Modern Foreign Language

Institutions and Organizations seeking State Approval for programs which prepare and result in the recommendation of candidates for licensure as teachers of Modern Languages shall be required to demonstrate that they meet the following program standards. The Standards below are an adapted version of the 2002 standards of the American Council on the Teaching of Foreign Languages (ACTFL), for the preparation of Foreign Language Teachers.
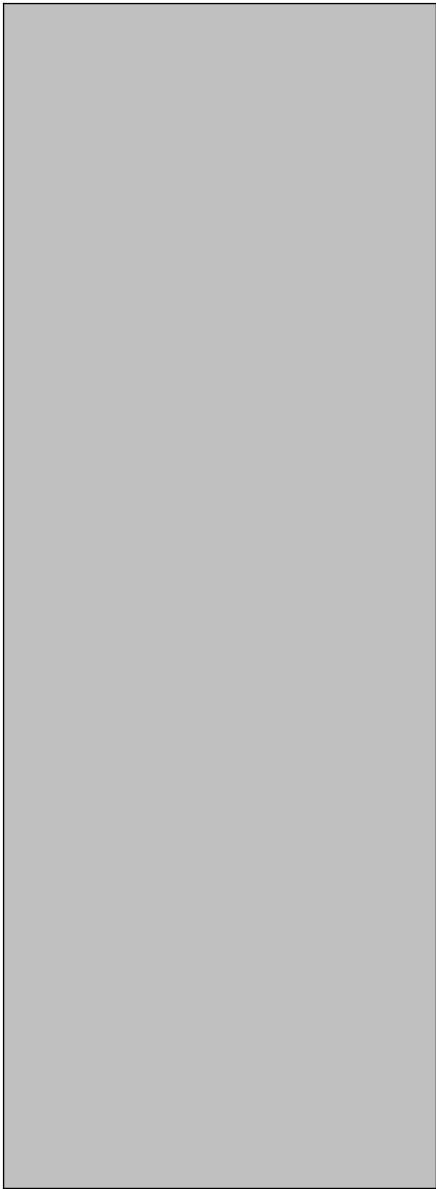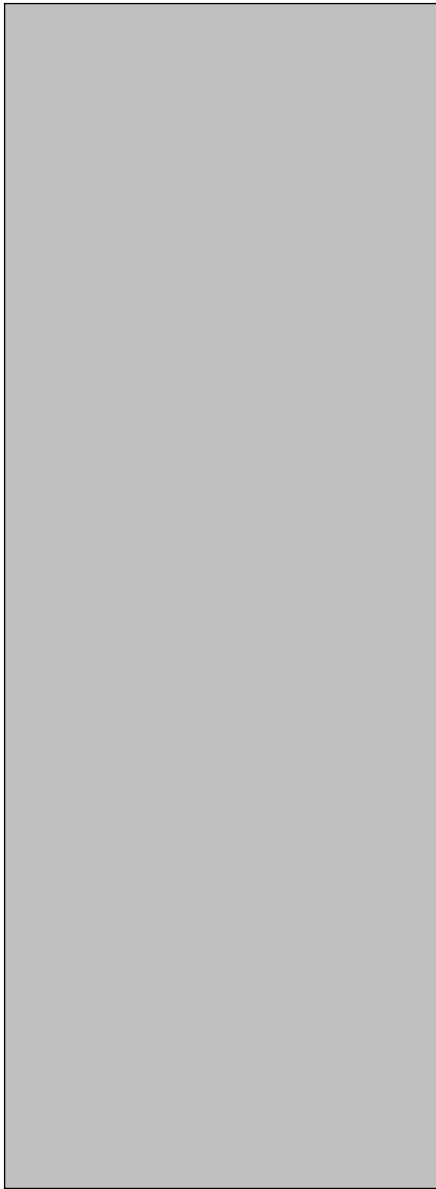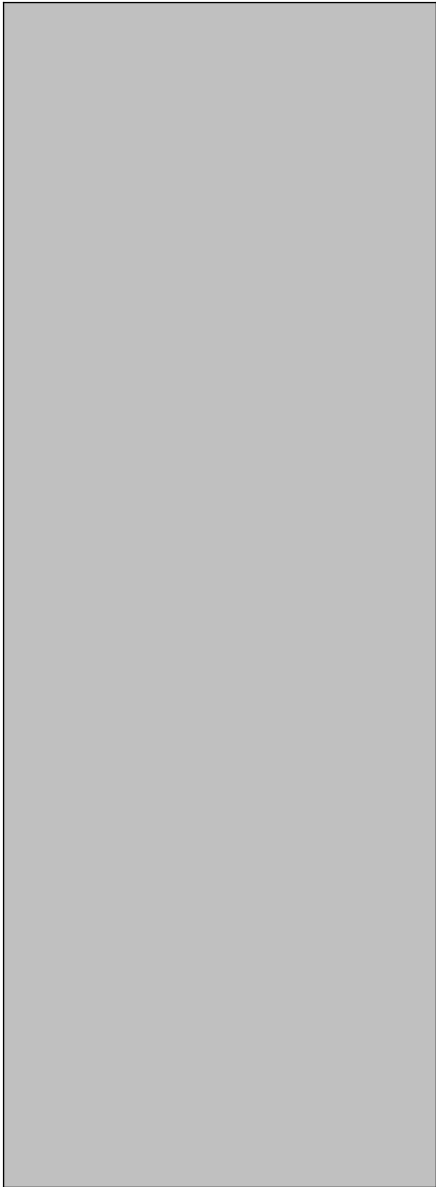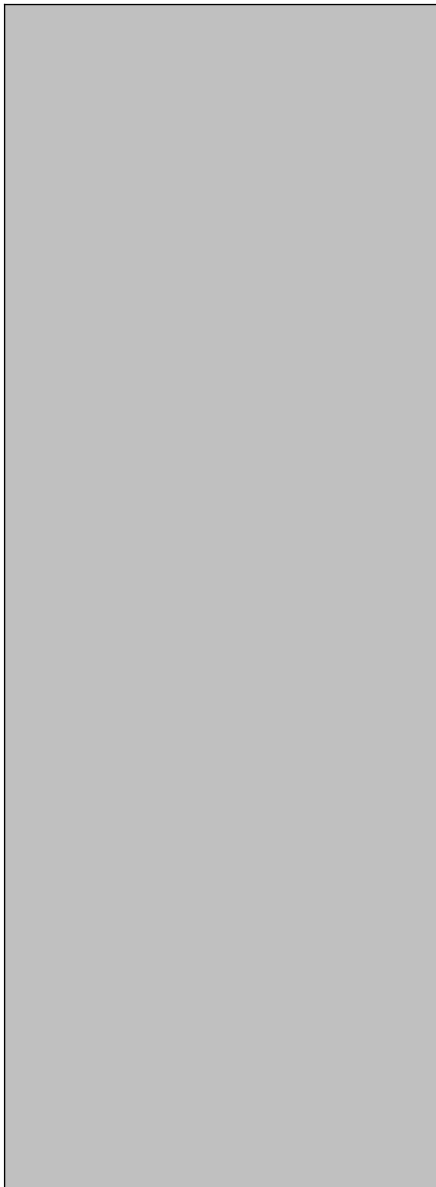
STANDARD 1: Language, Linguistics, Comparisons			
Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
Standard 1.a. Demonstrating Language Proficiency. Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.	• For French, German, Hebrew, Italian, Portuguese, Russian, and Spanish, candidates speak at the Advanced-Low level on the ACTFL scale: they participate actively in most informal and some formal conversations dealing with topics related to school, home, and leisure activities, and to a lesser degree, those related to events of work current, public, and personal interest; they narrate and describe in present, past, and future time frames, but control of aspect may be lacking at times; they combine and link sentences into connected discourse of paragraph length; they handle appropriately a routine situation or familiar communicative task that		

