



Additional Qualification Course Guideline Intermediate Division, American Sign Language as a Second Language

Schedule A – Teachers' Qualifications Regulation

December 2021



An American Sign Language version of this guideline is available online: oct-oeeo.ca/aslsl_int.
The corresponding video for each section can be accessed by clicking or manually entering the provided links.

Table of Contents

Preface	1
Introduction	2
Section A: Additional Qualification Course Foundations	3
Professional Learning in Ontario	3
Ontario’s Learning Context	4
Accreditation – Program of Additional Qualification	6
Section B: Additional Qualification Course Design	7
Additional Basic Qualification (ABQ) – Schedule A (Single Session)	7
Additional Qualification Course Requirements	7
Resources	21

Preface

ASL version: oct-oeeo.ca/aslsl_int_preface

Additional Qualification (AQ) course guidelines are designed following extensive consultation and feedback from course providers, course writers and members of the teaching profession.

AQ course guidelines serve as the framework for providers and instructors to develop courses.

AQ course guidelines are organized in the following two sections:

Section A: Additional Qualification Course Foundations

This section outlines the fundamental contexts that are embedded in the content of the AQ course. Education in Ontario embodies these to support educator and learner well-being. These fundamental contexts are essential to foster safe, welcoming and inclusive learning environments for all learners and educators.

Section B: Additional Qualification Course Design

This section identifies the regulatory elements and core concepts that are accreditation requirements for all AQ courses. This section also outlines specific content that allows educators to gain in-depth knowledge and skills related to the AQ course.

In this document, all references to candidates are to educators enrolled in the AQ course. References to learners indicate those enrolled in school programs.

Introduction

ASL version: oct-oeeo.ca/aslsl_int_intro

The Ontario College of Teachers (the College) is the self-regulating body for the teaching profession in Ontario and is responsible for:

- establishing and enforcing professional standards and ethical standards applicable to members of the College
- providing for the ongoing education of members of the College
- accrediting Additional Qualification (AQ) courses.

The College supports teaching excellence by preparing educators to work in varied and diverse educational contexts and geographical settings:

- English language public school
- French language public school
- English language Catholic school
- French language Catholic school
- First Nations school
- Provincial school
- Private school
- Independent school
- Urban setting
- Rural setting
- Remote setting.

This AQ course guideline provides a framework upon which to develop courses that meet accreditation requirements established in Regulation.

Section A: Additional Qualification Course Foundations

ASL version: oct-oeeo.ca/aslsl_int_foundations

“Placing students’ interests and well-being first is at the core of teaching in Ontario.”

Professional Learning in Ontario

Professional learning is an integral part of the teaching profession. Educators participate in ongoing professional learning with the goal of improving outcomes for Ontario learners.

Educators complete a four-semester, pre-service teacher education program to become qualified to teach in Ontario. Throughout their career, they continue to engage in professional learning offered in various formats such as sessions offered by Ministry of Education, School Board or community partners, professional reading and Additional Qualification (AQ) courses.

The AQ Course *Intermediate Division, American Sign Language as a Second Language* reflects **adult learning theories and processes** that foster critical reflection, dialogue and inquiry. Instructors facilitate adult learning practice that provide candidates with professional learning experiences related to teaching, learning and assessment of learners.

AQ courses are designed by educators to inform and enhance professional practice. These courses allow educators to deepen their knowledge and skills in design and delivery of specific programs. They also support professional practice by preparing educators for specific roles within the educational community.

When engaging in professional learning, educators are guided by the *Foundations of Professional Practice*.

Professional Learning Framework for the Teaching Profession

The *Professional Learning Framework for the Teaching Profession* describes opportunities and processes that support ongoing professional learning for educators. AQ courses offer an opportunity for educators to inform and advance their professional knowledge, skills, practices and values.

Ethical Standards for the Teaching Profession



Standards of Practice for the Teaching Profession



Standards based resources can be found on the [College web site](#).

Ontario's Learning Context

ASL version: oct-oeo.ca/aslsl_int_learncont

“Ontario educators recognize that student learning is influenced by the individual student’s strengths, needs, interests and identity.”

Education in Ontario is complex and dynamic. Ontario’s schools are learning communities that reflect the province’s diversity. The *Ontario Human Rights Code* serves as the foundation for equitable, inclusive and accessible education.

