

NTID Faculty and Professional Staff
Sign Language Skills Development Study
Steps and Materials

Frank Caccamise and Vince Samar
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(28th edition)

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NTID Faculty and Professional Staff Sign Language Skills Development Study Steps and Materials

Steps

1. Alan Hurwitz, Vice President/Dean, NTID Office of the VP/Dean, with support from Lin Hoke, Assistant to the VP/Dean and NTID Office of the VP/Dean Office Manager, RIT Vice-President/Dean, prepares and mails faculty and professional staff job position appointment letters (Appendix A, pp. 6-8, and Appendix B, pages 9-10). These letters are sent with copies of the ASL Communication Skills Declaration Form (Appendix C, p. 11) and pre-addressed envelopes for returning appointment letters and ASL declaration forms to Lin. Lin completes ASL declaration form items #1-to-#5 prior to mailing this form to faculty/professional staff.

2. If a faculty/professional staff member does not return the ASL declaration form with her/his signed appointment letter, within one or two days of her/his job entry date Lin sends her/him the following note via inter-office mail:

You may have missed the attached form in all of the hiring information materials that came to you this summer. Would you please take a few minutes to fill this out and return it to me in the attached envelop as soon as possible. Thank you.

If this second form is not returned within two weeks Lin sends faculty/professional staff member the following request via email with a copy of the ASL declaration form attached: “You have not yet returned the ASL Skills Declaration Form. Therefore, I would appreciate if you would print a copy of this form, which is attached, and return it to me within the next two weeks. My campus address is ADDRESS. Thank you.”

3. Each AY Lin changes the title of the ASL Skills Development Model Spreadsheet (12-01-07 version) to ASL Skills Development Study AYXX-XX Spreadsheet and for each AYXX-XX spreadsheet she changes computer screen icon, faculty worksheet, and professional staff worksheet dates. On the faculty and professional staff worksheets, she inserts information for worksheet columns A, B, D, and F through L. Worksheet and screen icon dates should be changed each time that information is inserted on a worksheet.

Note 1: As indicated above, a new, separate spreadsheet should be prepared and used for each AY; that is, there should be separate spreadsheets for (a) new AY06-07 faculty/professional staff, (b) new AY07-08 faculty/professional staff, (c) etc.

Note 2: If faculty/professional staff members have taken the SLPI, official documentation of SLPI interview dates, rating results, and where the SLPIs were taken should be obtained and entered in the spreadsheet (worksheet columns J, K, and L).

Note 3: The ASL Skills Development Spreadsheet KEY worksheet provides guidelines for completing worksheets.

4. Lin places returned ASL declaration forms in faculty/professional staff members' personnel files.

5. Lin sends the spreadsheet to Chris Monikowski, Faculty Orientation Coordinator and to Geoff Poor, Office of Communication Assessment Services (OCAS) Coordinator. Generally this should be sent either the week prior to the beginning of Fall Quarter or the first week of Fall Quarter. Chris provides Barbara Ray Holcomb, Faculty/Staff Sign Language Education Program (FSSLEP) Coordinator, a copy of this spreadsheet.

Note: If additional spreadsheet information is collected by Lin following the above, Lin should send this information to Geoff; if additional ASL declaration forms are collected copies of these forms should be sent to Geoff. Geoff should ensure this new information is inserted into the appropriate spreadsheet worksheet.

6. Geoff ensures that ASL declaration form information is recorded in the SLPI Database.

7. Geoff schedules 'selected' new faculty/professional staff to be scheduled for Sign Language Proficiency Interview (SLPI) interviews within the first two weeks of their job entry dates:

- A. Those who self-rate their ASL skills from 2-through-5 (basic-through-excellent skills), unless they satisfy criteria 1) or 2) in "B" immediately below should be scheduled for an SLPI.
- B. The following new faculty/professional staff should not be scheduled for an SLPI within the first two weeks of their job entry:
 - 1) Those who have taken the SLPI and achieved an SLPI rating of Advanced or above.
 - 2) Those who have taken the SLPI within the past six months, regardless of rating.
 - 3) Those who self-rate their ASL skills as 1 (no skills).

8. Prior to or at the time of their SLPI interviews, Geoff requests faculty/professional staff taking the SLPI to grant permission to allow their SLPI videos to be used for ASL professional development planning by the NTID Faculty/Staff Sign Language Education Program (FSSLEP) (Appendix D, p. 12).

