ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers

I. Recommendations for Programs of Foreign Language Teacher Preparation

The preparation of foreign language teachers is the joint responsibility of the faculty in foreign languages and education. Among the more than 300 program reports submitted since 2006, the most successful programs demonstrate that their teacher candidates attain the knowledge, skills, and dispositions described in the *ACTFL Program Standards for the Preparation of Foreign Language Teachers*. Teacher candidates who enable their students to learn to communicate in a foreign language have typically experienced programs that include the components and characteristics described below, and reported in the Program Report as "Attachment C."

1. The development of candidates' foreign language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages, and that is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign language educator who is knowledgeable about current

instructional approaches and issues in the field of foreign language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

II. CAEP Principles and ACTFL's Six Content Standards at-a-Glance

ACTFL STANDARD	CAEP Principle
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines	CAEP Principle B: Content
Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	CAEP Principle A: The Learner and Learning CAEP Principle C: Instructional Practice
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning	CAEP Principle A: The Learner and Learning CAEP Principle C: Instructional Practice
Standard 6: Professional Development, Advocacy, and Ethics	CAEP Principle D: Professional Responsibility

The six content standards, their supporting elements, supporting explanations, and rubrics for each element follow. Also included with each standard is a list of sample evidence that could be used to illustrate that teacher candidates' performance addresses the standard. These pieces of evidence would result from or be a component of the program's key assessments. For sample key assessments, see the separate document, "Preparing the ACTFL/CAEP Program Report."

ACTFL Standards and Elements and CAEP Principles

ACTFL STANDARD 1

ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.
Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex. Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.

Key Elements of Standard 1

Pre-service teachers will:
1a) Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.
1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.
1c) Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

Assessment: These elements are usually met using Assessments 2 and 6.

Supporting Explanation

Candidates are able to communicate successfully in the three modes of communication — *interpersonal, interpretive,* and *presentational* — in the target language they intend to teach. The heart of language instruction is the ability to teach students to communicate, which can only be possible if teachers themselves exemplify effective communicative skills. Undergirding effective implementation of the *Standards for Foreign Language Learning in the 21st Century* (2006) and their recently refreshed version, *World-Readiness Standards for Learning Languages* (2015), is the expectation that teachers will provide effective oral and written input in the classroom (Hamlyn, Surface, & Swender, 2007); for the Executive Summary of the standards, see http://www.actfl.org/sites/default/files/StandardsforFLLexecsumm_rev.pdf.

For *interpersonal* speaking (i.e., two-way interactive communication), candidates must demonstrate a specific level of proficiency as described in the *ACTFL Proficiency Guidelines-- Speaking,* (2012) (http://actflproficiencyguidelines2012.org/). The expected level of oral proficiency for teacher candidates is set to ensure that they have the ability to conduct their classes in the target language, and that they have the requisite degree of fluency and spontaneity to respond to student questions, provide explanations, and negotiate meaning on cultural and interdisciplinary content. Candidates who do not meet this level may need to rely on more scripted language and textbook exercises, which falls short of the communicative and content goals of the student standards.

Candidates must comprehend and interpret oral messages (e.g., face-to-face and telephone conversation, news broadcasts, narratives and descriptions in various time frames, speeches, and debates) and written messages (e.g., realia, correspondence, newspaper and magazine articles, narratives and descriptions, and literary selections representing various genres). In *interpretive* communication, the level of detail of the comprehension is contingent on the candidate's familiarity with the topic of the text. All candidates, regardless of the target language they teach, should be able to identify the main idea(s) and supporting details of the message; infer meaning of unfamiliar words in new contexts; infer and interpret the author's intent; identify some of the author's perspectives and some cultural perspectives; and offer a personal interpretation of the message they heard.

All candidates, regardless of the target language they teach, must be able to *present* information, concepts, and ideas orally to an audience of listeners. They must know their audience and adjust their presentation accordingly. Candidates must be able to deliver oral presentations that may be pre-planned, but in which they speak extemporaneously, referring to notes as needed, but not reading them verbatim. They must use connected discourse that incorporates various time frames, vocabulary specific to the context of the presentation, and extralinguistic support as necessary to make the message clear to the audience (e.g., visuals). Presentations may consist of literary and cultural topics as well as topics of personal interest to the presenter.

Interpersonal and presentational writing refer to both spontaneous and reflective writing: (1) spontaneous writing does not incorporate sufficient time for revision, rewriting, or clarification and elaboration, and (2) reflective writing allows the writer the time to better plan and organize the written product through a writing process that includes rereading, revising, and rewriting.

All candidates seek opportunities to develop and strengthen their target language proficiency outside of the classroom. For example, they interact with target language speakers in the community, access target language materials via technology, and take advantage of study abroad/immersion opportunities (Fraga-Cañadas, 2010).