The teaching profession in Ontario continues to evolve in response to the current and everchanging diversity of learners. Thus, educators are called upon to follow foundational principles that inform instructional practice. Through ongoing professional learning, educators deepen their understanding of the principles outlined below. In so doing, Ontario educators enhance their professional practice to support student learning and well-being.

Anti-Oppression Foundation

An Anti-Oppression Foundation acknowledges that systemic manifestations of power and privilege have led to multiple forms of oppression, injustices and inequalities. It recognizes that educator and student learning and well-being are impacted by biases and assumptions related to power and privilege. Educators have a shared ethical and professional responsibility to identify and challenge individual and systemic barriers to support the learning, well-being and inclusion of all learners.

Truth and Reconciliation Commission of Canada: Calls to Action

Ontario’s educators are responsible to uphold the *Truth and Reconciliation Commission of Canada: Calls to Action* and align their professional practice with the *United Nations Declaration on the Rights of Indigenous Peoples* (UNDRIP). They engage in authentic reconciliatory action by exploring and integrating First Nations, Métis, and Inuit histories, perspectives and knowledge systems, in teaching and learning. Educators, as treaty partners, acknowledge that conversation and collaboration with Indigenous communities will guide them on the reconciliation journey.

Accessibility for All

“Accessibility for all is rooted in the *Accessibility of Ontarians with Disabilities Act, 2005*.”

Accessibility, inclusion, equity and diversity are fundamental to everyday practice for teaching and learning. Accessibility creates opportunities for all learners to fully participate in their learning, showcase their abilities and benefit from all aspects of the education system. The implementation of adaptive strategies, accessible content and inclusive design for teaching and learning honours the strengths and needs of all learners.

Learning for All – Special Education

“Educators believe that all students can learn.”

As stipulated in the Education Act, educators are required to provide programs and services that respond to each learner’s unique needs and strengths. Evidence-based teaching and learning practices that are learner-centred provide equitable opportunities for all. Inclusive learning environments respect the identity of each learner and support their intellectual, social, emotional and physical development.

Accreditation – Program of Additional Qualification

ASL version: oct-oeeo.ca/aslsl_int_accred

Accreditation requirements for Additional Qualification (AQ) courses are articulated in O. Reg. 347/02: *Accreditation of Teacher Education Programs*, s. 24.

A program of additional qualification may be granted accreditation under this Regulation if the following requirements are satisfied:

1. The program content and expected achievement of persons enrolled in the program match the skills and knowledge reflected in the College's "Standards of Practice for the Teaching Profession" and the "Ethical Standards for the Teaching Profession" and in the program guidelines issued by the College.
2. The program satisfies the requirements of the teachers' qualifications regulation for entry of an additional qualification on the general certificate of qualification and registration of a person who successfully completes the program.
3. The program curriculum is current, references the Ontario curriculum, relevant legislation and government policies and represents a wide knowledge base in the program's area of study.
4. The course content of the program makes appropriate provision for the application of theory in practice.
5. The program's format and structure are appropriate for the course content of the program.
 - 5.1 The program consists of a minimum of 125 hours of work acceptable to the Registrar.
6. There is clear identification of the goals of the program, with a formal testing or assessment mechanism to determine the level of successful completion of the program.
7. The majority of the educators teaching the program have Ontario teaching experience relevant to the program.
8. The provider maintains adequate internal controls to preserve the integrity of student records relating to the program.
9. The provider is committed to continuous improvement and quality assurance of the program and, if the program is an existing program, has implemented measures demonstrating that commitment.

O. Reg. 347/02, s. 24; 2009, c. 33, Sched. 13, s. 3 (2); O. Reg. 182/10, s. 8.

Section B: Additional Qualification Course Design

ASL version: oct-oeeo.ca/aslsl_int_design

Additional Qualifications (AQs) for educators are identified in O. Reg. 176/10: *Teachers' Qualifications Regulation*. This regulation includes courses that lead to AQs, the Principal's Development Qualification, the Principal's Qualifications, the Primary Division, the Junior Division, the Intermediate Division, the Senior Division and the Supervisory Officer's Qualifications. A session of a course leading to an AQ shall consist of a minimum of 125 hours as approved by the Registrar. Successful completion of the course is recorded on the candidate's Certificate of Qualification and Registration.

Additional Basic Qualification (ABQ) – Schedule A (Single Session)

Schedule A *Intermediate Division, American Sign Language as a Second Language* allows educators to gain knowledge and skills in the Intermediate division, and in the design and implementation of concepts specific to American Sign Language as a Second Language.

