Language Planning Referent Group

Michigan School for the Deaf
April 13, 2006

Session Outcomes:

1. Define parameters of the referent group charge.
2. Enhance understanding of language policy formulation process and the types of language planning.
3. Enhance understanding of the importance of promoting ASL and English as languages of instruction.
4. Enhance understanding of creating ample opportunities for deaf and hard of hearing students to develop proficiency in both languages.
5. Enhance understanding of language considerations in bilingualism in deaf education.
6. Focus directly on the implementation of a schoolwide ASL/English bilingual program.
7. Enhance understanding of MSD's current demonstration of ingredients of a model ASL/English bilingual preK-12+ program.
8. Describe what inhibits us as a model program.
9. Describe what advances us as a model program.
10. Identify our core beliefs about (ASL/English) language and (English) literacy.

Agenda

12:30 – 1:00	**Check-in: Plotting Ingredients Survey**
1:00 – 1:20	**Welcome** – *Cecelia Winkler & Dr. Jacquelyn Thompson*
	◻ Welcome
	◻ Introductions
	◻ Referent group charge
	◻ Overview – *Rhonda Beach Tyree*
1:20 – 2:45	**Part I: What is Language Planning?** – *Dr. Stephen M. Nover*
	◻ Purpose
	◻ Types of Language Planning
	• Principles for effective use of language planning
	◻ Three major language orientations
	◻ Educational Policies
	• Three distinct concepts of policies
	◻ Two significant issues
	• The history of "Total Communication" and "BiBi" Practices and current research
	• Impact of cochlear implant technology on the schools for the deaf from language planning perspective

2:45 – 3:00	**Break**
3:00 – 4:30	**Part II: Current Research regarding Language Considerations in Bilingualism in Deaf Education – Dr. Stephen M. Nover**

- Language Planning: What's happening in our Schools for the Deaf?
- Bilingual Education and Research-Based Practices in the United States
  - A closer look at two bilingual program models
    - Maintenance Program Model
    - Dual Language Program Model
  - Considerations implementing and maintaining an effective program

4:30 – 4:45	**Reflecting on MSD as a Model Program Based on Today's Dialogue**
4:45 – 6:00	**Working Dinner: Reflecting on Ingredients Survey**

- Work groups (Language, CIA, Staffing, Links)
  - How do you explain the ratings?
  - What inhibits/advances MSD as a model program?
- 5:45: Three-minute sharing with whole referent group

6:00 – 7:45	**Core Beliefs about (ASL/English) Language and (English) Literacy**
7:45 – 8:00	**Closing**

- Session Evaluation
- Next steps
- Adjournment