N.B. The expected levels of oral interpersonal proficiency are based on the grouping of languages by the Foreign Service Institute (FSI), which takes into account the amount of time that it takes to develop oral proficiency in these languages when the native language is English: Advanced Low or higher for Groups I, II, III: French, German, Hebrew, Italian, Portuguese, Russian, Spanish; Intermediate High for Group IV: Arabic, Chinese, Japanese, Korean.

The expectations for interpretive reading and interpersonal and presentational writing also depend on the target languages that teacher candidates teach. The languages are described in terms of their writing system: (1) languages that use a Roman alphabet such as French, German, Italian, Portuguese, and Spanish; (2) languages that use a non-Roman alphabet such as Arabic, Hebrew, Korean, and Russian;

(3) languages that use characters such as Chinese and Japanese; and (4) classical languages (Latin and Greek) where emphasis is on interpreting original texts. Candidates who are native speakers of English and teach target languages that use the Roman alphabetic writing system are able to attain a higher level of reading and writing skill in those languages because they do not have to focus on learning a new writing system.

RUBRIC FOR ACTFL STANDARD 1. Language Proficiency: Interpersonal, Interpretive, and Presentational

For more detailed descriptions of levels, see the *ACTFL Proficiency Guidelines* (2012) upon which these rubrics are based.

Elements	Target	Acceptable	Unacceptable
Interpersonal Communication: Speaking	Candidates speak at the *Advanced Mid* level (or higher) on the ACTFL proficiency scale except for candidates in Arabic, Chinese, Japanese, and Korean, who speak at the *Advanced Low* level. *Advanced Mid* speakers narrate and describe in the major times frames and provide a full account of events, with good control of aspect. They handle successfully and with ease the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	Candidates speak at the *Advanced Low* level on the ACTFL proficiency scale except for candidates in Arabic, Chinese, Japanese, and Korean, who speak at the *Intermediate High* level. *Advanced Low* speakers narrate and describe in the major times frames in paragraph-length discourse with some control of aspect. They handle appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	Candidates speak at *the Intermediate High* level on the ACTFL proficiency scale except for Arabic, Chinese, Japanese, and Korean, who speak at the *Intermediate Mid* level. *Intermediate High* speakers handle a number of tasks of the Advanced level, but they are unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.
Interpretive Communication: Listening and Reading	As listeners, candidates at the *Advanced Mid* level are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events. For readers of target languages that use a Roman alphabet, including classical	As listeners, candidates at the *Advanced Low* level are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details. For readers of target languages that use a Roman alphabet, including classical	As listeners, candidates at the *Intermediate High* level are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language. For readers of target languages that use a Roman alphabet, including classical

	languages, candidates read at the *Advanced Mid* level; they understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events. For readers of target languages that use a non-Roman alphabet or characters, candidates read at the *Advanced Low level;* they understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.	languages, candidates read at the *Advanced Low* level; they understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. For readers of target languages that use a non-Roman alphabet or characters, candidates read at the *Intermediate High* level; they understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.	languages, candidates read at the *Intermediate High* level; they understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. For readers of target languages that use a non-Roman alphabet or characters, candidates read at the *Intermediate Mid* level; they understand short, non-complex texts that convey basic information and deal with basic personal and social topics to which the reader brings personal interest or knowledge, although some misunderstandings may occur.
Presentational Communication: Speaking	Candidates deliver oral presentations on a wide variety of topics, including those of personal interest. They speak in extended discourse and use specialized vocabulary. They use a variety of strategies to tailor the presentation to the needs of their audience.	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.	Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and the often read verbatim. They may speak in strings of sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience.
Interpersonal and Presentational Communication:	For target languages that use the Roman alphabet, candidates write at the *Advanced Mid* level on the ACTFL proficiency scale (or higher): they narrate and describe in all major time frames with good control of aspect. They write	For target languages that use the Roman alphabet, candidates write at the *Advanced Low* level on the ACTFL proficiency scale: they narrate and describe in all major time frames with some control of aspect. They compose simple summaries on familiar	For target languages that use the Roman alphabet, candidates write at the *Intermediate High* level on the ACTFL proficiency scale: they meet practical writing needs (uncomplicated letters, simple summaries, compositions related to work

Writing	straightforward summaries on topics of general interest.	topics.	and/or school experiences); they can narrate and describe in different time frames when writing about everyday events and situations.

