

# BHS Additional World Language Exploration 2018-2019

CAPE Meeting 11/20/18

## Implementation Plan

1. Survey Brookfield Students, Parents, Community Members and Staff at the end of 2017-2018 school year and at the beginning of 2018-2019 school year
2. Based on the results, begin the exploration process in the 2018-2019 school year
3. Goal of implementing a third language offering at BHS for the 2019-2020 school year, which includes a 1.0 full-time staff member, curriculum development, 5 sections of the language

## Survey Results- Participation

- **Parents (47.5%) 549**
  - **Students (42.9%) 496**
  - **Employees (7%) 81**
  - **Community Members (2.5%) 29**
- Total: 1,155 responses**

Survey Results- Do you believe it is in the best interest of our students to offer a third language at BHS?

**YES** - 83.4% 963

**NO** - 16.6% 192

Survey Results-  
First, Second, Third  
choice (16 language  
choices from the  
American Council  
on the Teaching of  
Foreign Languages  
(ACTFL) were given  
along with "other")

Top three choices (all stakeholders participating):

**American Sign Language:** First- 274

Second- 156

Third- 144

**Mandarin Chinese:** First- 239

Second- 137

Third- 113

**Italian:** First- 165

Second- 134

Third- 95

\*Other languages 89 and below selected as first choice

Survey Results-  
Top two languages  
explored

1. American Sign Language
2. Chinese- Mandarin

## Survey Results – Selecting the additional language to explore

Chosen following this criteria:

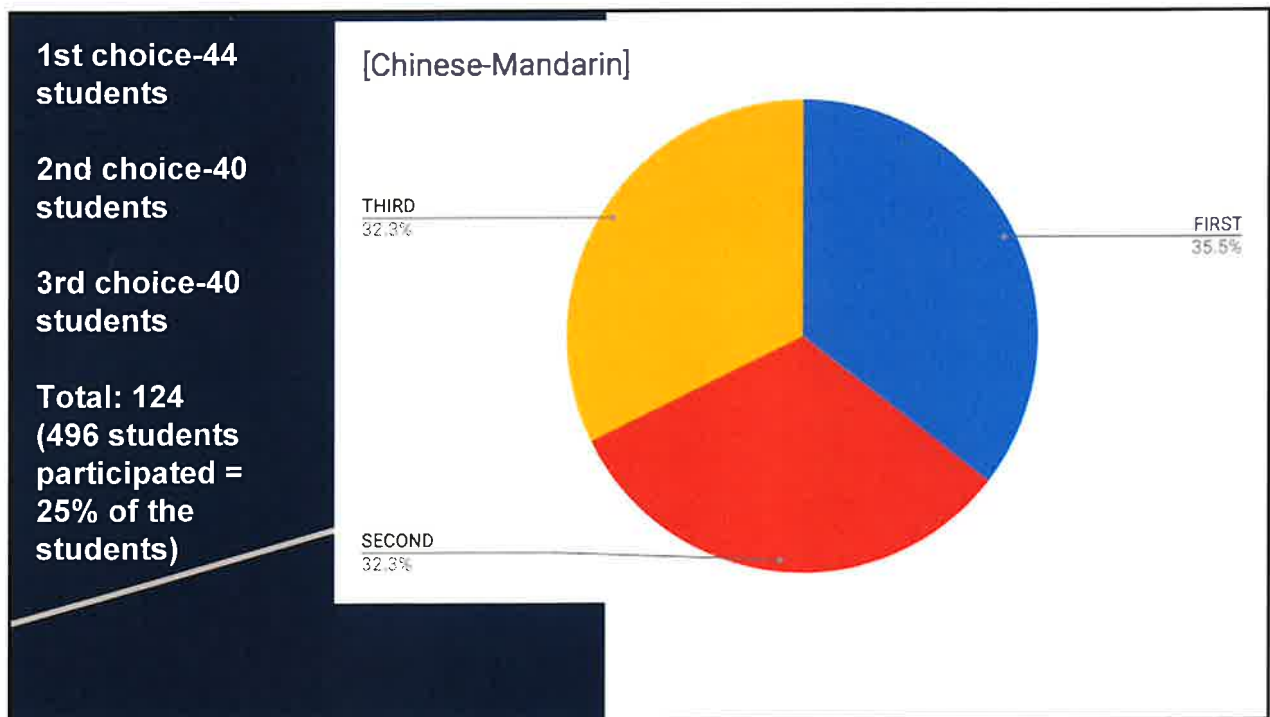
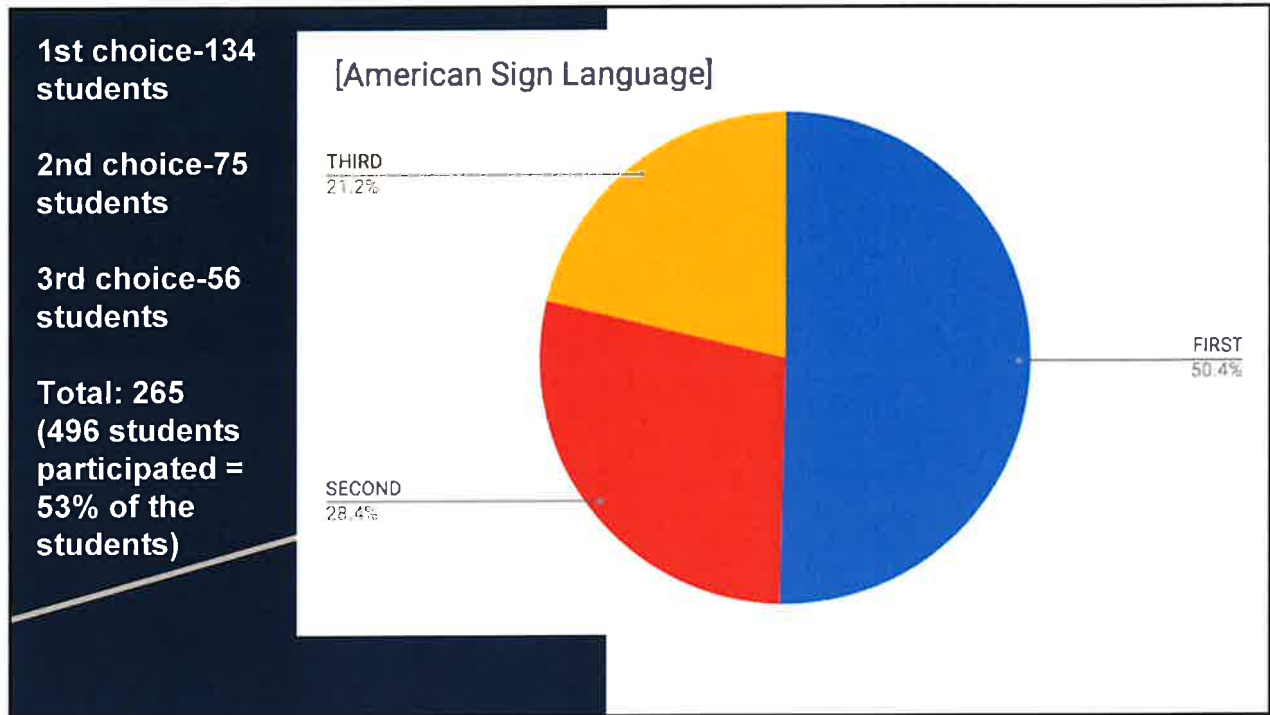
1. Analyzing special features of the language
2. Involving key stakeholders (i.e. overall community, particularly student interest) and analyzing survey data
3. Ability to set program goals
4. Possibility of allocating staffing and budget
5. Possibility of visiting a program model at another school
6. Ability to develop the curriculum
7. Investigating appropriate materials
8. Opportunities to integrate technology
9. Ability to assess and monitor student progress
10. Possibility of partnering with heritage language communities
11. Investigating case studies of language programs

## Language chosen – American Sign Language

Why?

Top Reason: Student interest

***The sole reason for the  
existence of our  
profession is the student.***



## Why should BHS students learn American Sign Language?

- American Sign Language (ASL) is one of the most widely used languages in the United States, and the fourth-most studied second language at American universities
- At least 35 states (including CT) have recognized ASL as a modern language for public schools, and hundreds of colleges and universities in the United States are offering ASL classes.

