O.LI.5.	locate resources for the Deaf and recognize the potential of ASL (e.g., ASL clubs and organizations, Deaf education, deaf-related			
01	careers).			
ASL.O.LI.5.02	present information to people locally and around the world (e.g., Deaf Awareness, Deaf Heritage).			
ASL.O.LI.5.03	identify opportunities to use ASL for enjoyment (e.g., finger-spelling games, no-voice allowed class period, cultural/social activities, interpreted performances).			

American Sign Language Content Standards and Objectives—Level II

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication. ASL Level II continues to introduce students to aspects of the American Deaf culture, encouraging them to analyze the components of ASL and to explore the role of the Deaf culture within the American culture(s). Students are encouraged to participate in the Deaf community, to refine their knowledge and skills, and to share this information within and beyond the school setting to the community at large.

The West Virginia Standards for 21st Century Learning include the following components: 21st Century Content Standards and Objectives, 21st Century Learning Skills and Technology Tools. The integration of the learning skills and technology tools with the content standards and objectives in the ASL Level II course provides students with a vehicle to continue development of knowledge and skills in order to attain proficiency in ASL. All West Virginia teachers are responsible for classroom instruction that integrates learning skills and technology tools with the content standards and objectives.

Level II American Sign Language Communication		Mastery	Partial Mastery	Novice	
Standard 1 ASL.S.II.1	Students will communicate in American Sign Language to demonstrate a wide range of skills including: <ul style="list-style-type: none"> • Receptive – understanding and interpreting American Sign Language on a variety of topics; • Expressive– conveying information, concepts, and ideas for a variety of purposes and on a variety of topics; and • Interactive– conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions. 	Students performing at Mastery level use handshapes, palm orientations, location, movement and non-manual behaviors with minimal hesitation. They understand and respond to level-appropriate signed messages. Students produce a smooth flow of signed exchanges to convey information using level-appropriate vocabulary. They request fingerspelling for some unfamiliar signs and	Students performing at Partial Mastery level use a number of handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They comprehend and respond to level appropriate signed messages. Students convey information and make short interpersonal signed exchanges using basic vocabulary on familiar topics. They request fingerspelling for some signs and/or repetition of	Students performing at Novice level use some handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They identify and understand high frequency signed messages on familiar topics. Students draw on iconic signs and gestures to convey information and make short interpersonal exchanges. They request frequent repetition of signs, gestures	
Performance Descriptors ASL.PD.II.1					
Distinguished	Students performing at Distinguished level consistently integrate handshapes, palm orientations, location, movement and non-manual behaviors in communicative situations. They understand and respond to signed messages, anticipating and predicting meaning. Students generate fluent signed exchanges. They request fingerspelling, in rare circumstances, for clarification of vocabulary	Above Mastery Students performing at Above Mastery level use appropriate handshapes, palm orientations, location, movement and non-manual behaviors. They understand and respond to signed messages, inferring meaning when necessary. Students produce smooth signed exchanges, with few interruptions, to convey information. They request fingerspelling for clarification of vocabulary related to complex concepts.	Mastery Students performing at Mastery level use handshapes, palm orientations, location, movement and non-manual behaviors with minimal hesitation. They understand and respond to level-appropriate signed messages. Students produce a smooth flow of signed exchanges to convey information using level-appropriate vocabulary. They request fingerspelling for unfamiliar signs and	Partial Mastery Students performing at Partial Mastery level use a number of handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They comprehend and respond to level appropriate signed messages. Students convey information and make short interpersonal signed exchanges using basic vocabulary on familiar topics. They request fingerspelling for some signs and/or repetition of	Novice Students performing at Novice level use some handshapes, palm orientations, location, movement and non-manual behaviors with hesitation. They identify and understand high frequency signed messages on familiar topics. Students draw on iconic signs and gestures to convey information and make short interpersonal exchanges. They request frequent repetition of signs, gestures

related to complex concepts.	Students will	occasional repetition.	signing.	and fingerspelling.
ASL.O.LI.1.01	incorporate appropriate handshapes, palm orientations, location, movement, and non-manual behaviors within the registers in receptive, expressive and interactive communication.			
Receptive	This objective spans the three modalities of receptive, expressive and interactive language use.			
ASL.O.LI.1.02	understanding and interpreting American Sign Language on a variety of topics			
ASL.O.LI.1.03	demonstrate understanding of signed communication about activities at school or in the Deaf community.			
ASL.O.LI.1.04	differentiate between similar descriptions of people, ideas, objects and emotions.			
ASL.O.LI.1.05	summarize the main themes and significant details of topics and presentations.			
ASL.O.LI.1.06	carry out multi-step directions, commands and instructions based on familiar topics and vocabulary.			
ASL.O.LI.1.07	distinguish the principle characters, main ideas, and themes in selected literary presentations (e.g., storytelling, folklore, poetry, drama).			
Expressive	conveying information, concepts and ideas for a variety of purposes and on a variety of topics			
ASL.O.LI.1.08	gather, prepare and deliver information, short plays/skits, poetry or anecdotes based on familiar topics from a signed or written source.			
ASL.O.LI.1.09	explain processes, procedures and locations of multi-step directions, commands and instructions.			
ASL.O.LI.1.10	interpret* information expressively from oral or written sources.			
ASL.O.LI.1.11	express needs, likes, dislikes with supporting details based on familiar topics.			
ASL.O.LI.1.12	seek clarification of signed information to confirm understanding.			
ASL.O.LI.1.13	incorporate commonly used gestures, facial expressions and registers.			
Interactive	conversing with others to provide and obtain information, express feelings and emotions, and exchange opinions			
ASL.O.LI.1.14	discuss opinions and preferences about personal experiences and other familiar topics.			
ASL.O.LI.1.15	request and provide information on a variety of familiar topics.			
ASL.O.LI.1.16	negotiate meaning of signed information to reach understanding.			
ASL.O.LI.1.17	explore and discuss possible solutions to issues related to the school and/or community.			