Sample Candidate Evidence For ACTFL Standard 1

- ✓ Official ACTFL Oral Proficiency rating of Advanced Low in French, German, or Spanish or Intermediate-High in Arabic, Chinese, Japanese, and Korean (Required evidence)
- ✓ State licensure exam
- ✓ Analyses of video taped or audiotaped oral presentations
- ✓ Synthesis of interpretive tasks done (listening of news broadcast, reading of literary text, viewing of film), together with reflections
- ✓ Evidence of commitment to a plan for continuous language and cultural growth
- ✓ Performance on examinations demonstrating knowledge of linguistics
- ✓ Reports / papers / class work in which language comparisons are made
- ✓ Analyses of interviews demonstrating interaction with native speaker(s) of the target language
- ✓ Reflections on study abroad and/or immersion experiences and experiences in target language communities
- ✓ ACTFL Writing Proficiency Test rating of Advanced Low in French, German, Hebrew, Italian, Portuguese, Russian, and Spanish or Intermediate High in Arabic, Chinese, Japanese, and Korean and languages using non-Roman alphabet
- ✓ Dispositions: Journal of interactions in the target language outside the classroom, reading / viewing, and using technology to access target language
- ✓   content and communities

ACTFL STANDARD 2

> **ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines**
> Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language**.**

Key Elements of Standard 2

Pre-service teachers will:
2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.
2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.
2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

> **Assessment:** *These elements are usually met using Assessment 2.*

Supporting Explanation

Cultures: Candidates must first have knowledge of cultural perspectives as they are reflected in the practices and products of the target language. That knowledge comes from direct study of culture as well as from literary texts, film, and other media; it is also derived from direct experiences in the target culture so that candidates can recognize and counteract cultural stereotypes (Fantini, 1997; Byram, 1997, Deardorff, 2006).

Candidates demonstrate an understanding of the interrelatedness in a culture of the perspectives, products, and practices that comprise the cultural framework presented in *Standards for Foreign Language Learning in the 21st Century* (2006) and their recently refreshed version, *World-Readiness Standards for Learning Languages* (2015). The scope of cultural knowledge extends to daily living patterns and societal structures and to geography, history, religious and political systems, literature, fine arts, media, and a variety of cultural products. Candidates recognize cultural stereotypes and their effects on perceptions of culture and acknowledge the importance of viewing culture as a dynamic system while evaluating themes, ideas, and perspectives related to the products and practices of the target culture(s) (Schulz, 2007).

Given that no one can be in possession of all the cultural concepts, contemporary and historical, teacher candidates need to know how to investigate and hypothesize about the dynamic dimensions of culture and language, which, in turn allows learners to join communities in the target culture. They pursue new insights into culture and expand their repertoire of knowledge by analyzing new cultural information, including information contained in documents, interactions with native speakers, and social.

Linguistics: Candidates understand the target language system and the major linguistic features of the target language (i.e., phonology, morphology, syntax, semantics). They describe the target language phonological features (phonemes and allophones) and diagnose pronunciation problems. They describe how words are formed (morphological rules), how sentences are put together (syntactic patterns), and how meaning is conveyed (semantics). They describe the rules for word and sentence formation such as those pertaining to the verb system (time, aspect, mood), agreement (nouns and adjectives/articles, verbs and subjects), word order, the pronominal system, use of key prepositions/postpositions, and interrogatives.

Candidates describe the structure, function, and meaning of target language discourse. They understand and describe target language features for producing coherence (i.e., connection between and among sentences) in spoken and written discourse (e.g., expressions such as *first*, *next*), and pragmatic features of target language discourse. They understand and can identify the sociolinguistic features of the target language; that is, ways in which target language discourse can be tailored for a particular person or cultural or social context.

Candidates recognize that language changes over time, and they are willing to keep abreast of these changes. A benefit of knowing a second language is that learners gain a greater understanding of their native language.

Literary texts and those from other discipline: Candidates identify the contributions of major writers, thinkers, artists, and cultural icons, the roles they play, and references made to them in the culture. Literary texts, available both in print and non-print media, include children's literature as well as varieties of adult contemporary literature. Candidates interpret texts in the variety of discourses that represent the target culture's traditions and contemporary variations (Curtain & Dahlberg, 2010; Pessoa, Hendry, Donato, Tucker, & Lee, 2007).

Candidates read at the level of analysis, interpretation, and synthesis, using their knowledge of the literary and cultural traditions to interpret changes in the culture over time. Candidates compare and contrast literary and cultural traditions in the target culture with those of other cultures.

Candidates expand their own language proficiency and cultural knowledge through independent and on-going work with literary and cultural texts. They expand their academic knowledge by reading texts in a variety of media formats, as well as by listening to and/or viewing film, video, or the Internet from a variety of disciplinary sources. They are curious about and seek opportunities to collaborate with other disciplines because they believe that other subject areas can be enhanced through language study.