9. Names of faculty/professional staff granting permission to allow their SLPI videos to be used for ASL professional development planning by FSSLEP are sent by Geoff to Barbara. Barbara may then request copies of videos that may be helpful to ASL professional development planning. (Note: Official SLPI ratings are not available until the normal OCAS SLPI rating schedule later in the quarter.)

10. Geoff and Donna Tuffner, OCAS Staff Assistant, ensure dates and ratings for all post-NTID job entry SLPIs are recorded in the SLPI Database and the ASL timeline spreadsheet (worksheet columns O etc.). Also, they insert OCAS code numbers (worksheet column C).

Note: All records of pre-NTID job entry SLPIs taken prior to job entry dates should be entered in worksheet columns J, K, and L

11. For new faculty/professional staff not at the SLPI Advanced level or above either at time of job entry or on an SLPI taken within their first few weeks of job entry, Geoff requests Donna to send via inter-office mail copies of the ASL Communication Skills Development Study Consent Form (Appendix E, p.13) with a cover letter (Appendix F, page 14) and pre-addressed envelopes for returning these forms to Donna. Donna should complete items #1 and #2 of the consent form before mailing this form to faculty/professional staff.
12. In the spreadsheet Donna inserts dates consent forms are mailed (worksheet column M).
13. For consent forms that are returned by faculty/professional staff, Donna inserts “yes” in spreadsheet if permission is granted and “no” if permission is not granted (worksheet column N).
14. If a faculty/professional staff member does not return her/his consent form within one month from the date first copy of this form is mailed:
 - A. Donna inserts “NR” to indicate form was not returned on the same line/row as the date the form was first sent (worksheet column N).
 - B. Donna sends a follow-up request letter with another copy of the consent form (Appendix G, p. 15) and below the date the first time form was sent she inserts a row and records date second copy of this form is sent (worksheet column M).
 - C. For these second copies of consent forms that are returned by faculty/professional staff, Donna inserts “yes”, “no”, or “NR” in worksheet column N on the same line/row as the date the form was sent; NR should be inserted for forms that are not returned within one month after the second mailing.
15. Donna should maintain all consent forms in a confidential OCAS folder.
16. Donna prepares a second spreadsheet that includes names and information for only those faculty/professional staff that respond “yes” to permission for participation in ASL skills development study, and, after reviewing this with Geoff, she sends this spreadsheet and copies of consent forms for faculty/professional staff in this spreadsheet to Frank Caccamise, ASL Skills Development Study Project Director.
17. Geoff and Donna ensure that the following are recorded in the SLPI database (a) for research consent forms whether faculty/professional staff check “yes”, check “no”, or do not return consent forms; and (b) information from the OCAS SLPI Registration Form (Appendix H, p. 16).
18. Frank develops and updates as appropriate a single spreadsheet that includes all faculty and professional staff study participants grouped according to academic year (AY) job entry dates. When information is updated for an AY faculty and professional staff group, the worksheet date for/above this group should be updated and the date on the icon for the entire spreadsheet should be updated.

19. To faculty/ professional staff that respond “yes” to permission for participation in ASL skills development study and that have no sign language skills at time of job entry Frank, generally at the beginning of Winter Quarter, sends a form that requests them to provide the age at which they began to learn sign language (Appendix I, page 17). Frank inserts responses in the “single spreadsheet” referred to in #18 and he sends this information to Geoff and Donna for insertion into the SLPI database.

20. During the first week of OCAS registration for Spring Quarter SLPIs, faculty/ professional staff who have given permission for participation in the ASL skills development study are requested by Frank to take the SLPI during Spring Quarter (see Appendix J, page 18). This should be done until faculty/professional staff members achieve an Advanced rating level or above or through the faculty/professional staff member’s sixth year of NTID employment, whichever comes first. This may be extended in terms of time as may be appropriate.

21. The above process requires that Frank receive all SLPI results for faculty/professional staff who have given permission for participation in this study. Therefore, two-to-three weeks prior to the end of each quarter Frank should send a list of study participants to Donna and request that she provide SLPI interview dates and results for participants taking the SLPI each quarter.

Note: #20 and #21 are partially based on the discussion and recommendations in *Sign Language and Deaf Culture Training for Newly Hired Faculty: Recommendations of the Faculty/Staff Sign Language Education (FSSLEP) Faculty Department of American Sign Language and Interpreting Education Program, NTID* (J. Reeves, S. Holcomb, & B. Newell, FSSLEP Ad Hoc Committee on New Faculty Sign Language Skills Training, April 1999). As stated in this document, the goal is to have faculty achieve the SLPI Intermediate Plus Rating by the end of Spring Quarter of their second year. (See Appendix K, pages 19-21).