Level II Standard 2.	Level II American Sign Language Culture	Students will	Performance Descriptors ASL.LI.PD.2
ASL.S.LI.2		demonstrate knowledge and understanding of the relationships of <ul style="list-style-type: none"> • perspectives, • practices and • contributions of the American Deaf culture and the Deaf community.	
			Distinguished
			Above Mastery
			Mastery
			Partial Mastery
			Novice

Students performing at the Distinguished level determine the degree of influence of various facets of perspectives, practices and contributions of the Deaf culture. They work to create associations in order to understand the history and evolution of the Deaf culture. Students incorporate knowledge of beliefs/attitudes, historical events and figures to trace influences affecting the Deaf culture. They seamlessly integrate appropriate patterns of behavior (sociolinguistic*). They predict the impact of people, issues and events on the Deaf cultures.	Students performing at Above Mastery level provide examples of and describe major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They analyze beliefs/attitudes and historical figures and events in order to understand the evolution of the Deaf culture and its impact on American culture. Students produce appropriate patterns of behavior (sociolinguistic*). They assess the impact of the subcultures of the Deaf community on the Deaf and American cultures.	Students performing at Mastery level discuss the major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They discuss beliefs/attitudes and historical figures and events. They incorporate appropriate patterns of behavior (sociolinguistic*) with little hesitation. They explore and discuss defining characteristics of the subcultures within the Deaf culture.	Students performing at Partial Mastery level identify some of the major and supporting facets of the perspectives, practices and contributions of the Deaf culture. They identify and explain some commonly-held beliefs and attitudes. They recognize some historical figures and enumerate few events related to the Deaf culture. They use high frequency sociolinguistic* behaviors. Students give examples of and define subcultures within the Deaf culture.	Students performing at the Novice level identify a few of the major and supporting facets of perspectives, practices and contributions. They describe some commonly-held beliefs and attitudes. Students name a few historical figures or events related to the Deaf culture. They apply a few high frequency sociolinguistic* behaviors to very specific circumstances. Students list examples of subcultures within the Deaf culture.
Objectives	Students will			
ASL.OI.II.2.01	analyze and discuss common beliefs and attitudes among members of the Deaf community.			
ASL.OI.II.2.02	discuss literary elements of folklore, humor and ABC stories from the Deaf culture.			
ASL.OI.II.2.03	describe contributions made by people who influenced the Deaf heritage.			
ASL.OI.II.2.04	examine and compare opinions regarding ASL as a language and its influence on other languages.			
ASL.OI.II.2.05	explore the membership of the Deaf community and its hierarchy and identify roles of organizations of the Deaf (e.g., Deaf clubs, Deaf organizations, Deaf education programs).			
ASL.OI.II.2.06	discuss the significance of ASL, objects, images, products and symbols of the Deaf culture.			

Level II Standard 3	Level II American Sign Language Connections			
ASL.S.II.3	Students will <ul style="list-style-type: none"> acquire information and make connections to other disciplines and with other perspectives through their knowledge and skills in ASL and understanding of the American Deaf culture. 			
Performance Descriptors ASL.PD.II.3				
Distinguished	Above Mastery		Mastery	
Students performing at the	Students performing at		Students performing at	
	Novice		Students performing at the	

Distinguished level skillfully interpret concepts from all other subject areas in ASL. They look for opportunities to make connections in and with other areas of study. They analyze and critique issues of cross-cultural importance. Students present and defend positions, conclusions, solutions and/or hypotheses. They assess and apply technological resources with ease and accuracy.	Above Mastery exchange information and establish connections between ASL and other subject areas. They analyze issues of cross-cultural importance and formulate conclusions, solutions, or hypotheses. Students skillfully incorporate and adapt technological resources.	Mastery level exchange information from and among other subject areas using ASL. They explore issues of cross-cultural importance referencing extenuating circumstances and implications such as history, geography, social attitudes, etc. Students integrate technological resources with ease and frequency.	Partial Mastery level convey most conceptual information from other subject areas in ASL. They cite major issues of cross-cultural importance and discuss salient points. Students apply appropriate technological resources.	Novice level translate basic information from other subject areas in ASL. They recognize high profile issues of cross-cultural importance. Students use common technological resources.
Objectives	Students will			
ASL.O.LII.3	describe established patterns of behavior in cross-cultural settings.			
.01				
ASL.O.LII.3.02	discuss topics from other subject areas in ASL.			
ASL.O.LII.3.03	analyze and select the appropriate technology available to the Deaf community in cross-cultural settings based on advantages and limitations of the selected technology.			
ASL.O.LII.3.04	identify issues from different perspectives of members of the Deaf culture (e.g., using topics found in deaf publications such as: <i>NAD* Broadcaster</i> , <i>WVAD Newsletter</i> ; "Deaf President Now" movement; state and federal legislation).			

Level II American Sign Language				
Standard 4: Comparisons				
ASL.S.LII.4	Students will	<ul style="list-style-type: none"> develop insights into the nature of language through comparisons of American Sign Language and English; demonstrate an understanding of the concept of culture through comparisons of the American Deaf culture with other cultures. 		
Performance Descriptors ASL.PD.LII.4				
Distinguished		Above Mastery		
Students performing at Distinguished level apply internalized knowledge of level-appropriate similarities and differences in linguistics	Students performing at Above Mastery level analyze, compare and contrast linguistic, structural, and cultural similarities and	Students performing at Mastery level explore, discuss and summarize linguistic, structural, and cultural similarities and	Students performing at Partial Mastery level explain a number of linguistic, structural, and cultural similarities and differences	Students performing at Novice level describe a number of linguistic, structural, and cultural similarities and differences

and structure of ASL/English and between the Deaf and American cultures. They refer to and cite historical, societal and attitudinal changes that influence the relationship of culture and language. Students draw conclusions about the how and why of established patterns and associations. Students analyze the history of education of deaf and hearing children in the United States. Students debate current topics of interest/concern to the Deaf culture.	differences of ASL and English/ Deaf and American cultures. They look to historical and societal changes to predict additional patterns and associations of the languages and cultures. Students discuss the history of education of deaf and hearing children in the United States. Students research and explain current topics of interest/concern to the Deaf culture.	differences between ASL and English/ Deaf and American cultures. They reference technological advances to provide examples of the interrelatedness of language and culture. They trace the history of education of deaf and hearing children in the United States. Students explore current topics of interest/concern to the Deaf culture.	between ASL and English/ Deaf and American cultures. They identify important facts and events about the history of education of deaf and hearing children in the United States. Students list current topics of interest/concern to the Deaf culture.
Objectives ASL.O.LII.4	Students will summarize the syntactical and linguistic similarities and differences between ASL and English (e.g., relationship between sign/word order and meaning, question format, verb inflections, time and tense indicators).		
.01			
ASL.O.LII.4.02	analyze and debate topics pertinent to ASL and the Deaf culture (e.g., cochlear implants, ASL vs. English sign systems, deaf education philosophies).		
ASL.O.LII.4.03	utilize critical elements of ASL that must be mastered to convey meaning.		
ASL.O.LII.4.04	compare and contrast deaf education and its history with the education of hearing children in America.		
ASL.O.LII.4.05	compare and contrast ASL and English figurative language and idioms.		
Level II American Sign Language Communities			
ASL.S.LII.5	Students will <ul style="list-style-type: none"> use the language both within and beyond the school setting; show evidence of becoming life-long learners by using the language for personal enjoyment, enrichment, and career development. 		
Performance Descriptors ASL.PD.LII.5			
Distinguished	Above Mastery	Mastery	Partial Mastery
			Novice