RUBRIC FOR STANDARD 2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

Elements	Target	Acceptable	Unacceptable
Cultural knowledge	Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear. Candidates describe how various cultures are similar and different.	Candidates cite key perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of *Standards for Foreign Language Learning* (2006) and their recently refreshed version *World-Readiness Standards for Learning Languages* (2015), or another cross-cultural model, that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures.	Candidates cite examples of cultural practices, products, and perspectives that reflect a developing knowledge base. Candidates chart or list similarities and differences between the target culture and their own. They tend to cite products or practices but are limited in connecting these with perspectives.
Cultural experience	Candidates interpret information and observations from cultural informants about experiences in studying, living, working in the target culture. They also collect their own cultural observations from planned time in the target culture, or in the case of native speakers, from their personal experiences growing up in a target culture. They analyze and reflect upon this data in terms of perspectives.	Candidates gain personal experience to support academic language study by spending planned time in a target culture or community.	Candidates' experience with the target culture has been limited to travel/tourism or instruction.
Language system: Phonology (P), Morphology (M), Syntax (SN), Semantics (SM)	P: Candidates demonstrate the differences between phonological systems of the target and their native languages, explain rules of the sound system, and remediate their pronunciation difficulties. M: Candidates strategically use new words in the target language by recombining morphemes.	P: Candidates identify phonemes and allophones of the target language, cite rules of the sound system, and diagnose their own pronunciation difficulties. M: Candidates describe how morphemes in the target language are put together to form words, and they derive meaning from	P: Candidates recognize phonemes and allophones of the target language and show how some sounds are articulated. M: Candidates recognize that languages have different ways of putting morphemes together to form words.

	SN: Candidates describe ways in which syntactic patterns in the target language reflect nuances. They create connected discourse in the target language using these patterns. SM: Candidates understand the cultural variations of a wide range of words, sentences, and idiomatic expressions, and they describe the differences between the semantic systems of their native languages and the target language.	new words through morphological clues (e.g., word families). SN: Candidates identify syntactic patterns of the target language, such as simple, compound, and some complex sentences, and questions and contrast them with their native languages. They recognize key cohesive devices used in connected discourse such as adverbial expressions and conjunctions. SM: Candidates understand the inferred words and sentences as well as high-frequency idiomatic expressions, and they identify semantic differences between their native languages and the target language.	SN: Candidates recognize that specific syntactic patterns may be similar or different between target and native languages. They view discourse as a string of sentences with some use of conjunctions, adverbs, etc. SM: Candidates understand the literal meaning of words and sentences and often apply semantic categories of their native language to the target one.
Rules for sentence formation, discourse, sociolinguistic and pragmatic knowledge	Candidates describe in detail rules for word and sentence formation, compare rules across languages, and explain how nuances are achieved. They explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse, how discourse features convey contextual and cultural meaning, and how they vary based on setting, communicative goal, and participants. They explain how coherence is achieved in spoken and written discourse.	Candidates explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples. They identify pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts.	Candidates identify key rules for word and sentence formation as well as regularities characteristic of the verbal system, agreement, use of pronouns, etc. They are aware of pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse.
Changing nature of language	Candidates describe changes over time in the target language. They are familiar with contemporary usage as a result of interacting with native speakers and exploring authentic materials.	Candidates identify key changes in the target language over time (e.g., writing system, new words, spelling conventions, grammatical elements). They identify discrepancies between language in instructional materials and contemporary usage.	Candidates recognize that language changes over time. They rely on instructional materials for examples.

Knowledge of literary and cultural texts	Candidates interpret and synthesize ideas and critical issues from literary and other cultural texts that represent historical and contemporary works of a wide range of writers in a wide range of forms and media. They interpret from multiple viewpoints and approaches.	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 to understanding their traditions.	Candidates are aware of major literary texts and can identify main ideas of works read such as excerpts, abridgements, or reviews of key works and authors.
Content from across the disciplines	Candidates interpret materials on topics from a number of disciplines (e.g., ecology, health) as an informed layperson would in the target culture. They acquire a wide range of language expressions from so doing and can use them to converse on similar topics.	Candidates derive general meaning and some details from materials with topics from a number of disciplines (e.g., ecology, health). They comprehend more from materials on topics with which they have some familiarity and can determine the meaning of words from context.	Candidates identify key ideas from materials on topics from other disciplines when they have studied these or when there is instructional explanation.