presents a complication or unexpected turn of events; they are understood by native speakers unaccustomed to dealing with non-natives, even though this may be achieved only through repetition and restatement.

• For Arabic, Chinese, Japanese, and Korean, candidates speak at the Intermediate-High level on the ACTFL scale: they handle successfully uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, and particular interests, though hesitation and errors may be evident; they handle the tasks pertaining to the Advanced level, but their performance of these tasks will exhibit one or more features of breakdown such as the failure to maintain the narration or description syntactically in the appropriate time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in vocabulary, or a significant amount of hesitation; they are generally understood by native speakers

unaccustomed to dealing with non-natives, although gaps in communication may occur.

• As listeners, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of the message.

• For readers of target languages that use a Roman alphabet, including classical languages, candidates move beyond literal comprehension, infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's intent, and offer a personal interpretation of text.

• For readers of target languages that use a non-Roman alphabet or characters, candidates identify main ideas and most important details, begin to move beyond literal comprehension, and identify either the author's perspective(s) or cultural perspective(s).

• Candidates deliver oral

presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension (e.g., visuals).

• For target languages that use the Roman alphabet, candidates write at the Advanced-Low level on the ACTFL scale: they write routine social correspondence, they write about familiar topics by means of narratives, descriptions and summaries of a factual nature in major time frames with some control of aspect; they combine sentences in texts of paragraph length; they incorporate a limited number of cohesive devices; their writing demonstrates control of simple target-language sentence structures and partial control of more complex structures syntactic structures;

their writing is understood by readers accustomed to the writing of second language learners although additional effort may be required in reading the text. For target languages that a non-Roman alphabet or characters, candidates write at the Intermediate-High level on the ACTFL scale: they meet all practical writing needs (uncomplicated letters, simple summaries, compositions related to work, school, and topics of current and general interest); they connect sentences into paragraphs using a limited number of cohesive devices that tend to be repeated; they write simple descriptions and narrations of paragraph length on everyday events and situations in different time frames, although with some inaccuracies; their writing is generally comprehensible to natives not used to the writing of non-natives, but gaps in comprehension may occur.