(source: ACTFL)

## Why cont.

- ASL is primarily used by American and Canadians who are either deaf or hard of hearing. There are approximately 250,000 – 500,000 ASL users in the United States and Canada, most of whom use ASL as their primary language. In addition, ASL is used by:
  - (a) hearing children of deaf parents
  - (b) hearing siblings and relatives of the deaf,
  - (c) hearing adults who are becoming deaf and are learning ASL from other deaf individuals
  - (d) a growing population of hearing, second-language students learning ASL in elementary, secondary, and post-secondary classrooms.

(Source: ACTFL)

## ASL Culture

- Deeply rooted in the Deaf Community and Culture
- Studying ASL promotes better awareness of and sensitivity to the deaf and hard of hearing community
- As someone proficient in ASL, our students will develop a strong appreciation for deaf culture, and promote understanding and acceptance of the language among others.

(Source: ACTFL)

## Career Opportunities

- **Interpreters-** There is a great need to increase the availability of qualified ASL interpreters in the community and mainstream programs in schools and colleges/universities. Some places interpreters are in demand include hospitals, courts, governmental agencies, community activities, and local, county, and state legislatures.
- **Professionals in public and private agencies and educational settings-** teachers, counselors, consultants, therapists, and specialists—use ASL to serve the deaf and hard of hearing. Law enforcement and emergency response workers also benefit from a knowledge of ASL.

(Source: ACTFL)

## Opportunity for BHS to be unique

We would be one of the few high schools in Connecticut that would offer American Sign Language to our students.

Currently, most high schools in Connecticut offer American Sign Language as an elective or as a part of their Adult Education programs.

Connecticut Schools with ASL language offerings:

- Groton (as an elective)
- Danbury (two sections)
- Greenwich (ASL 1-4)
- West Hartford (Conard)

\*research continues

## ASL Teacher Certification Requirements

1. hearing impaired PK-12 endorsement (#057)
2. other world language-ASL endorsement (#024)
3. Furthermore, the law also permits local and regional boards of education to employ non-certified instructors of ASL provided that:
  - the ASL course is taught by a qualified instructor; and
  - the instructor is under the supervision of a teacher who holds a valid certificate.



## Certification Requirements cont.

Qualified: The CSDE, with the consensus of the stakeholder group, has elected to use the Praxis Assessment of Signed Communication - American Sign Language (Praxis-ASL) exam to determine qualification. Cut Score: Level 4

(Source: Qualifications for Instructors of American Sign Language for World Language High School Credit)

## ACTION PLAN (STAGES)

1. Launching the Planning Process
2. Involving Key Stakeholders
3. Exploration of ASL Programs in Connecticut Schools

(Stages 4-6 will occur upon budget approval)

1. Setting Program and Student Goals for ASL
2. Setting Long-Term Goals for ASL Program
3. Setting Short-Term Goals for ASL Program

## ACTION PLAN– Currently in Stage 3: Exploration of ASL Programs in Connecticut Schools

- Kemen Holley, Dept. Chair- WL & EL is coordinating a visit to Danbury High School to visit ASL programs, and is contacting both Greenwich and West Hartford to visit their programs as well. She will be joined by Mr. Marc Balanda, BHS Principal.

## Results of visits

**Danbury-** Kemen and Marc are receiving materials from Danbury High School via email (syllabus, textbook titles), as staff declined permission for visit and opted for phone conversation.

**West Hartford-** Marc and Kemen visited Conard High School on 11/19. They had the opportunity to discuss ASL course logistics with the World Language Department Chair and ASL instructor as well as observed an ASL 1 and ASL 2 course.

**Greenwich-** Greenwich High School Email returned with possibility of Thursday, December 20th visit

Cont.

During visit the following will be analyzed:

1. Program Goals
2. Staffing and budget
3. Program Model
4. Curriculum
5. How is Student Progress Assessed/Monitored
6. Resources/Materials utilized
7. Integration of technology
8. Student interest
9. Community interest
10. Community Partnerships
11. Possible funding opportunities
12. Student opportunities (Honor Society, Scholarships)