Sample Candidate Evidence for ACTFL Standard 2

✓ Projects / technology-enhanced presentations on literary or cultural topics
✓ Performance on examinations demonstrating understanding of cultural framework
✓ Capstone projects / research reports addressing cross-disciplinary content
✓ Reports on classroom experiences, describing cultural knowledge/perspectives acquired
✓ Journal entries that illustrate knowledge and understanding of the culture, acquired as a result of interaction with target-language communities
✓ Annotated list of websites that serve as sources of cultural and subject-matter content
✓ Philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content
✓ Lesson plans demonstrating the integration of culture and content from other disciplines into language lessons
✓ Reflections on the benefits of extra-curricular events attended, such as theatre, round-table discussions, etc.
✓ Literary interpretations of a variety of texts

Dispositions: Annotated listing of investigations to learn about cultural or literary materials, including reference citations and web addresses

ACTFL STANDARD 3

> **ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs**
> Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.

Key Elements of Standard 3

Pre-service teachers will:
3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.
3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

> **Assessment:** *These elements are usually met using Assessment 3.*

Supporting Explanation

Language Acquisition Theories: Candidates understand how language acquisition occurs at various developmental levels within and outside of the formal classroom setting. They use the target language in the classroom 90% of the time, provide meaningful target language input, and assist students in understanding this input. Candidates create content-based lessons that integrate language, culture, and student interests around topics drawn from a variety of subject areas. Candidates guide students in learning how to negotiate meaning and to take risks with the language to express meaningful thoughts and ideas and to fulfill a variety of communicative interactions with one another, with the teacher, and with native speakers of the target language (Hall, 1997; Swain & Deters, 2007). In the role of facilitator, their feedback to students focuses on linguistic accuracy and on the meaning of the message, as well as encouragement and affirmation of their students' progress in the target language, while recognizing that errors occur as part of the language acquisition process.

Knowledge of Students and Their Needs: Candidates demonstrate an understanding of the physical, cognitive, emotional, and social development of K-12 students at all levels of instruction. They understand the important effects of language acquisition theories and learner development on instructional planning, practice, and assessment. They understand the relationship of a variety of well articulated, sequential, and developmentally appropriate language outcomes and language program models. They demonstrate the ability to adapt language instruction to address students' multiple ways of learning in order to meet their special needs by means of a range of learning opportunities for learners of

various ages, developmental and linguistic levels, language backgrounds, and learning styles. Candidates seek out information about their students' needs from a variety of school personnel and family members in order to adapt instruction accordingly (Arries, 1999; Shrum & Glisan, 2010).

They use a variety of instructional strategies to engage students in critical thinking and problem solving, valuing the role of inquiry and collaboration in the classroom. They maximize learning and interaction through the use of pair, small group, and large group activities. Candidates use questioning techniques, error correction strategies, and task-based instruction when appropriate to attain the goals of instruction in their language classroom (Tomlinson & McTighe, 2006).

RUBRIC FOR ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Elements	Target	Acceptable	Unacceptable
Language Acquisition Theories	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and implementation of instructional strategies that reflect language acquisition theories.	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.	Candidates exhibit an awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and the use of instructional strategies.
Target language input	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	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 use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.
Negotiation of Meaning	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	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.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as *"Could you repeat that, please?"*
Meaningful Classroom Interaction	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular basis. All classroom interaction reflects	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those that occur in instructional materials.

	engaging contexts that are personalized to the interests of students and reflect curricular goals.	has meaningful contexts that reflect curricular themes and students' interests.	
Theories of learner development and instruction	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	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 recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of but seldom make use of the many different instructional models and techniques that exist.
Understanding of relationship of articulated program models to language outcomes	Candidates design and/or implement specific foreign language program models that lead to different language outcomes.	Candidates describe how foreign language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.	Candidates recognize that different foreign language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.
Adapting instruction to address students' language levels, language backgrounds, learning styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and implement language instruction.	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 recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address these differences by using a limited variety of instructional strategies.
Adapting instruction to address students' multiple ways of learning	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.

Adapting instruction to meet students' special needs	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
Critical thinking and problem solving	Candidates reward their students for engaging in critical thinking and problem solving.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.
Grouping	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity.	Candidates teach primarily with large-group instruction. Pair- and small group activities generally consist of students grouped together but working individually.
Use of questioning and tasks	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.