22. We, Vince and Frank, developed a questionnaire that was sent at the end of AY06-07 by Frank to faculty/professional staff study participants. Frank made minor modifications to this form in September (Appendix L, page 22). This form requests feedback from faculty/professional staff on their ASL and simultaneous communication skills development and it provides them an option to schedule an interview to discuss development of these skills.

Plans are to send this questionnaire to faculty/professional study participants each June. Whether this questionnaire, or a modified version of this questionnaire, should be sent to all participants up through their sixth year of employment is under consideration.

23. At the beginning of each academic year Frank sends a list of active study participants to Lin and requests Lin to identify participants who no longer work at NTID and to provide job leave dates for these participants. Frank records this information in worksheet column E.

Materials

Appendix A: NTID Faculty Appointment Letter

Note: Portions of this letter vary depending on several factors, including whether new faculty member is being hired into a full or part time position, whether the position is or is not a tenure track position, other special expectations such as obtaining a Masters degree, and whether new faculty member may have already completed the ASL skills declaration form. Generally a faculty member should complete this form only once unless there is a break in time between job appointments.

DATE

NAME

ADDRESS

Dear NAME:

It is my pleasure to inform you that I have recommended to the Provost, and he has approved, your appointment to the faculty of NTID. We look forward to working with you and the mutual benefits this appointment offers you and RIT.

This position is a 10-month tenure track appointment. You will hold the title of XXXX Professor. The beginning date of your appointment is DATE. Your salary will be \$XXXXXX for the academic year DATE. In addition, the Institute will provide up to \$XXXXX to assist you with moving expenses.

At this time I would like to review with you information regarding this faculty position. You are awarded XX years of credit toward tenure. This means that your eligibility for tenure at RIT will be reviewed during the DATE academic year and that tenure, if awarded would become effective DATE.

The activities you undertake while on tenure track are the only activities to be included in your tenure portfolio as direct evidence of satisfying the criteria for tenure within our college as detailed in *RIT Tenure Policy and NITD Administrative Guidelines and Criteria for Tenure of Full-Time Faculty*. Activities undertaken prior to entering this tenure track position should be detailed on your resume and used to demonstrate sustained currency in discipline and competency in field at time of entering the tenure track. These prior accomplishments, however, do not constitute evidence of achievement while in tenure track or in rank.

According to NTID Promotion Guidelines, faculty prepare a promotion portfolio based on activities undertaken since their last successful submission of a portfolio to a promotion committee or as otherwise indicated in the letter of agreement at hire. For this purpose, activities you undertake from the time of this tenure track appointment forward should be included in your promotion portfolio as direct evidence of satisfying the qualifications for promotion as detailed in *Guidelines, Procedures and Qualifications for Promotion in Rank of Full-Time Faculty*.

This contract is issued contingent upon your providing documented proof of identity and eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986.

As Dean of NTID, it is necessary that I clarify several Institutional expectations as you begin service with us. As you know, the mission of NTID is to improve economic and social opportunities for deaf adults. In achieving this purpose, our college utilizes a direct instruction service model. Sign language communication is an *essential* function of all faculty positions at NTID. Therefore, it is essential to the quality of services we provide that all members of the instructional staff be able to communicate effectively with the students we serve. In this spirit, all newly-hired faculty are expected to participate in learning activities to develop communication skills and sensitivity to deaf cultural issues. Since communication needs vary according to individual ability, it is your responsibility to construct a specific communication skill development plan with the advice of appropriate communication specialists and your chairperson. This plan becomes a part of your yearly summary of expectations.

So that we may help you build a communication development plan, it is important for us to have an accurate timeline of your American Sign Language (ASL) skills. In order to help us establish this timeline, please complete the enclosed ASL Communication Skills Declaration Form (Attachment 1). If further documentation of your skills is needed, you may need to take the Sign Language Proficiency Interview (SLPI) within a few weeks of your job entry date. **(This paragraph may not be included if faculty member has already completed this form.)**

For a detailed explanation of NTID's policy regarding communication expectations and skill development, please refer to the copy of the *Expectations and Guidelines for Faculty Communication Skill Development* attached to this letter (Attachment 2). For more detail, I suggest that you review the full report of the NTID Communication Task Force (November 30, 1990) from which Attachment 2 is extracted. This report is available from the office of the Associate Vice President for Academic Affairs. You will also be expected to continue to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences.

One valuable way to fully benefit from your time here at NTID is to associate with students outside of the classroom. Your interaction with students will foster a healthy role model relationship critical to our students' personal and social development. Opportunities exist to serve as advisor to student organizations and to serve in other mentorship roles. I am confident you will find personal satisfaction in becoming involved in student/staff activities and participating in student-organized programs.