<p>Students performing at Distinguished level</p> <p>Independently participate in Deaf communities to gain additional information about ASL and the Deaf. They assess the information to determine its benefits in terms of personal interests, employment and employment. They socialize in various Deaf settings to gain understanding of ASL and the Deaf communities.</p>	<p>Students performing at Above Mastery level</p> <p>Independently locate opportunities to participate in experiences and gain additional information about ASL and the Deaf. They summarize the information to explore its benefits in terms of personal interests, employment and employment. They look for opportunities to share information about ASL and the Deaf within various settings.</p>	<p>Students performing at Mastery level</p> <p>Look for opportunities to gain information and participate in experiences related to ASL and the Deaf communities. They relate the information to opportunities for personal interest, enjoyment and employment. Students exchange information about ASL and the Deaf within informal settings.</p>	<p>Students performing at Partial Mastery level</p> <p>Locate and select experiences and information from sources related to ASL and the Deaf communities. They locate opportunities for personal interest, enrichment, and employment. Students exchange information about ASL and the Deaf with family and friends.</p>	<p>Students performing at Novice level</p> <p>Memorize and tell experiences and information from sources related to ASL and the Deaf communities. They describe opportunities for personal interest, enrichment and employment. Students exchange information about ASL and the Deaf within the classroom.</p>
<p>Objectives</p> <p>ASL.O.LII.5</p> <p>.01</p>	<p>Students will locate and participate in activities in which the ability to communicate in ASL may be beneficial to schools and communities.</p>			
<p>ASL.O.LII.5.02</p>	<p>exchange information with people locally and around the world (e.g., e-mail, deaf pen pals, video relay services, TTY*)</p>			
<p>ASL.O.LII.5.03</p>	<p>pursue opportunities to use ASL for employment (e.g., Deaf clubs, signing for public events, displays, debates, interpreting for deaf students).</p>			

American Sign Language Glossary

- Abstract** – signs without resemblance to a visual representation of the actual word (e.g., the sign for “feel”).
- American Sign Language (ASL)** – a non-written, visual and gestural language that is widely used as the dominant sign language in the United States and Canada.
- Classifiers** – signs and handshapes used to describe objects, persons, category of nouns, parts of the body, specific numbers, and non-specific numbers.
- Deaf** – Deaf (with an uppercase “D”) used within the Deaf Community to reflect its pride and culture.
- deaf** – deaf (with a lowercase “d”) refers to individuals who cannot hear well enough to understand spoken language.
- Deaf community** – Deaf and hard of hearing people who share common interests including ASL, experiences, attitudes, goals and values.
- Fingerspelling (manual alphabet)** – the use of the hands to represent individual letters to spell words.
- Gestural** – refers to any movement of the body that occurs for the purpose of communication.
- Hard-of-Hearing** – refers to individuals with a hearing loss who primarily rely on spoken language.
- Iconic** – a visual representation for a signed word, (e.g., the sign for *elephant* moves the hand from the mouth in the shape of an elephant’s trunk).
- Interpret** –to convey a spoken communication synchronously into a visual form such as American Sign Language.
- Intonation** – the use of ASL components to differentiate degree of emotions.
- Manual babbling** – hand movements, generally used by very young children, that reflect the rhythmic patterns in sign language and demonstrate the development of visual-spatial language.
- NAD**— National Association of the Deaf.
- Non-manual behaviors** – a component of ASL involving facial expressions and/or movement of the body to help express or emphasize a thought or idea.
- Palm orientation** – the direction in which the hand/palm is turned (e.g., up, down, left, right).
- Registers** – methods to convey the degree of formality: frozen, formal, consultative, informal/casual, and informal.

Signer -- a person who expresses his/her ideas and thoughts through sign language.

Spatial Agreement — using the signing space and facial expressions to convey placement, direction, and third person in order for the listener to visualize what is being described.

Syntax – the order in which words are used to form sentences in a language.

TTY/TDD – device that allows deaf individuals to use the telephone.

FISCAL NOTE WORKSHEET
(Submit 4 Copies)

HD NO _____ DRAFT NO _____ BILL NO _____ RESOLUTION NO _____

SUBJECT State Board Policy 2520.18: 21st Century American Sign Language Content Standards and Objectives FUND _____

SOURCE OF REVENUE: GENERAL FUND SPECIAL OTHER (SPECIFY) _____

COST OF ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

INCOME ESTIMATE BASED ON: AN ORIGINAL ESTIMATE BUDGET BILL OTHER (SPECIFY) _____

SHOW OVER-ALL EFFECT IN ITEMS 1 AND 2 & GIVE EXPLANATION OF BREAKDOWN BY FISCAL YEAR INCLUDING LONG-RANGE EFFECT

EFFECT OF PROPOSAL	ANNUAL		FISCAL YEAR		
	INCREASE	DECREASE	CURRENT	NEXT	THEREAFTER
1. ESTIMATED TOTAL COST	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
PERSONAL SERVICES CURRENT EXPENSES REPAIRS/ALTERATIONS EQUIPMENT OTHER	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. ESTIMATED TOTAL REVENUES	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

3. EXPLANATION OF ABOVE ESTIMATES (INCLUDING LONG-RANGE EFFECT):

DATE

AGENCY

AUTHORIZED REPRESENTATIVE

12/8/2006

West Virginia Department of Education

Original Fiscal Note Signed by: Steven L. Paine

Policy 2520.18: American Sign Language

Comment Log

January 12, 2007 through February 12, 2007

Action Type
 N: No Response - Negative
 NA: Not Accepted + Positive
 A: Accepted o Neutral

Date	Individual/Organization	Comments	Action/Type	Rationale
1-27-2007	Karen Kingrey, WV Association of the Deaf	<p>§126-44R-1. General.</p> <p>Support the scope of ASL in policy 2520.18 because our Deaf children heavily use ASL in the education setting and out of the education setting. Before ASL was recognized by WV Board of Education, I learned ASL when I was educated at WV School for the Deaf where all hearing and deaf teachers and houseparents heavily used ASL in the classrooms, events, and dorm life.</p>	N/+	
1-28-2007	Patricia Lineberry Interpreter	<p>I, and some others with who I've spoken are a little confused by the way Policy 2520.18 is written. I would like some clarification about certain generalizations that are used in the policy. For example the references to K-12 students, and Content Standards and</p>	N/O	Not applicable to policy revisions.