- Candidates maintain and enhance their proficiency by interacting in the target language outside of the

|	classroom, reading, and using technology to access target language communities.		
Standard 1.b. Understanding Linguistics. Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language system by learning on their own.	• Candidates identify phonemes and allophones of the target language. They understand the rules of the sound system of the target language. They diagnose their own target language pronunciation difficulties. • Candidates identify morphemes (affixes and stems) in the target language and describe how they are put together to form words. They recognize the meaning of new words by using morphological clues (e.g., word families). • Candidates describe syntactic patterns of the target language, such as formation of simple sentences and questions, and contrast them with those of their native languages. Candidates recognize key cohesive devices used in connected discourse (e.g., conjunctions, adverbs). • Candidates understand the inferred meaning of words and sentences as well as high-		

frequency idiomatic expressions. Candidates understand and identify semantic differences between their native languages and the target language.

- Candidates explain the rules that govern the formation of words and sentences such as those pertaining to the verbal system, agreement, use of pronouns, prepositions and postpositions, word order, and interrogatives in terms of regularities and irregularities. They exemplify these rules with target language examples.

- Candidates identify the pragmatic and sociolinguistic features (e.g., politeness conventions, formal/informal forms of address) of target language discourse. They identify target language features for creating coherence in extended spoken and printed texts.

- Candidates identify key changes in the target language that have occurred over time (such as writing system, introduction of new words,

	spelling conventions, grammatical elements, etc.). They identify discrepancies that may exist between the target language of their instructional materials and contemporary usage. • Candidates investigate the target language system and examples on their own when faced with specific aspects of the system with which they are not familiar.		
Standard 1.c. Identifying Language Comparisons. Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.	• Candidates identify key differences between the target and other languages and include this information in language instruction. • Candidates identify key features of varieties of the target language in terms of gender and dialectal differences and provide examples to students. • Candidates learn about target language varieties through interaction with native speakers outside of class and by accessing authentic target language samples through a variety of means such as technology. •		

STANDARD 2: Cultures, Literatures, Cross-Disciplinary Concepts			
Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
Standard 2.a. Demonstrating Cultural Understandings. Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practices.	• Candidates cite key cultural perspectives and provide support through description of products and practices. • Candidates have spent planned time in a target culture or community so that they have personal experience to support academic study. • Candidates demonstrate that they can analyze and hypothesize about unfamiliar or unknown cultural issues. They use the framework of the foreign language standards or another cultural model to investigate hypotheses that arise from materials or events that contain cultural questions or assumptions. • Candidates use the standards framework or other cultural model to integrate culture into daily lessons and units of instruction. They engage students in exploring the		

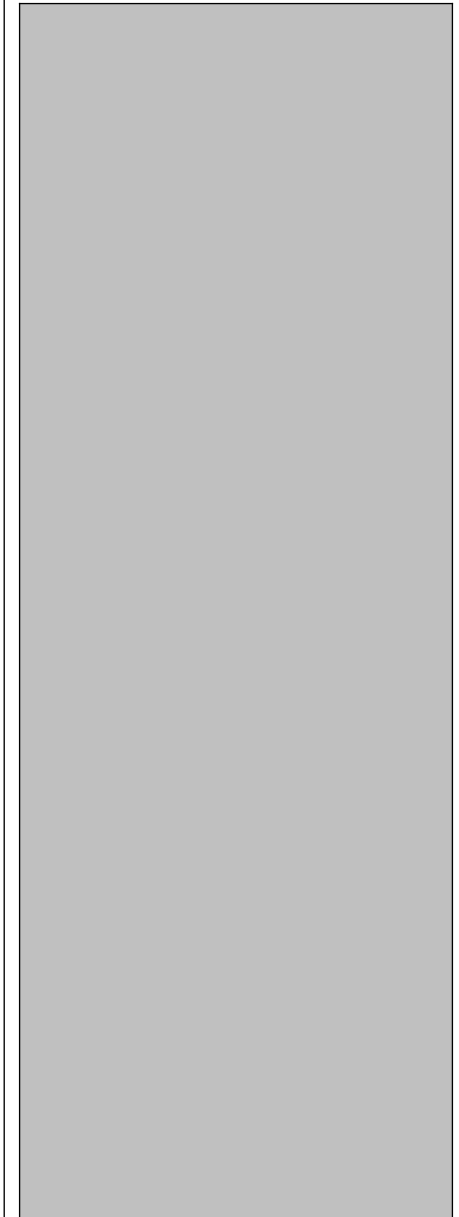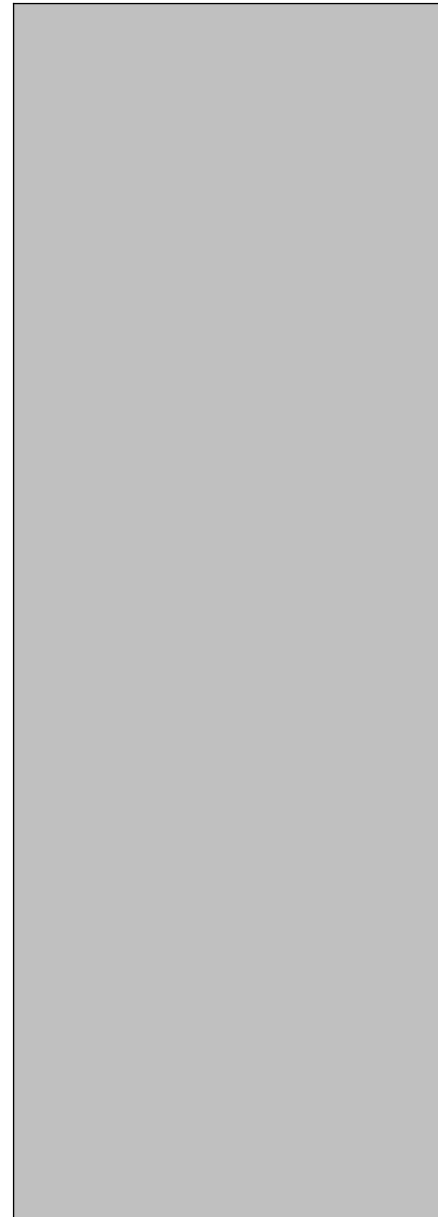|			
	products and practices that relate to specific perspectives of the target culture. • Candidates integrate cultural insights with the target language in its communicative functions and content areas. They work to extend their knowledge of culture through independent work and interactions with native speakers.		
Standard 2.b. Demonstrating Understanding of Literary and Cultural Texts and Traditions. Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.	• Candidates interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important in understanding the traditions of the cultures. • Candidates select literary and cultural texts appropriate to age, interests, and proficiency level of their students. They integrate these texts into lessons, design activities that develop language competencies based on these texts, and engage students in interpreting their meaning and the cultural perspectives that they represent.		