As a member of the faculty, it is also appropriate that you participate in the academic functions published in the Institute calendar. Attendance at Commencement, academic awards ceremonies honoring students, and Institute-wide faculty programs is one significant aspect of this Institutional expectation.

A copy of the appraisal policy as it applies to your position is enclosed. It should be understood that if your position changes at NTID, the parameters to be used for the official appraisal are subject to change. One very significant parameter for appraisal is a continuing commitment to this mission of NTID. A statement of that mission is attached, along with a copy of NTID's Strategic Vision 2010. All policies are subject to change. You will be notified when any change in policy occurs.

The terms and conditions of this offer are made in accordance with the university's policies and procedures as set forth in the *Institute Policies and Procedures Manual* which can be found at www.rit.edu/policies. The provisions of all university policies and procedures, as they currently exist, are incorporated by reference in this offer letter. I urge you to take the time to read these policies as they will govern your rights and responsibilities as a member of the faculty and as an employee of RIT. Please note that the university's policies and procedures and its employee benefits will change over time; any such changes will automatically apply to you and your employment at RIT. Information about RIT benefits may be found at www.rit.edu/HumanResources.

Please indicate your understanding and agreement with the conditions outlined in this letter by signing where designated below and returning the original to Lin Hoke in the envelope provided. A second copy of the letter is included for your records and a copy has been sent to your supervisor. If you have any questions about the matters raised in the letter, please feel free to call me at PHONE NUMBER.

Your appointment to the faculty offers exciting opportunities for you, the college and RIT. I look forward to welcoming you to NTID and working with you in the future.

Sincerely,

T. Alan Hurwitz
Vice President and Dean

Signature

Date

Enclosures

cc: Dr. Stanley D. McKenzie, Provost and Chief Academic Officer, RIT
Dr. Christine Licata, Associate Vice President for Academic Affairs
Chair, department
RIT Human Resources

September 2007

Appendix B: Professional Staff Appointment Letter
September 2007

Note: Generally a professional staff member should complete the ASL skills declaration form only once unless there is a break in time between job appointments.

DATE

NAME

ADDRESS

Dear NAME:

It is my pleasure to welcome you to the Professional Staff of the National Technical Institute for the Deaf beginning DATE. This letter will confirm manager's conversation with you inviting you to join NTID at RIT as a position in the NTID department. This is a XX month staff position. The salary associated with the position is \$XXXX.

This appointment is issued contingent upon your providing documented proof of identity and eligibility to work in the United States as required by the Immigration Reform and Control Act of 1986.

Since you have indicated this offer is acceptable, an appointment letter for your employment is being or has been developed. All appointments to the Institute are subject to approval of both RIT's Provost and Vice President for Academic Affairs and the President. Should you have any questions, please feel free to call NAME, PHONE NUMBER.

Your appointment to the NTID Professional Staff will bring an opportunity for the challenge of service and for continued professional and personal growth. We are pleased you've decided to join us.

As Vice President and Dean of NTID, it is necessary that I clarify several other Institutional expectations.

As you know, the purpose of NTID is to improve economic and social opportunities for deaf and hard-of-hearing adults. It is important to the quality of services we provide that all members of the Professional Staff be able to communicate effectively with the students we serve. I encourage you to continue to develop communication skills appropriate to the NTID environment, be they written, oral, or manual/simultaneous communication skills. Since communication needs vary according to individual ability and job responsibilities, a specific communication development plan is established at the departmental level. You will also be expected to continue to contribute in meaningful ways to the college's continuing commitment to cultural diversity, pluralism, and individual differences.

So that we may help you build a communication development plan, it is important for us to have an accurate timeline of your American Sign Language (ASL) skills. In order to help us establish this timeline, please complete the enclosed ASL Communication Skills Declaration form (Attachment 1). If further documentation of your skills is needed, you

may need to take the Sign Language Proficiency Interview (SLPI) within a few weeks of your job entry date. **(This paragraph may not be included if professional staff member has already completed this form.)**

One valuable way to fully benefit from your time here at NTID is to associate with students in informal activities. Your interaction with students will foster a healthy role model relationship critical to our students' personal and social development. I am confident you will find personal satisfaction in becoming involved in student/staff activities and occasionally participating in student-organized programs. I encourage you to take advantage of these opportunities as part of your professional responsibilities.

As a member of the Professional Staff, you are invited to participate in the academic and Institutional functions published in the Institute calendar. Commencement and academic awards ceremonies honoring students are examples of these Institutional activities.