Sample Candidate Evidence For ACTFL Standard 3
- ✓ Performance on assessments demonstrating understanding of language acquisition
- ✓ Performance on examinations demonstrating understanding of language acquisition theories and the relationship between theory and practice
- ✓ Reflections on classroom observations and/or case study reports that include discussion of theory and practice
- ✓ Reflections on lesson plans that illustrate teaching practices based on language acquisition theories
- ✓ Written classroom learning scenarios in which the candidate describes expected outcomes of the teaching segments, instructional decisions made prior to and during the lessons, and an assessment of K-12 student learning and teaching performance
- ✓ Analysis of teaching performance over time that addresses progress made in providing target language input, using negotiation of meaning,

engaging students in interactions, serving as facilitator in the classroom, providing feedback that focuses on meaning and accuracy, take risks in using the target language

✓ Lesson plans (and reflections on lessons) that illustrate modifications to meet specific learner needs, address multiple ways of learning, promote cultural thinking and problem solving, and engage students in pair and group activities

✓ Written synthesis of professional journal articles that address current research and/or teaching practices, together with a reflection on the information learned

✓ Written analysis of the context of instruction that addresses such things as the features of the community, school and classroom settings that have an impact on student learning outcomes, curriculum, instruction and assessment

✓ Investigation and written analysis of the language backgrounds, learning goals, characteristics and needs of individual students and groups of students

✓ Written analysis and reflections on formative and summative assessments in which the candidate describes expected outcomes and explains differentiated assessment options that address these outcomes

✓ Dispositions: Self-evaluations/reflections on video taped lessons in which candidates annotate their willingness to differentiate instruction in order to support a learner-centered classroom

✓ Dispositions: Journal in which candidates describe how they seek out opportunities to learn about their students, their backgrounds, and their special needs and how they work with students, parents, colleagues, and others to address the special needs of their students.

ACTFL STANDARD 4

ACTFL STANDARD 4: Integration of Standards in Planning and Instruction.
Candidates in foreign language teacher preparation programs understand and use the national *Standards for Foreign Language Learning in the 21st Century* (2006) or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.

Key Elements of Standard 4

Pre-service teachers will:
4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards and use them as the basis for instructional planning.
4b) Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards in their classroom practice.
4c) Use the *Standards for Foreign Language Learning in the 21st Century* or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

Assessment: These elements are usually met using Assessments 3, 4, and 5.

Supporting Explanation

The *Standards for Foreign Language Learning in the 21st Century* (2006) and their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) have defined what our students should know and be able to do as a result of their experiences in language classrooms across the nation. If our national vision for language study in grades K-12 is to be realized, candidates must have a thorough understanding of the five goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards.

Candidates use their knowledge of the *Standards for Foreign Language Learning in the 21st Century (SFLL)* or of the recently refreshed version *World-Readiness Standards for Learning Languages (W-RSLL* [2015]) and of their state standards to make instructional decisions. They have a good understanding of the *interpersonal, interpretive, and presentational modes of communication*, and they manage communication in their classrooms by integrating these three modes in instruction. Candidates understand culture from an anthropological view and engage their students in exploring *and comparing* cultural systems in terms of their interrelated *products, practices, and perspectives*, referred to as the 3Ps framework. Candidates find ways to integrate *content from other subject areas* into their language

teaching, enabling their students to learn content and language simultaneously. Integrating connections with other disciplines often requires collaboration with teachers of other subject areas in the school or school district. Candidates provide opportunities for their students to connect with *target-language communities* through a variety of means, including technology (Hellenbrandt, Arries, & Varona, 2003; Magnan, 2007; Tilley-Lubbs, 2007).

Candidates use the organizing principles of the standards as they evaluate, select, and create instructional materials. Where in the past the textbook was the primary resource, candidates now use the textbook as one of many resources. Examples of these resources include multimedia; visuals; realia; authentic printed, oral, and video texts; the Internet; and other technology-based tools, such as podcasts, social networks, digital media, and cell phones. Candidates locate and use authentic materials in their classrooms, since the value of authentic materials is that they reflect real-world language as used by native speakers in target cultures. Candidates adapt the textbook and other resources to align them with standards-based practice. They devote the effort necessary to locate and adapt effective resources and materials, as well as to design their own.

RUBRIC FOR ACTFL STANDARD 4: Integration of Standards in Planning and Instruction

Elements	Target	Acceptable	Unacceptable
Integration of Standards into planning	Candidates use the *Standards for Foreign Language Learning in the 21st Century* (*SFLL*) or their recently refreshed version *World-Readiness Standards for Learning Languages* (*W-RSLL*) and state standards as a starting point to design curriculum and unit/lesson plans.	Candidates create activities and/or adapt existing instructional materials and activities to address specific *SFLL* or *W-RSLL* and state standards.	Candidates apply *SFLL* or *W-RSLL* and state standards to their planning to the extent that their instructional materials do so.
Integration of Standards into instruction	*SFLL* or *W-RSLL* and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address *SFLL* or *W-RSLL* and state standards.	Candidates conduct activities that address specific *SFLL* or *W-RSLL* and state standards to the extent that their instructional materials include a connection to standards.
Integration of three modes of communication	Candidates use the interpersonal-interpretive-presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
Integration of cultural products, practices, perspectives	Candidates use the products-practices-perspectives framework as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) by make cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
Connections to other subject areas	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.
Connections to target language communities	Candidates engage learners in interacting with members of the target language communities through	Candidates provide opportunities for students to connect to target language	Candidates introduce target language communities to the extent that they are

	a variety of means that include technology, as a key component of their classroom practice.	communities through the Internet, email, social networking and other technologies.	presented in their existing instructional materials.
Selection and integration of authentic materials and technology	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology into support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.
Adaptation and Creation of materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.