Objectives for all WV students. Has this policy been written to establish ASL language standards for only those students seeking an ASL foreign language credit? Will this policy be applied to all students including deaf and hard of hearing students who may use different mode(s) of signed communication? Will deaf and hard of hearing students be expected to meet standards using only ASL, or will they only be required to do so if they participate in a class for the purpose of foreign language credit? Am I correct that for the purpose of foreign language credit ASL is the only sign system that fully qualifies since other systems are somewhat English based? Will hearing impaired students that use other sign systems be qualified for the credit if they participate in one of these classes? Can deaf students acquire a foreign language credit if they become proficient in English? The term, "teachers" has been used, but there is no indication that the teachers must meet any specific ASL standard qualifications. Does this mean that teachers with minimal signing skills could teach

ASL classes although they may not meet the same language skill levels that deaf education teachers, and sign language interpreters must meet? I'm also curious to know if there is a plan to have deaf individuals or deaf teachers direct these classes, and if so, must they be qualified to compare linguistic variations of both ASL, English, and other English based sign language systems to qualify to teach these classes? I am thrilled to see so much attention on deaf education matters, but I have presented copies of this policy to numerous people, and most have had differing opinions about what the language being used actually means, to whom the policy standards have actually been created for, and who will be responsible for teaching the required content. I personally believe that any policy drafted that supports ease of communication between hearing and deaf individuals, encourages greater understanding of cultural, and linguistic differences is an endeavor worthy of praise, but there are many points of confusion about this draft that has left some

2-9-2007	Shiloh Thompson Lead Interpreter Roane County Schools	<p>uncertain about offering support or declining to comment on the policy at all. I think that if some of the questions that I've asked were answered specifically that it would eliminate some concerns, and encourage more educated comments on the policy. Any response that may answer some of these specific questions would be very much appreciated</p> <p>West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood. I am concerned with the above information. It does not mention or give credit to the work and dedication given by members of the Deaf Community. The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to</p>	N/A	Not applicable to policy revisions.
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communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but

2-9-2007	Scott Hottle Teacher of the Deaf Roane County Schools	<p>abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language.</p> <p>Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers.</p> <p>Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.</p>	N/O	Not applicable to policy revisions.
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		<p>Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.</p>		
2-12-2007	<p>Ruby Losh Coordinator Sign Language Interpreter Program Pierpont Community and Technical College of Fairmont State University</p>	<p>American Sign Language is considered as foreign language. It should be mandatory in all high school education to include ASL in their curriculum.</p>	N/O	Not applicable to policy revisions.
		<p>Comments for section §126-44R-2 Purpose</p>		

1-27-2007	Karen Kingrey, WV Association of the Deaf	The purpose of ASL is Deaf children and adult's communication that help them understand, read, and think better because ASL is our first language. Also ASL will help the adults who take ASL courses to understand Deaf language and culture which we cherish for over 200 years. Also it should encourage the deaf children using ASL in the mainstreaming setting schools in WV.	N/O	Not applicable to policy revisions.
		Comments for section §126-44R-3 Incorporation by Reference		
1-27-2007	Karen Kingrey, WV Association of the Deaf	Gallaudet University and Ruth Loch, ASL instructor at Fairmont State College	N/O	Not applicable to policy revisions.
		Comments for section §126-44R-4 Summary		
1-27-2007	Karen Kingrey, WV Association of the Deaf	Evaluate the teachers before hire to teach the deaf children in the schools by Deaf and Hearing panel which are made of ASL instructor, Deaf individual, West Virginia Commission for the Deaf and Hard of Hearing, West Virginia Association for the Deaf, West Virginia School	N/O	Not applicable to policy revisions.

	<p>for the Deaf, and RID (Regional Interpreter for the Deaf) interpreter before approve the teachers to teach which must develop their ASL skills every 2 years.</p>		
2-12-2007	<p>Elizabeth Ann Leisure WV Association of the Deaf</p>	<p>All educators that know ASL and/or any sign language must be certified by the American Sign Language Teacher's Association (ASLTA) to teach American Sign Language (ASL) in public schools. It is a way to measure their ability to teach ASL. Most educators do not use or correctly sign ASL because they do not associate with deaf members in the deaf community. The Deaf ASL native language users should be the first ones to hire to teach ASL classes.</p>	<p>N/O</p>
2-12-2007	<p>Elizabeth Ann Leisure WV Association of the Deaf</p>	<p>Again, as stated above, certification by the ASLTA should be required to teach ASL classes in public schools. It is recommended that Deaf members be invited to the ASL classes to give students exposure to the deaf community. This will give the students an</p>	<p>N/O</p>
			<p>Not applicable to policy revisions.</p>
			<p>Not applicable to policy revisions.</p>

	<p>opportunity to ask deaf members some questions about their deaf culture, heritage, needs, and problems of the deaf. It will also give the students a wonderful and meaningful experience to interact with the deaf people.</p>		
<p>2-12-2007</p>	<p>Mitchell Miller Student</p>	<p>I am a student. I believe the ASL teacher should be skilled in ASL and should be very good at signing ASL when they teach ASL as a Foreign Language. I ask the State Department to use ASLTA certification to make sure the teachers are very skilled.</p>	<p>N/O</p> <p>Not applicable to policy revisions.</p>
<p>2-9-2007</p>	<p>Susanna Wilson Interpreter Roane County Schools</p>	<p>I am really excited to hear that American Sign Language is going to be offered in the schools. I think that is a wonderful thing. However, my only concern is that the teachers of ASL will be fluent in the language. How can the students even really learn and understand the language if the teacher him/herself doesn't have a firm solid grip and understanding him/herself. The best teachers would be Deaf teachers because that is their first language and who better to teach a foreign language than a native speaker of that language!</p>	<p>N/O</p> <p>Not applicable to policy revisions.</p>