Enclosed is a copy of the principles and procedure for Professional Staff appraisals as it applies to your position. It should be understood that if your position changes at NTID, the parameters to be used for the official appraisals are subject to change. One very significant parameter for appraisal is a continuing commitment to this mission of NTID. A statement of that mission is attached, along with a copy of NTID's Strategic Vision. All policies are subject to change. You will be notified when any change in policy occurs.

You will be receiving or have received an appointment letter under separate cover. Please indicate your agreement with the above-mentioned expectations as part of your total employment expectations with RIT by signing where designated below and returning the original to Lin Hoke within seven (7) days. A return envelope has been included in your packet of materials. A second copy of this letter is included for your records and a copy has been sent to your supervisor. If you have any questions about the matters raised in this letter, please feel free to see me to discuss them further.

Once again, let me congratulate you personally on your appointment to the NTID Professional Staff. I look forward to our frequent association in the future.

Sincerely,

T. Alan Hurwitz
Vice President and Dean

Signature

Date

Enclosures

cc: RIT Human Resources
Manager

September 2007

Appendix C

Attachment 1

American Sign Language (ASL) Communication Skills Declaration Form

It is important to have an accurate assessment of your American Sign Language (ASL) communication skills in order: (1) to advise you as to what activities you may undertake to improve your ASL communication skills, and (2) to support you in satisfying Institute expectations for your ASL communication skills. Therefore, we would appreciate if you would please complete this form and sign it below.

1. To: _____
2. Date: _____
3. Date of Job Entry: _____
4. _____ Faculty _____ Professional Staff _____ General Staff
5. Department: _____
6. Please rate your ASL communication skills by checking one of the selections below:
 ___1 no skills___2 basic skills___3 fair skills___4 good skills___5 excellent skills
7. If you have ASL communication skills, at what age did you begin to learn ASL? _____
8. The assessment tool used at NTID to assess ASL communication skills is the Sign Language Proficiency Interview (SLPI). If you have taken the SLPI and wish to provide us with your copy of your SLPI results report, please attach a copy of your SLPI report to this form.

Note: The SLPI was known as the Sign Communication Proficiency Interview (SCPI) from 1983 to May 2006.

Signature: _____

Please return to Lin Hoke in the envelope provided. Thank you.

Appendix D

**Sign Language Proficiency Interview (SLPI)
Video Release Form**

Office of Communication Assessment Services (OCAS)
National Technical Institute for the Deaf (NTID)
Rochester Institute of Technology (RIT)
February 2008

The National Technical Institute for the Deaf at Rochester Institute of Technology uses SLPI videos for assisting in ASL professional development planning, training; and demonstration. Permission from persons taking the SLPI is required for all such uses and this form provides you with the opportunity to grant this permission for your SLPI.

I permit use of my SLPI video recorded on _____ for the following purposes:

- My ASL professional development planning with the NTID Faculty/Staff Sign Language Education Program.
- Demonstration and training.
- I do not permit the use of my interview for either purpose.

Please return this form in the enclosed envelope to Donna Tuffner, OCAS, LBJ-3236.

Signature

Date

Please Print:

Name _____

Dept. _____

Bldg. _____ Rm. _____

Phone _____ Email _____

Interview Date _____

Appendix E

American Sign Language (ASL) Communication Skills Development Study Consent Form

1. To:

2. Date:

NTID researchers are conducting a study on NTID faculty/staff ASL communication skills development.

Therefore, we wish to request your permission to use your information in the NTID Faculty/Staff Communication Database for this study. This will include information about your ASL skills at time of NTID job entry, your Sign Language Proficiency Interview (SLPI) Rating results, and your participation in NTID sign language courses and workshops.

In addition to the above, we may request that you allow us to conduct interviews with you to discuss your ASL skills development and we may request that you complete questionnaires about this development.

The projected benefit of this study is that results may assist NTID faculty/staff in identifying activities may assist them in developing their ASL skills, thus supporting them in satisfying Institute ASL communication skills expectations.

We will write reports on what we learn from this study. These reports will not include your name or any other information that would allow others to know you were included in this study. We will not share any information that will allow you to be identified.

Agreeing to participate in this study is optional. If you agree to participate in this study and then change your mind, you may withdraw from this study. If you withdraw, information about your ASL skills development will not be included in any subsequent study reports.

If you have any questions about this study, please contact me. I will be available during this study to respond to any questions you may have.

We would appreciate if you would check below to indicate that you wish to be included in this study or that you do not wish to be included in this study. Please remember that your participation in this study is optional.