Sample Candidate Evidence For ACTFL Standard 4

- ✓ Written correlation of the candidate's state standards to national standards
- ✓ Written classroom learning scenarios that illustrate integration of standards into teaching
- ✓ Unit / lesson plans (with reflections) that illustrate standards-based lessons and samples of K-12 student work
- ✓ Written rationales for the selection of materials used in lessons
- ✓ Journal entries that describe how the candidate uses technology to integrate the standards into instruction
- ✓ Written critiques of instructional resources such as the text, websites, video segments
- ✓ Instructional materials created by the candidate and a description of how materials are used and for which learning outcomes
- ✓ Instructional materials adapted by the candidate with a description of how and why materials were adapted
- ✓ Dispositions: Electronic portfolio of resources catalogued according to topics or themes in the school curriculum
- ✓ Dispositions: Recorded or written adaptations to, and reflections on, an activity, lesson plan or sequence of lesson plans that specifically
- ✓ respond to information gained about the community, school, classroom, and students' learning profiles

ACTFL STANDARD 5

ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning.
Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

Key elements of Standard 5

Pre-service teachers will:
5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.
5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.
5c) Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

Assessment: These elements are usually met using Assessment 5 – Evidence of P-12 student learning.

Supporting Explanation

Candidates begin planning assessment by considering what learners should be able to do by the end of a period of instruction and how to best assess achievement and track progress. Candidates plan authentic assessments as part of designing instruction, *before* instruction begins, and they inform students of how their performance will be assessed (Shrum & Glisan, 2010; Wiggins & McTighe, 2005). Candidates use multiple formative and summative measures unique to language assessment to measure student progress in communicative and cultural competencies. Teacher candidates provide opportunities for all learners - including heritage learners, English language learners, and special needs learners - to show what they know and can do with the language.

Listening/speaking in the interpersonal mode is assessed through oral interviews or tasks in which the student's ability to negotiate meaning can be observed. Performance assessments show the level at which students consistently communicate in meaningful interaction, including appropriate cultural behaviors and knowledge of specific contexts and/or topics.

Assessment of interpretive communication examines how students, as listeners or readers, derive meaning from authentic texts, both literary and informational, measuring what is understood as well as what is inferred from meaningful contexts. Student performance includes forced choice responses, short answers, and open-ended formats and allow for divergent responses and creativity.

Assessment of presentational communication, which is planned speaking or writing, measures the end product of the student's work using holistic and/or analytic ratings. Candidates are familiar with a variety of performance guidelines such as the *ACTFL Proficiency Guidelines: Speaking, Writing, Listening, and Reading* (2012) (see Appendix E), the *ACTFL Performance Descriptors for Language Learners* (2012) (see Appendix N), *Standards for Foreign Language Learning in the 21st Century (2006)* (See Appendix A,

also known as student standards, or the "5 Cs" or their recently refreshed version *World-Readiness Standards for Learning Languages* (2015) (See http://www.actfl.org/publications/all/world-readiness-standards-learning-languages) and appropriate state curriculum frameworks.

Candidates measure student performances in integrated contexts, using the integrated Performance Assessment (IPA) as a model (Sandrock, 2010; Adair-Hauck, Glisan, & Troyan, 2013) that features a series of tasks built around a theme. Students engage in an interpretive task (e.g., reading a recipe), followed by an interpersonal task (e.g., discussing the potential health value of the recipe), followed by a presentational task (e.g., critiquing the recipe in a newsletter).

Candidates assess how students use language in culturally appropriate ways within and beyond the classroom as they learn about the perspectives, practices, and products of the target cultures and comparisons to their own cultures. Candidates systematically reflect upon the student performances in order to adapt their instruction, determining where student strengths lie, where alternative instructional strategies are necessary, where skills or knowledge must be reinforced, and where additional practice must be provided. They understand that performance assessment frequently encompasses multiple areas of student knowledge and skills and know how to use web-based and stand-alone technology to provide authentic input to gather, evaluate, and assess learners' performance.

Candidates help students understand how to progress to a more advanced level (Lantolf & Poehner, 2008). Candidates describe what their students can do and begin to develop that message for administrators, school boards, or parents in ways important to these stakeholders.