<p>2-12-2007</p>	<p>April Hotfile Interpreter Roane Co. Schools</p>	<p>I would like to thank the State Department of Education for their work in organizing a committee to develop CSO's for American Sign Language. I work in Roane County where there are several Deaf students very active in school athletics. The friendships made in these after school activities have led to a big interest in learning ASL to better communicate with Deaf friends. I have heard male high school students say they would like to take ASL as a foreign language and wish it were offered. It seems this will soon be available. Thank you.</p> <p>With regard to teaching ASL as a Foreign Language, I ask that the State include ASLTA (American Sign Language Teacher Association) to determine the skill level of the teachers. There are three levels of certification and it is nationally recognized. There would be no disputing the credibility of the instructors with this ASLTA certification.</p> <p>I believe it is vital that all students taking the ASL classes as a foreign language be taught TRUE</p>	<p>N/O</p>	<p>Not applicable to policy revisions.</p>
------------------	--	--	------------	--

ASL. There is a need for interpreters in WV and nationwide. When WV students have ASL classes in high school that provide a correct basis in ASL use, they can enter any interpreter training program at a much higher level--- skipping the basic ASL classes at the College Level. This will save them time and money.

As a parent of a Deaf child, the wife of a Deaf husband and an advocate of the needs of the Deaf, it is very important to me that West Virginia's introduction of ASL as a Foreign Language instruction in our schools be done well and in a way that will guarantee success. I ask that the State Department of Education include the ASLTA certification as a requirement for teaching ASL as a Foreign Language in the middle and high schools.

I would like to thank the state department once again for their willingness to pursue this very needed work--establishing ASL instruction in our state middle and high schools. I know it will impact my son's life and the lives of many

	<p>other Deaf children who will have more peers to communicate with. I believe it will also generate more interest in the field of interpreting.</p>	
<p>2-12-2007</p>	<p>Mary Kesler Teacher of the Deaf WVSD</p>	<p>The CSOs are great for levels 1 and 2.</p>
<p>2-12-2007</p>	<p>Ruby Losh Coordinator Sign Language Interpreter Program Pierpont Community and Technical College of Fairmont State University</p>	<p>Deaf ASL users should be priority to be teacher in to addition to qualification certificate with American Sign Language Teacher's Association (ASLTA) or higher education degree.</p>
		<p>Not applicable to policy revisions.</p>
		<p>Not applicable to policy revisions.</p>

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Tuesday, February 13, 2007 8:41 AM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-12 21:22:06)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 9:22 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-12 21:22:06)

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Comment Received for Policy 2520.18

#

Name: Ruby Losh
Organization: Pierpont Community and Technical College of Fairmont State University
Email: rlosh@fairmontstate.edu
Title: Coordinator Sign Language Interpreter Program
Address1: 1201 Locust Avenue
Address2: Jaynes Hall 303A
City/State/Zip: Fairmont, WV 26588
Role: Teacher
Posted: 2007-02-12 21:22:06
Posted from IP: 205.188.117.13

Comments for section 126-44S-1 General

American Sign Language is considered as foreign language. It should be mandatory in all high school education to include ASL in their curriculum.

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and

Objectives

Deaf ASL users should be priority to be teacher in to addition to qualification
certificate with American Sign Language Teacher's Association
(ASLTA) or higher education degree.

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 12, 2007 3:39 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-12 15:21:01)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 3:21 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-12 15:21:01)

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Comment Received for Policy 2520.18

#####

#

Name: Mary Kesler
Organization:
Email: mjkesler@access.k12.wv.us
Title: Teacher
Address1: 301 E. Main Street
Address2:
City/State/Zip: Romney, WV 26757
Role: Teacher
Posted: 2007-02-12 15:21:01
Posted from IP: 168.216.206.243

Comments for section 126-44S-1 General

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

The CSOs are great for levels 1 and 2.

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 12, 2007 3:31 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-12 15:12:06)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 3:12 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-12 15:12:06)

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Comment Received for Policy 2520.18

Name: April Hottle
Organization: Roane County Schools
Email: hottle2000@yahoo.com
Title: interpreter
Address1: Route 1, Box 28
Address2:
City/State/Zip: Gay, , WV 25244
Role: School System Staff
Posted: 2007-02-12 15:12:06
Posted from IP: 168.216.56.100

Comments for section 126-44S-1 General

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

I would like to thank the State Department of Education for their work in organizing a committee to develop CSO's for American Sign Language. I work in Roane County where there are several Deaf students very active in school athletics. The friendships made in these after school activities have led to a big interest in learning ASL to better communicate with Deaf friends.

I have heard male high school students say they would like to take ASL as a foreign language and wish it were offered. It seems this will soon be available. Thank you.

With regard to teaching ASL as a Foreign Language, I ask that the State include ASLTA (American Sign Language Teacher Association) to determine the skill level of the teachers. There are three levels of certification and it is nationally recognized. There would be no disputing the credibility of the instructors with this ASLTA certification.

I believe it is vital that all students taking the ASL classes as a foreign language be taught TRUE ASL. There is a need for interpreters in WV and nationwide. When WV students have ASL classes in high school that provide a correct basis in ASL use, they can enter any interpreter training program at a much higher level---skipping the basic ASL classes at the College Level.

This will save them time and money.

As a parent of a Deaf child, the wife of a Deaf husband and an advocate of the needs of the Deaf, it is very important to me that West Virginia's introduction of ASL as a Foreign Language instruction in our schools be done well and in a way that will guarantee success. I ask that the State Department of Education include the ASLTA certification as a requirement for teaching ASL as a Foreign Language in the middle and high schools.

I would like to thank the state department once again for their willingness to pursue this very needed work--establishing ASL instruction in our state middle and high schools. I know it will impact my son's life and the lives of many other Deaf children who will have more peers to communicate with. I believe it will also generate more interest in the field of interpreting.