Additional Qualification Course Requirements

The AQ course *Intermediate Division, American Sign Language as a Second Language* enables candidates to advance their professional practice through focussed learning in the following areas:

- Curriculum Knowledge
- Pedagogical Strategies
- The Learning Environment.

This AQ course is designed and delivered using adult learning instructional practices.

Intermediate Division, American Sign Language as a Second Language develops and applies candidates' subject-specific professional practice, knowledge and skills in the following required elements:

A. The Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession

ASL version: oct-oeeo.ca/aslsl_int_es

Course candidates will inquire into professional practices and pedagogies through professional dialogue, collaborative reflection and the lenses of the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession*.

The following concepts will be explored:

- engaging with the *Ethical Standards for the Teaching Profession* and the *Standards of Practice for the Teaching Profession* from diverse perspectives, and making connections to equity and inclusion
- opportunities for self-directed ongoing professional learning related to American Sign Language as a Second Language.

B. Fundamental Rights-Based Frameworks, Legislation and Ontario Context

ASL version: oct-oeeo.ca/aslsl_int_legis

Local, provincial, national and international rights-based frameworks and legislation are paramount to the development and implementation of AQ courses. These highlighted the requirements and responsibilities for sustaining human rights, social justice, liberatory practices and accessibility for all.

AQ Providers, course developers and course candidates are entreated to engage in critical reflection and dialogue related to these frameworks and legislations and explore the significance for professional practice.

The following concepts will be explored:

- critically examining the significance of honouring and appreciating the contribution to societies on the local, national and international levels (for example, ASL culture, ASL language and ASL organizations) by ASL communities and individuals
- facilitating critical and collaborative dialogue regarding educators' legal obligations and ethical responsibilities according to current provincial legislation, policies and practices
- deepening knowledge through critical and collaborative dialogues of provincial legislation and policies that support human rights as well as accessibility for all
- deepening understanding of provincial legislation and policies that support human rights for all
- deepening knowledge of provincial legislation and policies that support privacy for all.

The list below, though non-exhaustive, provides a starting point for exploration of relevant legislation and policies within the context of the AQ course:

- Reg 298 (Ontario Ministry of Education)
- Ontario curriculum and related Ministry of Education policies and resources

- Ontario Human Rights Code
- Accessibility for Ontarians with Disabilities Act, S.O., 2005, c. 11
- Ontarians with Disabilities Act, S.O., 2001, c. 32
- Canadian Charter of Rights and Freedoms Part 1 Schedule B Constitution Act 1982
- Canadian Human Rights Act of 1977
- Accessible Canada Act, 2019
- Truth and Reconciliation Commission of Canada: Calls to Action
- Anti-Racism Act, 2017, S.O. 2017, c. 15
- United Nations Convention on the Rights of the Child
- United Nations Declaration on the Rights of Indigenous Peoples
- United Nations Convention on the Rights of Persons with Disabilities
- United Nations International Day of Sign Languages (September 23)
- United Nations International Day of Persons with Disabilities (December 3).

These documents inform the design, development and implementation of the AQ Course: *American Sign Language as a Second Language*.

C. Guiding Concepts for Pedagogical Inquiry

ASL version: oct-oeeo.ca/aslsl_int_pedagog

The following theoretical concepts are provided to facilitate the holistic design and implementation of this AQ course through pedagogical and professional inquiries.

This AQ course supports critical reflective inquiry and dialogue informed by the following concepts which will be critically explored through equitable, holistic and interrelated processes:

- facilitating critical reflection and dialogue related to biases, assumptions, beliefs, understandings, power and privilege associated with teaching and learning ASL as a Second Language
- facilitating processes that strengthen the professional identity and practices associated with the vision of educators as co-inquirers, scholars and researchers working alongside empowered second-language learners in the co-creation of democratic, knowledge-rich learning environments