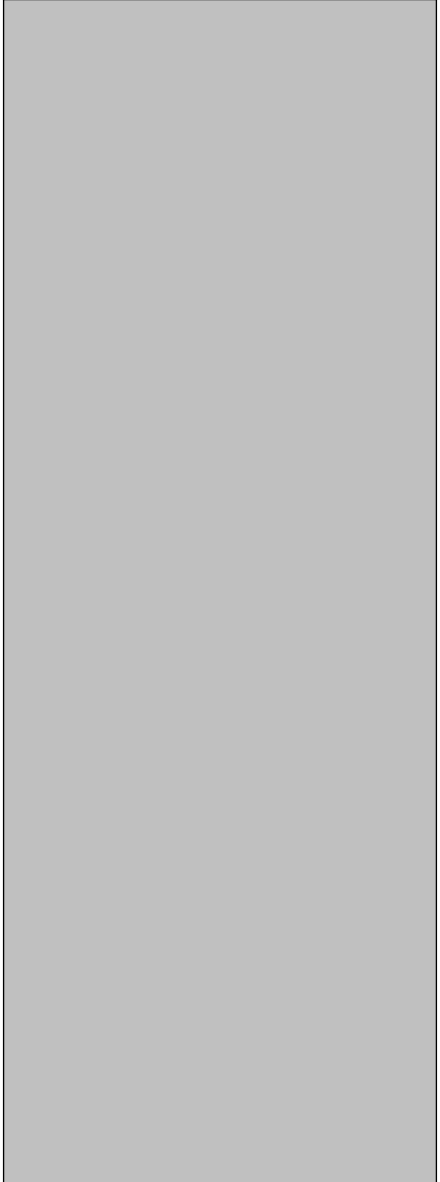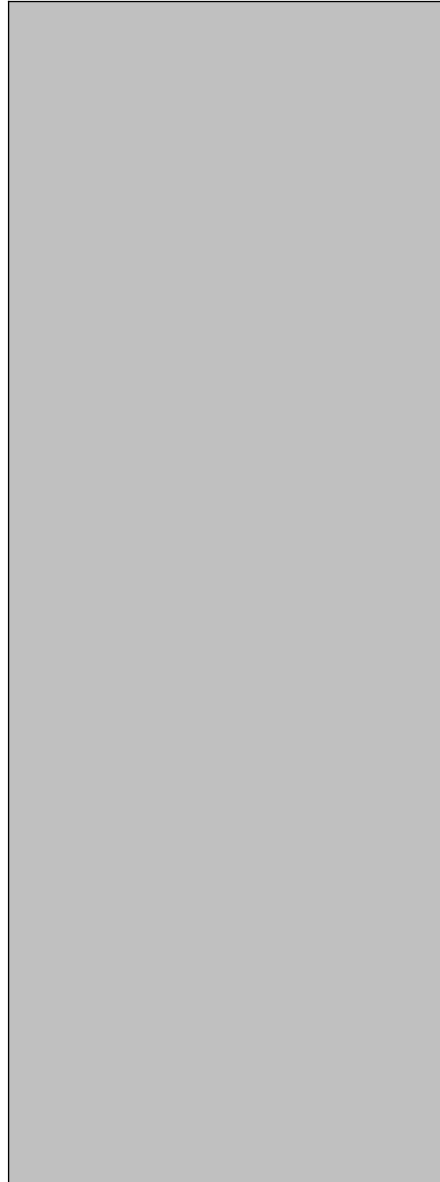|	• Candidates identify from their studies lists of texts they plan to use and adapt in their teaching. They enrich classroom content with texts and topics valued by the culture. These texts are taken from literature and other media.		
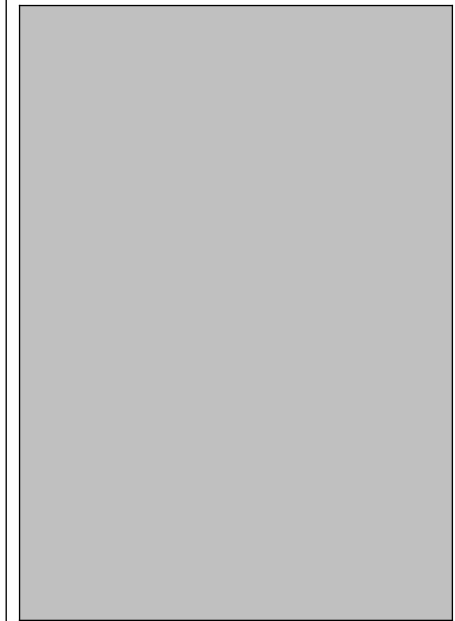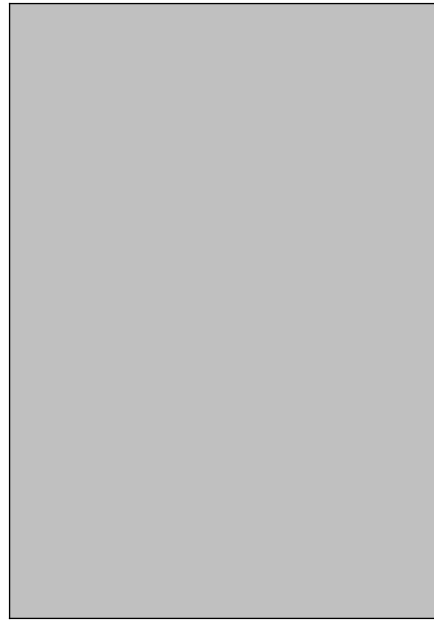
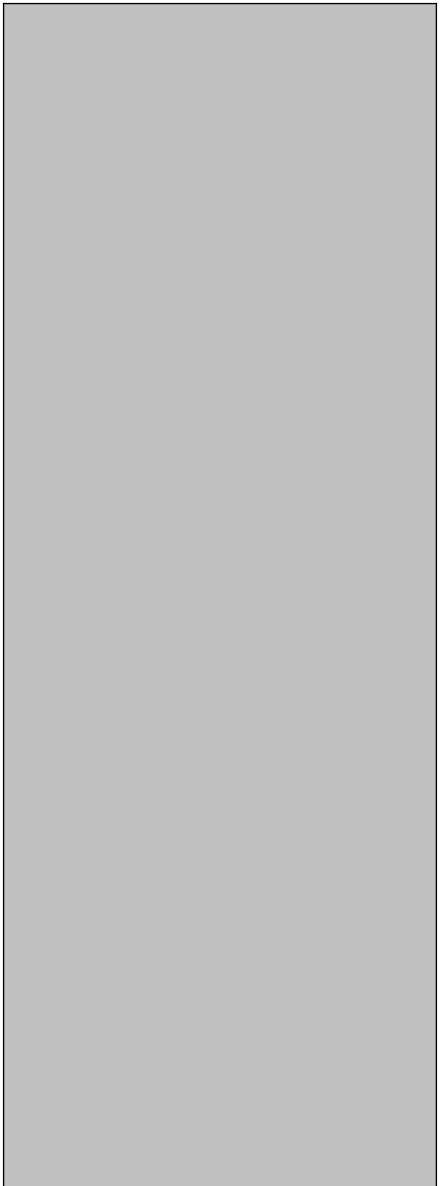| Standard 2.c. Integrating Other Disciplines In Instruction.

Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language. | • Candidates integrate concepts from other subject areas such as math, science, social studies, art, and music. They teach students strategies for learning this new content in the foreign language.

• Candidates collaborate with colleagues in making connections between language and other subject areas. They locate authentic resources appropriate to the age, grade level, program goals, and interests of their students.

• Candidates devote time to finding ways to integrate subject-area content and to locating authentic resources. They are willing to learn new content with students. | | |

STANDARD 3: Language Acquisition Theories and Instructional Practices		

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 3.a. Understanding Language Acquisition and Creating a Supportive Classroom. Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.	• Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supportive learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition. • Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target		

language to design content-based language lessons.

- Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.

- Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks are standards-based and have meaningful contexts that reflect curricular themes and students' interests.

- Candidates employ exercises and activities that require students to provide open-ended, personalized responses.

- Candidates often assume the role of facilitator in classroom activities. Some activities provide opportunities for them to learn with their students.

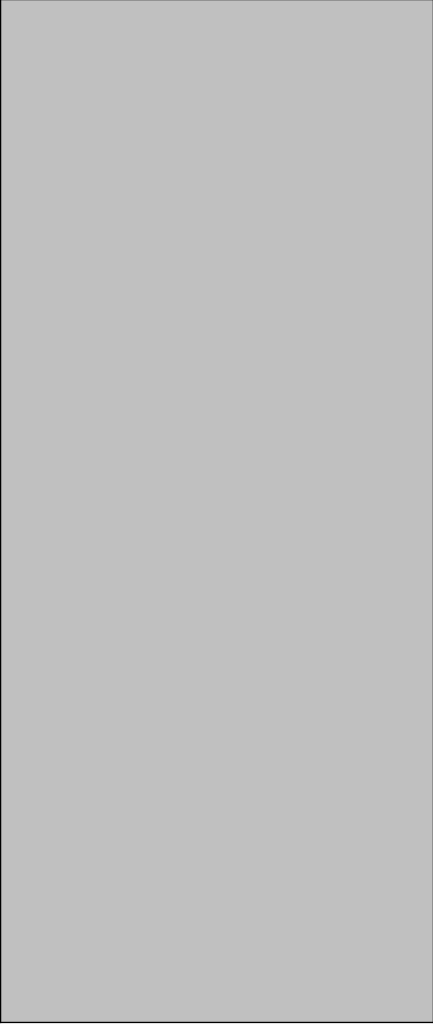|			
	• Candidates provide feedback to students that focuses on meaning as well as linguistic accuracy. They view errors as a normal part of the language acquisition process. • Candidates employ strategies to encourage and affirm student progress. Candidates encourage students to take risks in using the target language.		
Standard 3.b. Developing Instructional Practices That Reflect Language Outcomes and Learner Diversity. Candidates develop a variety of instructional practices that reflect language outcomes and articulated program models and address the needs of diverse language learners.	• specific special needs of their students. • Candidates implement activities that promote critical thinking and problem-solving skills. • Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials. • Candidates seek out opportunities to learn about their students, their backgrounds, and their special		

needs. They adapt instruction to address students' needs.

- Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.

- Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.

- Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.

- Candidates identify multiple ways in which students learn when engaged in language classroom activities.

- Candidates implement a variety of instructional models

	and techniques that address		

STANDARD 4: Integration Of Standards Into Curriculum and Instruction

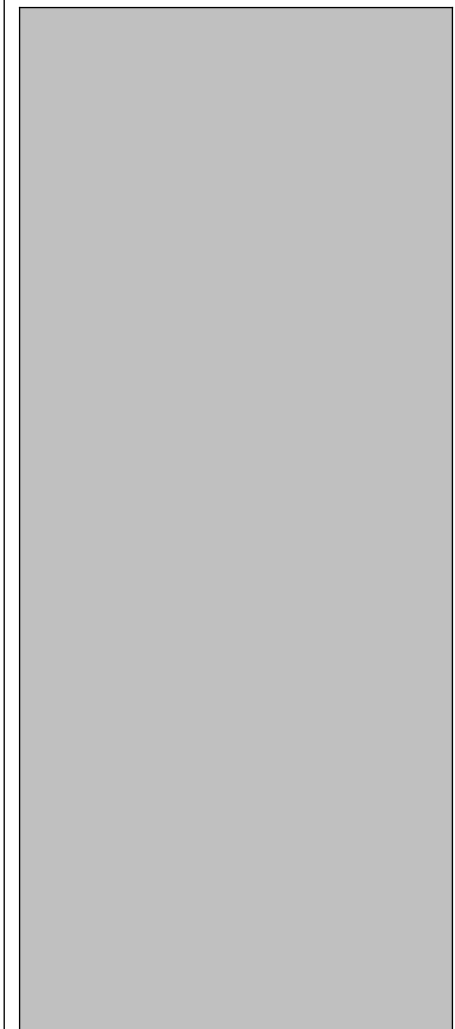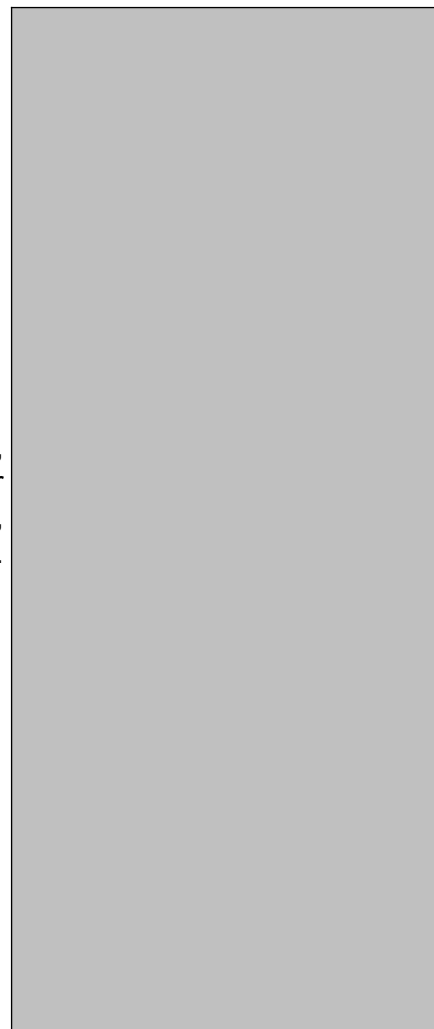| Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 4.a. Understanding and Integrating Standards In Planning. Candidates demonstrate an understanding of the goal areas and standards of the *Standards for Foreign Language Learning* and their state standards, and they integrate these frameworks into curricular planning.	• Candidates describe how the goal areas and standards (both national and state) are addressed in instructional materials and/or classroom activities. • Candidates create unit/lesson plan objectives that address specific goal areas and standards (national and state). They design activities and/or adapt instructional materials and activities to address specific standards.		