Thanks again.
April Hottle

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 12, 2007 3:30 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-12 15:16:41)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 3:17 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-12 15:16:41)

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Comment Received for Policy 2520.18

#####

#

Name: Mitchell Miller
Organization: student
Email: miller.rebel2010@yahoo.c om
Title:
Address1: 93 Wiblin Fork
Address2:
City/State/Zip: Gay, WV 25244
Role: Parent-Family
Posted: 2007-02-12 15:16:41
Posted from IP: 168.216.56.100

Comments for section 126-44S-1 General

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

I am a student. I believe the ASL teacher should be skilled in ASL and should be very good at signing ASL when they teach ASL as a Foreign Language. I ask the State Department to use ASLTA certification to make sure the teachers are very skilled.

Thank you
Mitchell Miller

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 12, 2007 3:07 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-12 11:33:32)

Carla Williamson, Executive Director
Office of Instruction
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West Virginia Department of Education
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1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
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Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Monday, February 12, 2007 11:34 AM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-12 11:33:32)

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Comment Received for Policy 2520.18

Name: Elizabeth Ann Leisure
Organization: WV Association of the Deaf
Email: lizleisure@verizon.net
Title: Secretary
Address1: 3302 Central Avenue
Address2:
City/State/Zip: Parkersburg, WV 26104-1832
Role: Community Member
Posted: 2007-02-12 11:33:32
Posted from IP: 129.71.238.253

Comments for section 126-44S-1 General

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

All educators that know ASL and/or any sign language must be certified by the American Sign Language Teacher's Association (ASLTA) to teach American Sign Language (ASL) in public schools. It is a way to measure their ability to teach ASL. Most educators do not use or correctly sign ASL because they do not associate with deaf members in the deaf community. The Deaf ASL native language users should be the first ones to hire to teach ASL classes.

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

Again, as stated above, certification by the ASLTA should be required to teach ASL classes in public schools. It is recommended that Deaf members be invited to the ASL classes to give students exposure to the deaf community. This will give the students an opportunity to ask deaf members some questions about their deaf culture, heritage, needs, and problems of the deaf. It will also give the students a wonderful and meaningful experience to interact with the deaf people.

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-09 14:49:49)

Carla Williamson, Executive Director
Office of Instruction
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West Virginia Department of Education
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1900 Kanawha Blvd. East
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Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 2:50 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-09 14:49:49)

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Comment Received for Policy 2520.18

Name: Scott Hottle
Organization: Roane County Schools
Email: hottle2000@yahoo.com
Title: Deaf Education Teacher
Address1: Rt. 1, Box 28
Address2:
City/State/Zip: Gay, WV 25244
Role: Teacher
Posted: 2007-02-09 14:49:49
Posted from IP: 168.216.47.135

Comments for section 126-44S-1 General

Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and
Objectives

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-09 15:23:22)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 3:23 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-09 15:23:22)

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Comment Received for Policy 2520.18

Name: Shiloh D. Thompson
Organization: Roane County Schools
Email: shdthomp@access.k12.wv.us
Title: Lead Sign Interpreter
Address1: 102 Chapman Avenue
Address2:
City/State/Zip: Spencer, WV 25276
Role: School System Staff
Posted: 2007-02-09 15:23:22
Posted from IP: 168.216.47.135

Comments for section 126-44S-1 General

West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.
I am concerned with the above information. It does not mention or give credit to the work and dedication given by members of the Deaf Community.
The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the

Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language. Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content Standards and Objectives for West Virginia Schools

West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

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American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language. Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to

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Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-09 15:27:56)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 3:28 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-09 15:27:56)

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Comment Received for Policy 2520.18

#####

#

Name: Shiloh Thompson
Organization: Deaf and Hard of Hearing Resource Center
Email: access.communication@hotmail.com
Title: Assistant Director
Address1: 811 Madison Avenue
Address2:
City/State/Zip: Spencer, wv 25276
Role: Community Member
Posted: 2007-02-09 15:27:56
Posted from IP: 168.216.47.135

Comments for section 126-44S-1 General

West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

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The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the

Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.

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American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language. Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content Standards and Objectives for West Virginia Schools

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-09 15:30:09)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 3:30 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-09 15:30:09)

Please save this email in a "Comments Received Online" folder.
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The Complete Comments Report from the database can be found here:
<http://129.71.2.32/r.html?id=9c7845bb02fb2219491a800e4bc41ebd>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.18

#

Name: shiloh thompson
Organization: Access Communication Services for the Deaf
Email: access.communication@hotmail.com
Title: Founder/Certified Interpreter
Address1: 121 Park Avenue
Address2:
City/State/Zip: spencer, wv 25276
Role: Business-Industry
Posted: 2007-02-09 15:30:09
Posted from IP: 168.216.47.135

Comments for section 126-44S-1 General

West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

I am concerned with the above information. It does not mention or give credit to the work and dedication given by members of the Deaf Community. The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the

Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language. Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content Standards and Objectives for West Virginia Schools

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Sunday, February 11, 2007 7:15 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-02-09 19:05:30)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 7:06 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-02-09 19:05:30)

Please save this email in a "Comments Received Online" folder.
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<http://129.71.2.32/r.html?id=9c7845bb02fb2219491a800e4bc41ebd>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.18

Name: Susanna Wilson
Organization: Roane County
Email: Suzers33@yahoo.com
Title: Educational Interpreter
Address1: 345 Main Street
Address2:
City/State/Zip: Spencer, WV 25276
Role: School System Staff
Posted: 2007-02-09 19:05:30
Posted from IP: 151.205.93.208

Comments for section 126-44S-1 General

Comments for section 126-44S-2 Purpose

Comments for section 126-44S-3 Incorporation by References

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Comments for section 126-44S 21 Century American Sign Language Content
Standards and Objectives for West Virginia Schools

I am really excited to hear that American Sign Language is going to be offered in the schools. I think that is a wonderful thing. However, my only concern is that the teachers of ASL will be fluent in the language. How can the students even really learn and understand the language if the teacher him/herself doesn't have a firm solid grip and understanding him/herself.

The best teachers would be Deaf teachers because that is their first language and who better to teach a foreign language than a native speaker of that language!

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Saturday, February 10, 2007 8:00 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.7 (2007-02-09 15:25:58)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Friday, February 09, 2007 3:26 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.7 (2007-02-09 15:25:58)

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Comment Received for Policy 2520.7

#

Name: Shiloh Thompson
Organization: Roane County Schools
Email: shdthomp@access.k12.wv.us
Title: Lead Sign Interpreter
Address1: 102 Chapman Avenue
Address2:
City/State/Zip: spencer, wv 25276
Role: School System Staff
Posted: 2007-02-09 15:25:58
Posted from IP: 168.216.47.135

Comments for section 126-44G-1 General

West Virginia educators, including regular classroom teachers, deaf education teachers, and teachers representing higher education institutions played a key role in shaping the content standards. The contribution of these professionals was critical in creating a policy that is meaningful to classroom teachers and appears in a format that can easily be used and understood.