- facilitating critical dialogue and reflection related to Ontario's curriculum and related Ministry policies and resources, frameworks, strategies and guidelines
- fostering critical dialogue and inquiry through the lens of equity and diversity to engage ASL communities, which include members of the Black, First Nations, Métis, Inuit, LGBTQ, Asian-Canadians, ASL Canadians, sign language and non-sign language immigrant communities and their ways of knowing (cultures, histories perspectives, and processes) that must take into account the above as valid ways of understanding the world
- implementing strategies to engage second-language learners in ASL cultural experiences
- critically exploring different sign languages (for example, ASL, LSQ, Maritime Sign Language, Indigenous Sign Languages, Inuit Sign Language)
- critically exploring and reflecting on the impact of technology, current events and ethics on ASL language, ASL culture and ASL community as it relates to cultural appropriation and cultural humility
- advancing professional practices through collegial dialogue and inquiry related to the inclusion of multiple ways of knowing and being in community
- promoting critical reflection and dialogue related to pedagogical processes, including assessment and evaluation practices, that link curriculum to second-language learners' interests, learning styles, strengths, inquiries, abilities, well-being and plurilingualism
- applying the lens of critical theory to ASL as a Second Language curriculum and assessment
- deepening understanding and application of a variety of second language teaching methodologies and approaches
- critically exploring and integrating learning theories and pedagogy related to the teaching and learning of ASL as a Second Language
- integrating strategies that illustrate how learning ASL as a Second Language, strengthens ASL literacy skills as well as cognitive and metacognitive development
- supporting collaborative dialogue and critical reflection that promotes inquiry into holistic learning environments that nurture the identities of second-language learners and their intellectual, social, emotional, physical, linguistic, cultural, spiritual and moral development

- collaboratively designing and integrating processes and practices intended to foster engagement and collaboration with second-language learners, in-school personnel, parents, families, caregivers, guardians and the community to support the learning, identities and well-being of the school community
- critically analyzing and selecting appropriate and authentic resources, digital literacy tools and learning materials that honour ASL first language learners' culture, native language and history
- refining professional practice through ongoing collaborative inquiry, dialogue, reflection, innovation and critical pedagogy
- engaging in critical reflection and dialogue that promotes collective ethical practices, ethical knowledge and ethical efficacy
- collaboratively designing and critically assessing the integration of environmentally sustainable practices, policies and pedagogies
- facilitating the collaborative design and critical assessment of practices to foster responsible and active environmental stewardship, ecological consciousness, social justice and democratic citizenship within local, national and global contexts
- facilitating critical dialogue and action associated with inquiring into the design, creation and implementation of communities of inquiry that promote transformational professional learning and collective professional efficacy
- encouraging critical reflection and dialogue that promotes the ethical use of technology and digital literacy tools (for example, ASL apps) to support second-language learners' safety, privacy and well-being
- critically analyzing, interpreting and implementing ASL as a Second Language Curriculum Policy Framework for strategies, guidelines and legislation related to teaching second-language learners
- facilitating critical and reflective dialogue and inquiry related to pedagogy for teaching and learning first language and second language respectively
- critically exploring the complex interrelationships between the factors that influence language(s) and literacy development, including second language learning development
- critically analyzing language theories and language acquisition related to first and second language and learning
- engaging in reflection and dialogue related to research-based design, assessment and practices for second language program

- encouraging critical reflection and dialogue that promotes joint exploration into processes, policies and practices to create and sustain safe, healthy, equitable, holistic and inclusive learning environments that honour and respect diversity, facilitate learning, foster second-language learner perspectives, encourage critical thinking and promote social justice
- facilitating critical reflection and dialogue related to the design and integration of qualitative and quantitative research that impact professional practices, policies and pedagogies in support of learning, empowerment and agency
- collaboratively designing critical pedagogies and practices that support second-language learners' well-being and efficacy
- fostering critical reflection and dialogue related to inclusive and interprofessional practices that support the collaborative development and implementation of Individual Education Plans (I.E.P.) and Transition Plans for second-language learners that include the perspectives of all those involved
- facilitating dialogue, a culture of inquiry, reflection and the democratization of knowledge through an anti-oppressive lens and equitable pedagogical approaches to address different types of oppressions (for example, audism, linguicism, racism, ableism)
- engaging in the collaborative exploration of practices to challenge dominant discourses and assumptions related to *Intermediate Division, American Sign Language as a Second Language*
- facilitating critical reflection and dialogue related to systemic manifestations of power and privilege and their implications for teaching and learning
- engaging in critical reflection and dialogue related to theories of conversational language and academic language and their application to teaching practices and learning.