Please check on one of the two lines below and provide your signature:

_____ I give permission to use information related to my ASL communication skills development for the research study described above.

_____ I do not give permission to use information related to my ASL communication skills development for the research study described above.

Signature:

Date:

Please return this letter in the envelope provided to Donna Tuffner. Thank you.
 Dr. Frank Caccamise, NTID Department of Research & Teacher Education,
 HLC-2333, fccncr@rit.edu, 585-475-6420

Appendix F

American Sign Language (ASL) Communication Skills Development
Study Consent Letter

DATE

NAME

ADDRESS

Dear NAME:

Researchers at NTID are studying NTID faculty/professional staff members' sign language communication skills development, including timelines for developing these skills. This research is intended to provide information for faculty/professional staff on how to improve their ASL communication skills, thereby supporting their efforts to satisfy Institute expectations for ASL communication skills development.

Therefore, I would appreciate it if you would consider participating in this important research effort and complete the enclosed copy of the American Sign Language (ASL) Skills Communication Skills Development Study Consent Form.

Please note that your participation in this research is optional.

Thank you for your timely attention to the above.

Sincerely,

Donna Tuffner
Staff Assistant
NTID Office of Communication Assessment Services (OCAS)

Enclosures

November 2007

Appendix G

American Sign Language (ASL) Communication Skills Development Study
Consent Form Follow-Up Request

DATE

NAME
ADDRESS

Dear NAME:

In previous correspondence, you were requested to complete the American Sign Language (ASL) Skills Communication Skills Development Study Consent Form.

Since you did not return this form, I would like to again request that you complete this form and return it in the enclosed envelope. (A duplicate copy of this consent form is enclosed for your convenience.)

Please note that your participation in this study is optional.

Thank you for considering this request.

Sincerely,

Donna Tuffner
Staff Assistant
NTID Office of Communication Assessment Services (OCAS)

Enclosures

Appendix H: OCAS SLPI Registration Form

INSERT QUARTER, YEAR

- You must complete ALL information requested to register.
- Sign up for AS MANY TIMES AS YOU ARE AVAILABLE (see check times below).
- You will be scheduled on a first-come-first-served basis.
- Be sure to HOLD THESE TIMES OPEN until you receive a confirmation from us.
- You will receive your confirmation via E-Mail followed by a hard copy in the interoffice mail.

Background Information

Name:

Department/Center:

Building/Room:

Phone:

E-Mail:

1. Deafness/Hearing Status

Deaf Hard of Hearing Hearing

2. Work status:

Faculty Professional Staff General Staff Student

If none of the Work Status choices are appropriate for you, please contact OCAS.
(See bottom of this page)

3. So that we can set the camera angle properly, please tell us if you are a right-handed or left-handed signer:

Right-Handed Signer Left-Handed Signer

4. Sign Language Skills:

1 – No Skills 2 – Basic 3 – Fair Skills 4 – Good 5 – Excellent Skills

5. Primary Reason for Taking the SLPI

Tenure Documentation Promotion Documentation
Annual Appraisal Documentation Communication Skill Development Plan
Staff Communication Incentive Program
Other If Other, please specify:

6. Do you frequently use your sign language skills outside your job at NTID? Yes No

Please provide us with at least eight available times (more if possible).

If you have any questions, please feel free to contact OCAS (x6282 V/TTY or x6329 TTY or use the Contact us section of this website).

CONFIRM

Appendix I

American Sign Language (ASL) Communication Skills Development Study Request

Drs. Frank Caccamise & Vince Samar

To:

Date:

We are studying NTID faculty/professional staff members' sign language communication skills development, including timelines for developing these skills. This research is intended to provide information for faculty/professional staff on how to improve their ASL and simultaneous communication skills, thereby supporting their efforts to satisfy Institute expectations for ASL communication skills development. We will write reports on what we learn from this study. These reports will not include your name or any other information that would allow others to know you were included in this study. We will not share any information that will allow you to be identified.

You are receiving this request because you agreed to participate in this study when you signed the ASL Communication Skills Development Study Consent Form.

We would appreciate it if you would respond to the question below and return it to Dr. Frank Caccamise, Research & Teacher Education Department, HLC-2333, fccncr@rit.edu.

Thank you for considering our request.

At what age did you begin to learn sign language?

Appendix J

Request for Faculty/Professional Staff to Take the SLPI during Spring Quarter

To:

Date:

We are studying NTID faculty/professional staff members' sign language communication skills development, including timelines for developing these skills. This research is intended to provide information for faculty/professional staff on how to improve their ASL communication skills, thereby supporting their efforts to satisfy Institute expectations for ASL communication skills development. You are receiving this request because you agreed to participate in this study when you signed the ASL Communication Skills Development Study Consent Form.