I am concerned with the above information. It does not mention or give credit to the work and dedication given by members of the Deaf Community.

The language that we are teaching is not to be governed by or credited to hearing people. It is a well-known fact that most teachers including Deaf Education Teachers are hardly able to communicate in ASL or any Sign Language much less advise on what the content standards should be. The group of people that helped to set the CSO's, is more than just teachers, they were Deaf. ASL is the language of the Deaf Community and members of the

Deaf community should be first in line to teach it. It is my understanding that no credit has been given where it is due.

American Sign Language Level I objectives primarily focus on the acquisition and development of communication skills.

American Sign Language Level II objectives primarily focus on the continued acquisition of communication skills and refinement of proficiency in the three skill areas of receptive, expressive, and interactive communication.

The content standards above show the stages in acquisition of language by hearing/Deaf students. This cannot be done if the teachers merely hold a teaching degree. Concrete signs such as milk, cat, dog, toilet, drink, etc...are easy to teach but abstract ideas, problem solving, and concepts can only be taught by modeling fluency in the language. Certification by the American Sign Language Teacher's Association (ASLTA) should be required to teach American Sign Language (ASL) classes in public school. It is a way to measure fluency in ASL and the ability to teach ASL, equalizing the playing field for both Deaf and Hearing teachers. Exposure to the Deaf community is a recommendation for all students taking ASL classes and their learning is sure to be enhanced by having a native language user in the classroom teaching. It is imperative that all teachers teaching ASL as a foreign language to model near native fluency themselves. ASLTA certification ensures this and should be utilized as the qualifying tool for teachers.

Comments for section 126-44G-2 Purpose

Comments for section 126-44G-3 Incorporation by References

Comments for section 126-44G-4 Summary of the Content Standards and Objectives

Comments for section 126-44G 21 Century Foreign Language Content Standards and Objectives for West Virginia Schools

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 05, 2007 6:14 PM
To: Annette Carey
Subject: RE: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

You are the only one qualified to respond. We need for you to handle the responses since you worked with Debbie on these. Thanks!

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Annette Carey [mailto:acarey@access.k12.wv.us]
Sent: Sunday, February 04, 2007 9:15 PM
To: 'Carla Williamson'
Subject: RE: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

Do you want me to keep these for response or did you send them to me for FYI?
Thanks

Annette Carey
Low Incidence Coordinator
West Virginia Department of Education
Office of Special Programs, Extended and Early Learning 1900 Kanawha Blvd. East
Charleston, WV 25305
(304) 558-2696

-----Original Message-----

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 4:28 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, January 27, 2007 2:07 PM

To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

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This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.18

#

Name: Karen Kingrey
Organization: former 1st Vice Pres. of WVAD
Email: wvsd66@yahoo.com
Title: Residential Staff at Tx School for the Deaf
Address1: 744 W. William Cannon Dr.
Address2: Apt. 3113
City/State/Zip: Austin, TX 78745
Role: Community Member
Posted: 2007-01-27 14:06:47
Posted from IP: 70.112.43.219

Comments for section 126-44S-1 General

Support the scope of ASL in policy 2520.18 because our Deaf children heavily use ASL in the education setting and out of the education setting. Before ASL was reconized by WV Board of Education, I learned ASL when I was educated at WV School for the Deaf where all hearing and deaf teachers and houseparents heavily used ASL in the classrooms, events, and dorm life.

Comments for section 126-44S-2 Purpose

The purpose of ASL is Deaf children and adult's communication that help them understand, read, and think better because ASL is our first language. Also ASL will help the adults who take ASL courses to understand Deaf language and culture which we cherish for over 200 years. Also it should encourage the deaf children using ASL in the mainstreaming setting schools in WV.

Comments for section 126-44S-3 Incorporation by References

Gallaudet University and Ruth Loch, ASL instructor at Fairmont State College

Comments for section 126-44S-4 Summary of the Content Standards and Objectives

Evaluate the teachers before hire to teach the deaf children in the schools by Deaf and Hearing panel which are made of ASL instructor, Deaf individual, West Virginia Commission for the Deaf and Hard of Hearing, West Virginia Association for the Deaf, West Virginia School for the Deaf, and RID(Regional Interpreter for the Deaf)interpreter before approve the teachers to teach which must develop their ASL skills every 2 years.

Comments for section 126-44S 21 Century American Sign Language Content Standards and Objectives for West Virginia Schools

same as above and the scope of policy 2520.18

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 4:28 PM
To: Annette Carey
Subject: FW: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Nobody [mailto:nobody@wvde.state.wv.us]
Sent: Saturday, January 27, 2007 2:07 PM
To: fibanez@wvde.state.wv.us; cljwilli@access.k12.wv.us
Subject: Comment Received for Policy 2520.18 (2007-01-27 14:06:47)

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<http://129.71.2.32/r.html?id=9c7845bb02fb2219491a800e4bc41ebd>
This is an encrypted URL. Please Bookmark it.

Comment Received for Policy 2520.18

Name: Karen Kingrey
Organization: former 1st Vice Pres. of WVAD
Email: wvsd66@yahoo.com
Title: Residential Staff at Tx School for the Deaf
Address1: 744 W. William Cannon Dr.
Address2: Apt. 3113
City/State/Zip: Austin, TX 78745
Role: Community Member
Posted: 2007-01-27 14:06:47
Posted from IP: 70.112.43.219

Comments for section 126-44S-1 General

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schools in WV.

Comments for section 126-44S-3 Incorporation by References

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Comments for section 126-44S 21 Century American Sign Language Content Standards and Objectives for West Virginia Schools

same as above and the scope of policy 2520.18

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Monday, February 05, 2007 6:15 PM
To: Annette Carey
Subject: RE: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

You have to make it part of the comment log for the policy. Just copy and paste it in. If you have questions, ask any of my staff who have done this. Thanks!

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Annette Carey [mailto:acarey@access.k12.wv.us]
Sent: Sunday, February 04, 2007 9:15 PM
To: 'Carla Williamson'
Subject: RE: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

She sent me the same email which I responded.