D. Theoretical Foundations: Supporting the Adolescent Learner within the Additional Qualification Course: Intermediate Division, American Sign Language as a Second Language

ASL version: oct-oeo.ca/aslsl_int_theofound

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- critically exploring and examining strategies related to intercultural understanding that builds transferable skills to be used in a variety of intercultural situations

- critically exploring the roles and ethical responsibilities of adolescent second-language learners in ASL communities and societies
- critically examining the impact audism and linguicism have on society and develop and analyze potential strategies to remove audism and other forms of oppression
- facilitating critical dialogue and inquiry related to various theoretical frameworks underpinning this AQ, the principles fundamental to these frameworks and their practical applications in supporting learning
- collaboratively facilitating dialogue and inquiry that examines critical pedagogy and socio-constructivist theories as theoretical foundations for this AQ
- collaboratively facilitating critical dialogue and inquiry that examines current theoretical research, literature and scholarship related to teaching ASL as a second language
- fostering critical dialogue regarding the significance of the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession as theoretical foundations for educator professionalism within the AQ Course:
Intermediate Division, American Sign Language as a Second Language
- fostering leadership, critical reflection and professional dialogue regarding the relationship between theory and practice, as well as between practice and theory for second language learning
- facilitating dialogue and inquiry regarding critical pedagogy that is committed to curriculum design using second-language learners' inquiry questions, passions, interests, learning styles, background knowledge, culture and abilities
- facilitating critical dialogue regarding Ontario curriculum and related Ministry policies and resources, government policies, frameworks and strategies related to *Intermediate Division, American Sign Language as a Second Language*
- facilitating critical dialogue and inquiry into learning theories and the individual learning strengths, profiles, learning styles and the abilities of second-language learners
- critically exploring and analyzing the impact of language deprivation
- critically examining and applying pedagogical strategies to use interlanguage theory to support student learning in ASL as a Second Language
- critically examining the different stages of ASL as a second language acquisition
- collaboratively designing and sustaining safe, healthy, equitable, accepting and engaging learning environments

- facilitating dialogue regarding the development of holistic educational programs that build on second-language learners' abilities, interests, experiences, identities and cultures, and empower them to reach their learning goals
- collectively exploring and developing a shared understanding of the significance of relevant legislation at the municipal, provincial, federal and international levels and associated responsibilities of professional practice
- collaboratively designing innovative practices for integrating artistic expression to enhance teaching and learning
- critically examining socio-cultural linguistic sign language communities, languages, history, culture through an anti-oppression lens for enlightening or/and empowering second-language learners.

E. Program Design, Planning and Implementation

ASL version: oct-oeeo.ca/aslsl_int_program

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- facilitating critical dialogue and inquiry regarding program design, planning, development and implementation strategies and frameworks related to ASL as a Second Language
- critically planning and developing programs that reflect the differences between ASL as a First Language pedagogy/program and ASL as a Second Language pedagogy/program
- critically integrating knowledge of ASL from local, national and international levels to support program planning and implementation
- critically integrating a variety of interactive instructional strategies appropriate for adolescent learning styles, for both individual and group learning experiences in ASL as a Second Language
- critically designing and integrating innovative programs that respond to learners' lived experiences, identities, narratives, strengths, inquiries, interests and abilities and how they are related to ASL as Second Language learning
- integrating innovative practices that embed technology in teaching and learning ASL as a Second Language
- exploring and implementing various strategies for the teaching of conversation (for example, responding, acquiring), comprehending and constructing skills in order to facilitate ASL as a Second Language learning

- critically exploring and integrating effective methods of embedding ASL grammatical structures (for example, ASL conventions, ASL grammar, ASL vocabulary, ASL classifiers, ASL construction))
- critically reflecting on current pedagogical practices related to second language learning to enhance ASL language teaching and learning
- facilitating collaborative reflection and dialogue related to critical pedagogy as a theoretical foundation for the design, assessment and implementation of practices and/or programs
- critically integrating video formatting tools and ASL APA for presenting completed ASL work
- critically integrating video technology software for assessing ASL and providing feedback to second-language learners
- designing and integrating a program planning framework that reflects the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession
- collaboratively designing and integrating innovative programs that are responsive to society's diverse and changing nature and its influence on learning and well-being
- facilitating critical dialogue and inquiry regarding program design, planning, development and implementation strategies and frameworks related to *Intermediate Division, American Sign Language as a Second Language*
- critically and collaboratively exploring and extending the understanding of philosophical underpinnings that strengthen educators' professional efficacy to support curricular and interdisciplinary integration
- collaboratively designing and integrating various approaches to curricular integration through diverse planning models, content and resource development, pedagogical practices and the implementation of assessment and evaluation practices that are fair, transparent and equitable
- facilitating dialogue with regard to the integration of concepts related to differentiated instruction, universal design and the tiered approach in program planning development and implementation for the teaching of ASL as a Second Language
- collaboratively designing and integrating research-based, leading-edge and culturally inclusive learning resources that support the teaching and learning of ASL as a Second Language, engagement, self-identities, safety and well-being