As part of this study, we are requesting that you contact the NTID Office of Communication Assessment Services (OCAS) to schedule a Sign Language Proficiency Interview (SLPI) to be conducted during Spring Quarter. Results of this SLPI will be helpful in achieving the goals of this study.

Please note that this is optional for you.

If you do decide to take the SLPI during Spring Quarter as requested, please go to the following website to register for an SLPI: www.rit.edu/ntid/ocas .

Registration dates for Spring Quarter SLPIs are DATE-DATE, with SLPI interviews being conducted DATE-DATE.

Thank you for your timely consideration of the above request, and please contact me if you have any questions about this request.

Frank Caccamise, Ph.D.
NTID Department of Research & Teacher Education
fcncr@rit.edu
5-6420

Appendix K: Training for New Faculty

Sign Language and Deaf Culture Training for Newly Hired Faculty

Recommendations of the Faculty/Staff Sign Language Education Program (FSSLEP)

Faculty

Department of American Sign Language and Interpreting Education

National Technical Institute for the Deaf

April, 1999

FSSLEP Ad Hoc Committee on New Faculty Sign Language Skills Training

June Reeves, Sam Holcomb, Bill Newell

Introduction

For some time the Institute has provided training in Sign Language for newly hired faculty/staff. Traditionally this training has consisted of an intensive program in sign language during the summer months and participation in 3-4 additional hours of training per week for the first year of hire as their normal work schedule permits. The results of this program in terms of the development of effective sign language communication skills has not prepared new faculty adequately. This program does not provide the support in terms of time and resources needed for the newly hired person to function in the bi-lingual environment at NTID. The situation is especially difficult for newly hired teaching faculty. Faculty typically attend 1-2 months of intensive sign language training during the summer months. The following quarter they begin using sign language, usually in conjunction with voice (a highly complex linguistic task even for persons bi-lingual in American Sign Language and English) to teach technical content to deaf students. This is not a pedagogically sound method for providing quality instruction for deaf and hard-of-hearing students at NTID. It also acts in opposition to successful development of functional sign language skills on the part of the faculty person. Given the current situation, the FSSLEP faculty recommends the following program for training in American Sign Language (ASL) for new faculty, beginning in July/August of 1999.

Recommended Program

Summer: One course that focuses on an introduction to linguistics of ASL, orientation to deafness and Deaf culture, and orientation to educational issues (approximately 32 hours).

Fall Quarter. * (exception: see note following Spring Quarter below) The faculty person will not be responsible for providing direct instruction to students during this quarter. Twenty (20) percent of faculty's time (8 hours/week) will be devoted to intensive training in ASL with an instructor assigned to the new hire group for a full academic year. For each hour of class time, faculty will devote an additional hour (8 hours/week) to practice exercises and activities designed by their sign language teacher to reinforce classroom instruction. If a faculty person was unable to participate in the orientation course offered during the previous summer (above), s/he will attend this course in a series of workshops covering the same information. These workshops will be open to the RIT community as well. Faculty Plans of Work (POW's) during this quarter should reflect 40% devoted to

ASL skills development. The remainder of faculty's workload will be devoted to observation in veteran faculty's classrooms within the major, microteaching experiences/practice, attendance at department meetings, institute orientation meetings, etc.

Winter Quarter: Faculty will continue with their assigned instructor in intensive eight hours/week of ASL training, with additional time designated for practice/reinforcement. Attendance at workshops related to orientation to deafness and Deaf culture will be required. Very limited teaching responsibilities, such as tutoring one-on-one with students and/or shadow teaching with a designated veteran faculty in their major would be assigned.

Spring Quarter: Faculty will continue with their assigned instructor for eight hours/week of classroom instruction in sign language. Based on their individual progress in ASL skills development, their teaching responsibilities will increase during this quarter. Support in the form of an ASL instructor to observe in their classes and work with them on an individual basis will be provided. The expectation at the end of the third quarter is that faculty will be at the Survival Plus to Intermediate range as described in the Sign Communication Proficiency Interview (SCPI). Faculty will take the SCPI during spring quarter to assess their progress to date and to plan their ASL training for the second year of employment.¹

June Sign Language Training: Required participation in a three-four week Intensive Intermediate level class (approximately 36-48 hours) Expectation at the end of the June Experience is that faculty will be confident Intermediate Level signers.