	• Candidates integrate national and state standards into their curricular planning, even if their instructional materials are not standards-based.		
Standard 4.b. Integrating Standards in Instruction. Candidates integrate the *Standards for Foreign Language Learning* and their state standards into language instruction.	• Candidates adapt exercises and activities as necessary to address specific goal areas and standards of the *Standards for Foreign Language Learning* and their state standards. • Candidates design opportunities for their students to communicate by using the interpersonal, interpretive, and presentational modes in an integrated manner. • Candidates design opportunities for their students to explore the target language culture(s) by means of cultural products, practices, and perspectives.		

	• Candidates plan for and design opportunities for their students to learn about other subject areas in the foreign language. They obtain information about other subject areas from colleagues who teach those subjects. • Candidates provide opportunities for their students to connect to target language communities through a variety of means such as technology and authentic materials. • Candidates design and implement activities that are standards based, even if their instructional materials and curriculum are not standards based. They acquire knowledge and skills to be able to do this.		

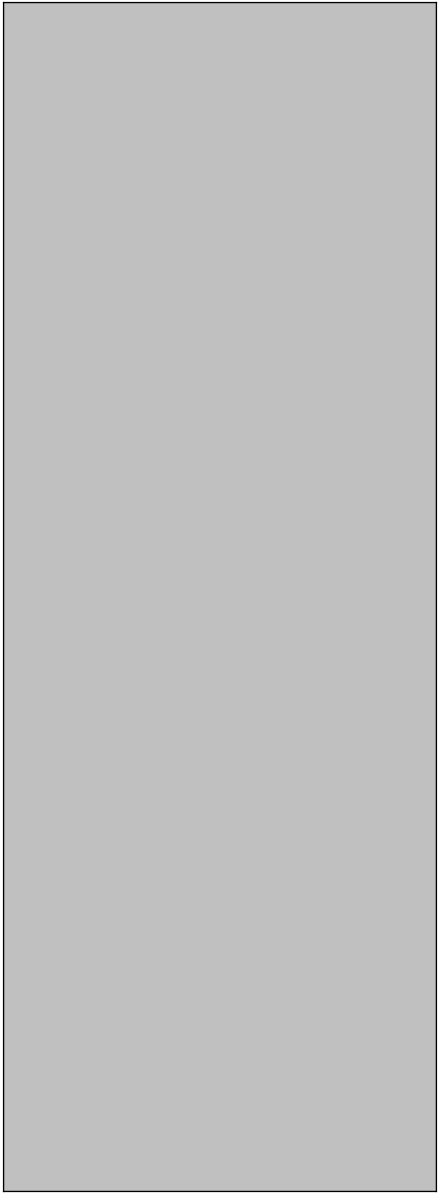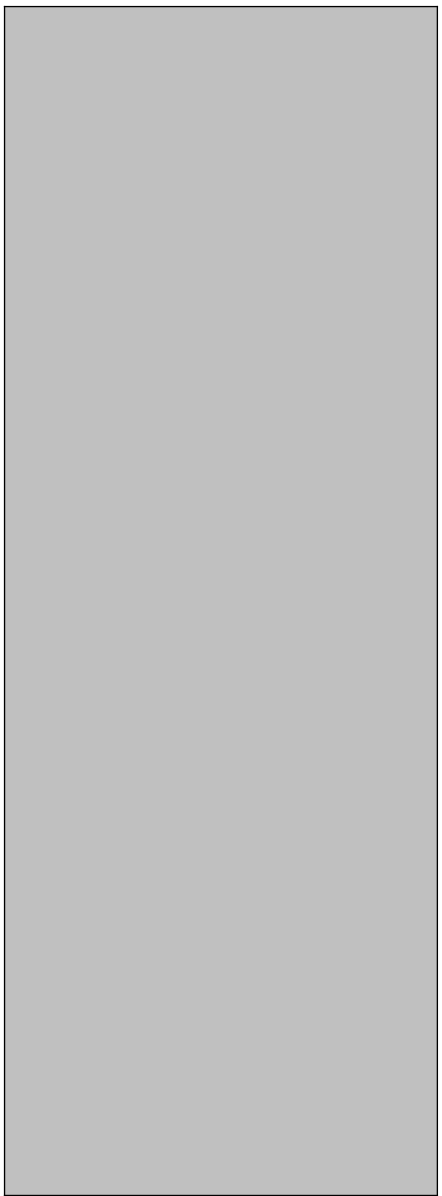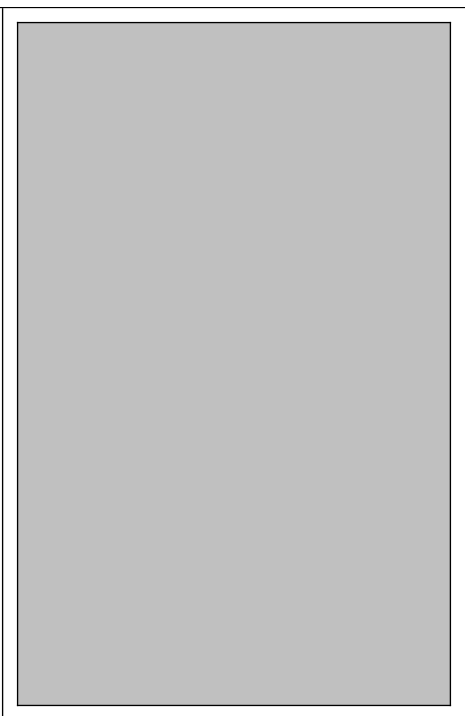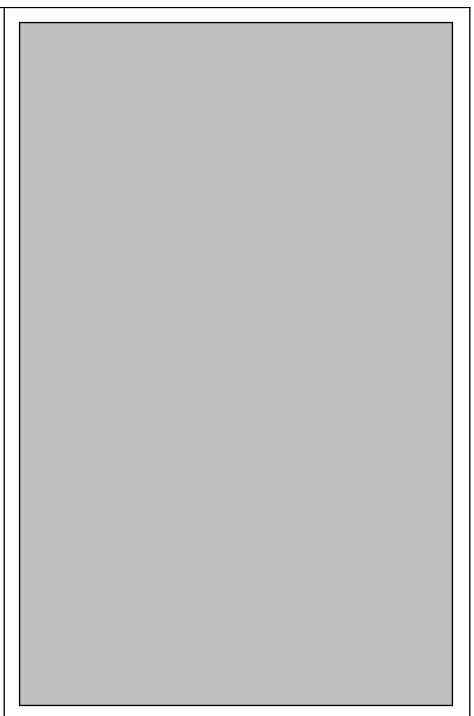| **Standard 4.c. Selecting and Designing Instructional Materials.**

Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources. | • Candidates use their knowledge of standards and curricular goals to evaluate, select, and design materials, including visuals, realia, authentic printed and oral materials, and other resources obtained through technology.

• Candidates identify and integrate authentic materials into classroom activities (e.g., tape recorded news broadcasts and talk shows, magazine and newspaper articles, literary selections, video taped talk shows, realia). They help students to acquire strategies for understanding and interpreting authentic texts.

• Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.

• Candidates locate additional resources that enhance topics/themes in the curriculum. | | |

STANDARD 5: Assessment Of Languages and Cultures

Elements	Indicators	Map to Field Experience / Map to Curriculum and Course Experiences	Assessment Strategies
Standard 5.a. Knowing assessment models and using them appropriately. Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.	• Candidates design formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter. • Candidates design performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. The assessments they design and use encompass a variety of response types from forced choice to open-ended. • Candidates design performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges. • Candidates design and use		

assessments that capture how well student speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.

- Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.

- Candidates utilize existing standards-based performance assessments (e.g., integrated performance assessments), that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They are able to evaluate performance in a global manner.

- Candidates assess what students know and are able to

	do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.		
Standard 5.b. Reflecting on assessment. Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.	• Candidates observe and analyze the results of student performances so as to discern both global success and underlying inaccuracies. • Candidates use insights gained from assessing student performances to adapt, change, and reinforce instruction. • Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.		
Standard 5.c. Reporting assessment results. Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.	• Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use the performances to illustrate both what students can do and how they can advance. • Candidates report student		

	progress to students and parents. They use appropriate terminology and share examples that illustrate student learning.		
	• Candidates report assessment results accurately and clearly.		

STANDARD 6: Professionalism			
Elements	**Indicators**	**Map to Field Experience / Map to Curriculum and Course Experiences**	**Assessment Strategies**
Standard 6.a. Engaging in Professional Development. Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.	• Candidates identify and participate in at least one professional organization. • Candidates identify immediate professional development needs. • Candidates frame their own reflection and research questions and show evidence of engaging in a reflective process to improve teaching and learning. • Candidates seek opportunities for professional growth.		

Standard 6.b. Knowing the Value of Foreign Language Learning. Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.	• Candidates develop a rationale that includes key benefits of foreign language learning. • Candidates choose appropriate data sources to develop products in support of foreign language learning for designated audiences. • Candidates provide evidence of the importance of building alliances to advocate for K-12 foreign language learning. • Based on readings and field experiences, candidates • believe that all students should have opportunities to learn a foreign language.		

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