- collaboratively designing and integrating programs that reflect the ethical practices of supporting of second-language learners' safety, privacy and well-being
- collaboratively designing and integrating learning opportunities and programs that support various educational pathways and goals
- collaboratively designing and integrating learning opportunities and programs that reflect ASL as a second language acquisition theories and pedagogical approaches
- critically designing and integrating innovative programs that respond to second-language learners' lived experiences, identities, narratives, development, strengths, inquiries, interests and abilities
- critically designing and integrating equitable and non-oppressive pedagogies within program design, planning and development
- collaboratively designing and integrating strategies that support second-language learners' well-being and self-regulation and sense of identity
- collaboratively designing and integrating planning and instructional processes that honour the learning profiles, perspectives, strengths and experiences of second-language learners
- developing a culture of inquiry that stems from the second-language learner's own curiosities and leverages their own context and experience to promote deeper engagement and understanding of course inquiries
- collaboratively designing and integrating innovative pedagogical documentation and utilizing a variety of assessment processes to inform program planning, support learning and foster engagement
- critically discerning and analyzing ASL language structures, ASL literary works, ASL texts and cultures, and how they are applied to teaching practices for ASL as a second language.

F. Learning Environments and Instructional Strategies

ASL version: oct-oeeo.ca/aslsl_int_enviro

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- critically exploring the affective filters (for example, emotions, attitudes and motivation) that may influence second language learning for adolescent learners
- critically exploring and implementing strategies to foster learning environments that promote different aspects of ASL culture and the co-creation of knowledge

- critically exploring and incorporating strategies to create learning environments where ASL is valued, knowledge is co-constructed and proficiency in ASL is facilitated through modelling and interactions in ASL
- integrating strategies to explore and deepen understanding of the value and benefits of ASL as a Second Language among school and community members
- collaboratively designing and integrating processes for the creation of transformative and vibrant learning environments that reflect the Ethical Standards for the Teaching Profession and the Standards of Practice for the Teaching Profession through the lens of equity and non-oppression learning
- collaboratively designing innovative processes that support ethical, positive, equitable, accepting, safe, healthy and engaging learning environments for second-language learners and parents, families, caregivers and guardians
- fostering safe learning environments, practices and policies that honour second-language learner agency, assets and interests
- collaboratively designing and integrating processes for engaging all members of the community, supporting dialogue and collegiality and nurturing a sense of belonging
- collaboratively designing innovative and diverse processes that foster a collaborative community of empowered and engaged second-language learners
- collaboratively integrating safe, ethical, legal and respectful practices in the use of different technological tools that support pedagogical practices
- creating innovative learning environments through the lens of equity and non-oppression, that integrate a variety of instructional strategies to respond to the interests and abilities of all second-language learners (for example, universal design, action-oriented learning, differentiated instruction, and experiential learning)
- collaboratively designing innovative processes that engage second-language learners as active, democratic and global citizens in supporting environmental, social and economic sustainability
- critically designing and integrating innovative practices that reflect the professional identity and leadership of educators as described in the Ethical Standards for the Teaching Profession, the Standards of Practice for the Teaching Profession, the Professional Learning Framework for the Teaching Profession and the Foundations of Professional Practice
- collaboratively implementing methods for consensus-building, participatory democracy and empowerment at the school and community levels

- critically exploring and implementing ASL comprehension strategies for deciphering-deconstructing ASL literary works and ASL texts
- critically exploring the ASL constructing process for creating ASL literary works and ASL texts
- critically examining instructional and learning strategies for maximizing comprehensible input to improve outcomes in student achievement in second language learning.