Second Year of Employment: Faculty will follow a communication plan and participate in courses/activities as recommended by their ASL advisor. The expectation would be that faculty could assume a full time teaching load responsibility during their second year of employment.

Conclusion

At the basis of this proposal is the assumption that the Institute wishes to have new faculty who are hired without sign language communication skills, communicating at a minimally acceptable level of skill as quickly as possible. Attachment 1 outlines this proposal for a two year time frame for newly hired faculty to achieve the Intermediate Plus level as measured by the Sign Communication Proficiency Interview (SCPI). We would recommend that new faculty be expected to take the SCPI in the Spring Quarter of their first and second years of employment so that there can be an objective measurement of their progress. Given that we can implement this model of intensive sign language skills development and assessment, we should begin to collect data which will show typical skills development milestones. We will be happy to discuss this proposal and to further clarify any of the issues touched on with the NTID leadership.

*Note: Occasionally new faculty commence their employment after fall quarter. In such cases, an individual ASL training program incorporating the same percentage of time (40%) / quarter will be designed and implemented for individuals who are hired during winter or spring quarters. This program would use existing courses with additional support from FSSLEP faculty. All other recommendations regarding teaching workload/responsibilities and attendance at workshops, etc. remain the same as described above.

Attachment 1

Sign Language and Deaf Culture Training for Newly Hired Teaching Faculty

Department of American Sign Language and Interpreting Education

Reeves, J., Holcomb S., Newell, W.

April, 1999

| Recommended Activities | Expected Sign Language Skill Level |
|--|---|
| <u>Summer</u> | |
| 32 hour course Focus: Linguistics of ASL, Orientation to Deafness/Deaf culture, Orientation to Educational Issues | No Functional Skills |
| <u>Fall Quarter</u> | |
| No direct teaching responsibility 40% time devoted to ASL skills development 8 hrs/week of intensive sign language class 8 hrs/week reinforcement/practice Participation in workshops Observation in veteran faculty' classrooms Microteaching experiences/practice Attendance at required meetings | Novice Plus/Survival |
| <u>Winter Quarter</u> | |
| 40% time devoted to ASL skills development 8 hrs/week of sign language training 8 hrs/week reinforcement/practice. Participation in workshops Very limited teaching responsibilities Tutoring one-on-one with students Shadow teaching with veteran faculty | Survival/Survival Plus |
| <u>Spring Quarter</u> | |
| 40% time devoted to ASL skills development 8 hrs/week of sign language training 8 hrs/week reinforcement/practice. Teaching responsibilities increase ASL instructor observes/mentors in classes Faculty take SCPI | Survival Plus/ Intermediate |
| Recommended Activities | Expected Sign Language Skill Level |
| <u>June Sign Language Training: 3/4 week Intensive</u> Intermediate level class (approx. 36 - 48 hours) | Intermediate |
| <u>Second Year of Employment</u> Follow communication plan as indicated by: Results of SCPI and Recommendations of ASL advisor. | |
| <u>End of Second Year (Spring Quarter)</u> Faculty take SCPI | |
| | Intermediate Plus |

Appendix L

American Sign Language (ASL) Communication Skills Development Study Questionnaire

Drs. Frank Caccamise & Vince Samar

We are studying NTID faculty/professional staff members' sign language communication skills development, including timelines for developing these skills. This research is intended to provide information for faculty/professional staff on how to improve their ASL and simultaneous communication skills, thereby supporting their efforts to satisfy Institute expectations for ASL communication skills development. You are receiving this optional questionnaire because you agreed to participate in this study when you signed the ASL Communication Skills Development Study Consent Form.

We would appreciate it if you would complete this questionnaire and return it to Dr, Frank Caccamise, Research & Teacher Education Department, HLC-2333, fccncr@rit.edu. In addition, if you would like to discuss your ASL and simultaneous communication skills development, please contact Frank to schedule a meeting.

We will write reports on what we learn from this study. These reports will not include your name or any other information that would allow others to know you were included in this study. We will not share any information that will allow you to be identified.

Name:

Date:

Job Position and Dept.:

1 Please rate your ASL communication skills by checking one of the selections below:

___1 no skills ___2 basic skills ___3 fair skills ___4 good skills ___5 excellent skills

2. Given your position at NTID, how important is it for you to have good to excellent ASL and simultaneous communication skills. Please explain your reasons for your statement.

3. What activities and experiences (formal courses, use of sign language in various environments, etc.) have had a positive influence on your development of ASL and simultaneous communication skills?

4. What factors have limited your development of ASL and simultaneous communication skills?