Annette Carey
Low Incidence Coordinator
West Virginia Department of Education
Office of Special Programs, Extended and Early Learning
1900 Kanawha Blvd. East
Charleston, WV 25305
(304) 558-2696

From: Carla Williamson [mailto:cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 4:27 PM
To: Annette Carey
Subject: FW: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East

3/15/2007

Charleston, West Virginia 25305-0330
 E Mail: cljwilli@access.k12.wv.us
 Phone: (304) 558-8098
 Fax: (304) 558-0048

-----Original Message-----

From: Darcel Vermillion [mailto:dvermill@access.k12.wv.us]
Sent: Tuesday, January 30, 2007 2:45 PM
To: Carla Williamson
Subject: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

E-Control #1592

Carla, please see the email below. Thanks.

 Darcel Vermillion
 Executive Secretary to the State Superintendent of Schools
 West Virginia Department of Education
 1900 Kanawha Boulevard, East
 Building 6, Room 358
 Charleston, West Virginia 25305
dvermill@access.k12.wv.us
 Phone: (304) 558-2681
 Fax: (304) 558-0048

From: Jone25312@aol.com [mailto:Jone25312@aol.com]
Sent: Sunday, January 28, 2007 10:48 PM
To: dvermill@access.k12.wv.us
Subject: Policy 2520.18

I, and some others with who I've spoken are a little confused by the way Policy 2520.18 is written. I would like some clarification about certain generalizations that are used in the policy. For example the references to K-12 students, and Content Standards and Objectives for all WV students. Has this policy been written to establish ASL language standards for only those students seeking an ASL foreign language credit? Will this policy be applied to all students including deaf and hard of hearing students who may use different mode(s) of signed communication? Will deaf and hard of hearing students be expected to meet standards using only ASL, or will they only be required to do so if they participate in a class for the purpose of foreign language credit? Am I correct that for the purpose of foreign language credit ASL is the only sign system that fully qualifies since other systems are somewhat English based? Will hearing impaired students that use other sign systems be qualified for the credit if they participate in one of these classes? Can deaf students acquire a foreign language credit if they become proficient in English? The term, "teachers" has been used, but there is no indication that the teachers must meet any specific ASL standard qualifications. Does this mean that teachers with minimal signing skills could teach ASL classes although they may not meet the same language skill levels that deaf education teachers, and sign language interpreters must meet? I'm also curious to know if there is a plan to have deaf individuals or deaf teachers direct these classes, and if so, must they be qualified to compare linguistic variations of both ASL, English, and other English based sign language systems to qualify to teach these classes? I am thrilled to see so much attention on deaf education matters, but I have presented copies of this policy to numerous people, and most have had differing opinions about what the language being used actually means, to whom the policy standards have actually been created for, and who will be responsible for teaching the required content. I personally believe that any policy drafted that supports ease of communication between hearing and deaf individuals, encourages greater understanding of cultural, and linguistic differences is an endeavor worthy of praise, but there are many points of confusion about this draft that has left some uncertain about offering support or declining to comment on the policy at all. I think that if some of the questions that I've asked

were answered specifically that it would eliminate some concerns, and encourage more educated comments on the policy. Any response that may answer some of these specific questions would be very much appreciated.

Sincerely,
Patricia Lineberry

Annette Carey

From: Carla Williamson [cljwilli@access.k12.wv.us]
Sent: Thursday, February 01, 2007 4:27 PM
To: Annette Carey
Subject: FW: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

Carla Williamson, Executive Director
Office of Instruction
Division of Curriculum & Instruction
West Virginia Department of Education
Building 6, Room 304
1900 Kanawha Blvd. East
Charleston, West Virginia 25305-0330
E Mail: cljwilli@access.k12.wv.us
Phone: (304) 558-8098
Fax: (304) 558-0048

-----Original Message-----

From: Darcel Vermillion [mailto:dvermill@access.k12.wv.us]
Sent: Tuesday, January 30, 2007 2:45 PM
To: Carla Williamson
Subject: Patricia Lineberry (FW: Policy 2520.18) E-Control #1592

E-Control #1592

Carla, please see the email below. Thanks.

Darcel Vermillion
Executive Secretary to the State Superintendent of Schools
West Virginia Department of Education
1900 Kanawha Boulevard, East
Building 6, Room 358
Charleston, West Virginia 25305
dvermill@access.k12.wv.us
Phone: (304) 558-2681
Fax: (304) 558-0048

From: Jone25312@aol.com [mailto:Jone25312@aol.com]
Sent: Sunday, January 28, 2007 10:48 PM
To: dvermill@access.k12.wv.us
Subject: Policy 2520.18

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3/15/2007

ASL language standards for only those students seeking an ASL foreign language credit? Will this policy be applied to all students including deaf and hard of hearing students who may use different mode(s) of signed communication? Will deaf and hard of hearing students be expected to meet standards using only ASL, or will they only be required to do so if they participate in a class for the purpose of foreign language credit? Am I correct that for the purpose of foreign language credit ASL is the only sign system that fully qualifies since other systems are somewhat English based? Will hearing impaired students that use other sign systems be qualified for the credit if they participate in one of these classes? Can deaf students acquire a foreign language credit if they become proficient in English? The term, "teachers" has been used, but there is no indication that the teachers must meet any specific ASL standard qualifications. Does this mean that teachers with minimal signing skills could teach ASL classes although they may not meet the same language skill levels that deaf education teachers, and sign language interpreters must meet? I'm also curious to know if there is a plan to have deaf individuals or deaf teachers direct these classes, and if so, must they be qualified to compare linguistic variations of both ASL, English, and other English based sign language systems to qualify to teach these classes? I am thrilled to see so much attention on deaf education matters, but I have presented copies of this policy to numerous people, and most have had differing opinions about what the language being used actually means, to whom the policy standards have actually been created for, and who will be responsible for teaching the required content. I personally believe that any policy drafted that supports ease of communication between hearing and deaf individuals, encourages greater understanding of cultural, and linguistic differences is an endeavor worthy of praise, but there are many points of confusion about this draft that has left some uncertain about offering support or declining to comment on the policy at all. I think that if some of the questions that I've asked were answered specifically that it would eliminate some concerns, and encourage more educated comments on the policy. Any response that may answer some of these specific questions would be very much appreciated.

Sincerely,
Patricia Lineberry