G. Reflecting, Documenting and Interpreting Learning

ASL version: oct-oeeo.ca/aslsl_int_rdilearn

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- engaging in critical reflection and inquiry related to cultural competence, intercultural competence, language competence, socio-cultural competence and socio-linguistic competence for teaching a second language
- engaging in critical reflection and dialogue related to instructional activities and resources that are both content-embedded and cognitively demanding for second-language learners
- critically exploring and collaboratively integrating curriculum-based assessment tools that are based on criteria in the ASL Level of Achievement Chart for second-language learners
- collaboratively integrating fair, equitable, transparent, valid and reliable assessment and evaluation methods that honour the dignity, emotional wellness, identities and abilities of all second-language learners (for example, differentiated instruction)
- collaboratively examining and designing feedback processes that empower and inspire second-language learners to positively reflect on and identify goals for their learning
- collaboratively fostering the critical examination of feedback that engages second-language learners in the critical analysis and interpretation of the learning process
- collaboratively examining and designing equitable and inclusive processes for reflecting, documenting and interpreting learning
- critically exploring and collaboratively integrating assessment, evaluation and reporting practices that align with the principles and processes of Ontario's curriculum and related Ministry policies and resources

- critically integrating triangulation of assessment and assessment practices for the following three purposes: to provide feedback to learners and to adjust instruction (assessment for learning); to develop learners' capacity to be independent, autonomous learners (assessment as learning); to make informed professional judgments about the quality of learning (assessment of learning)
- critically examining and collaboratively integrating assessment and evaluation practices that are based on second-language learners' IEP
- critically unpacking one's own positionality and bias, based on perceived characteristics, attitudes, values and privilege, that influence understanding and perceptions of others and the roles and responsibilities of educators.

H. Shared Responsibility for Learning

ASL version: oct-oeeo.ca/aslsl_int_responsibility

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- critically exploring and implementing strategies for authentic and transparent collaborative partnerships between the school, parents, the ASL community and other stakeholders in shared decision-making processes are essential to promote student well-being and learning within and beyond the classroom
- critically exploring strategies to enhance student and school professionals' knowledge of post-secondary career pathways (for example, sign language industry and other employment opportunities) so that learners can explore their options, and work with school teams on transition plans from school to post-secondary education or to the workplace
- critically and collaboratively integrating a variety of effective engagement strategies for well-established, authentic and transparent collaborative partnerships with parents, families, caregivers, guardians, school/board personnel, ASL communities, and other stakeholders that honour and value shared decision-making, confidentiality, advocacy and leadership
- critically and collaboratively integrating processes to promote second-language learners' perspectives and efficacy in the learning process through shared decision-making and leadership
- critically and collaboratively integrating strategies and opportunities for professional collaboration that support learning, well-being and leadership

- collaboratively designing programs that openly address biases, discrimination and systemic barriers in order to support learning, well-being and empower second-language learners
- collaboratively implementing strategies that foster and sustain a positive, barrier-free educational and professional collaborative culture in which perspectives are freely expressed and critically analyzed
- creating and promoting opportunities for shared responsibility and partnership that promotes social and ecological justice as conveyed in the Foundations of Professional Practice and critically exploring their potential
- collaboratively participating in interdisciplinary teams to support learning, well-being, self-advocacy and transitions.

I. Research, Professional Learning and the Scholarship of Pedagogy

ASL version: oct-oeeo.ca/aslsl_int_research

The exploration of the following guiding concepts will be facilitated through equitable, holistic and interrelated inquiry processes:

- critically exploring and analyzing research on second language pedagogy and second language learning theories
- critically exploring strategies for developing partnerships and collaboration with professional ASL organizations in Ontario
- facilitating a critical and collaborative examination of past, current and evolving practices in *Intermediate Division, American Sign Language as a Second Language*
- critically exploring current ASL research, scholarship and resources
- critically and collaboratively examining professional practice through ongoing inquiry into theory and pedagogy/andragogy related to second language teaching and learning
- critically exploring transformational professional learning through research, scholarship and leadership
- fostering the collective capacity to integrate research and the scholarship of pedagogy/andragogy into teaching practice
- collaborating and engaging in research and the scholarship of critical pedagogy/andragogy to advance communities of practice
- critically exploring innovative ways to implement knowledge-creation and mobilization to enhance professional practice and leadership

- critically exploring ethical responsibilities in research and scholarship that honour and embody the Ethical Standards for the Teaching Profession
- fostering dialogue regarding theories and pedagogies about multiple forms of oppression, power and privilege.

Resources

ASL version: oct-oeo.ca/aslsl_int_resource

Resources to support the development of the AQ Course *Intermediate Division, American Sign Language as a Second Language* can be found on the [College](#) website and the [Ontario Ministry of Education](#) website.



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Ontario's Teaching Regulator

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