RUBRIC FOR ACTFL STANDARD 5. Assessment of Languages and Cultures – Impact on Student Learning

Elements	Target	Acceptable	Unacceptable
Plan for assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.	Candidates use assessments provided in their textbooks or other instructional materials without regard for student performance after instruction.
Formative and summative assessment models	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use 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 recognize the purposes of formative and summative assessments as set forth in prepared testing materials.
Interpretive communication	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these involve students' developing of self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.
Interpersonal communication	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed instruments.	Candidates design and use 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 use interpersonal assessment measures found in instructional materials prepared by others.
Presentational communication	Candidates create and use presentational tasks that develop students' abilities to self-assess which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak	Candidates design and use assessments that capture how well students 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	Candidates use presentational assessment measures found in instructional materials prepared by others.

	on topics of interest to the students.	in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	
Cultural perspectives	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	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 assess isolated cultural facts.
Integrated communication assessments	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use 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 evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.
Assessments reflect a variety of models designed to meet needs of diverse learners	Candidates design assessments that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.	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.	Candidates cite the role of performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments.
Reflect	Candidates teach students to reflect upon their performances in a global and an analytical fashion.	Candidates observe and analyze the result of student performances to discern global success and underlying inaccuracies.	Candidates interpret assessments as correct/incorrect student response.
Adjust instruction	Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.	Candidates use assessment results to conduct whole group remediation or review.
Incorporate results and reflect on instruction	Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend 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.	Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and of itself.

Interpret and report progress to students	Candidates identify ways of involving students in understanding testing procures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.
Communicate with stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.	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.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.

Sample Candidate Evidence For Standard 5

✓Performance on examinations demonstrating knowledge of assessment principles and models
✓Samples of formative and summative K-12 assessments/rubrics across the communicative modes and cultural framework
✓Analyses of video taped student performances on assessment tasks, together with rubrics and assessment results
✓Samples and analyses of integrated performance assessments
✓Reports of how assessment results were used to improve subsequent instruction
✓Summaries, journal entries, and/or case studies describing parent-teacher conferences and/or how student progress was reported
✓Dispositions: Reflections on willingness to commit in planning to measure end performances, adjusting instruction, and reporting results

ACTFL STANDARD 6

ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics.
Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

Key Elements of Standard 6

Pre-service teachers will:
6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.
6b) Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.
6c) Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

Assessment: These elements are usually met using Assessments 7 and/or 8.

Supporting Explanation

Candidates understand the importance and benefits of belonging to a professional learning community. They are aware that different communities render support at different stages of their learning-to-teach continuum and career development, and professional development is a life-long endeavor. Candidates develop the ability to reflect on how their involvement in these professional learning communities strengthens their own linguistic and cultural competence and refines their pedagogical practices. (Darling-Hammond, 2005, 2006; Glisan, 2001; Steele, Peterson, Silva, & Padilla, 2009).

Candidates believe that all students can benefit from language and culture study. They learn how to articulate a rationale for the importance of language and culture learning in the overall curriculum. They access relevant data, and make a case for language programs that offer a variety of language options that prepare all students to interact successfully in today's global society. They communicate the multiple benefits of language and culture learning to varied audiences. Candidates understand the importance of building ongoing alliances and build multimedia advocacy messages with all stakeholders to promote the goal of language learning for all P-12 students.

Candidates recognize the importance of being socialized into the profession and the responsibilities entailed in becoming a professional language educator. They seek, value and emulate mentors. Candidates assume responsibility for selecting appropriate curriculum and instructional resources for their students as well as providing access to and equity in learning for all students. They learn about the school community and genuinely engage in ethical and professional interactions with

students, colleagues and all stakeholders, even when these interactions may be of a challenging nature.

RUBRIC FOR ACTFL STANDARD 6. Professional Development, Advocacy, and Ethics

Elements	Target	Acceptable	Unacceptable
Seeking long-term professional growth opportunities	Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them.	Candidates consider suggestions that mentors make regarding candidate's own professional growth.
Develop an advocacy rationale for language learning	Candidates develop and articulate a rationale for language learning that includes the cognitive, social, emotional, academic, and economic benefits to students in today's global society.	Candidates develop a rationale for advocating the importance of language learning.	Candidates realize the importance of developing a rationale for supporting language learning.
Use inquiry and reflection to access, analyze and use data to support language learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.
Recognize the importance of collaboration and building alliances for advocacy that support increased P-12 student learning.	Candidates demonstrate evidence that they have initiated efforts to collaborate with students, colleagues and other stakeholders to advocate for increased P-12 student learning in languages and cultures.	Candidates provide evidence of participating in at least one professional and/or social network designed to advocate for the increase of P-12 student learning in languages and cultures.	Candidates understand the importance of professional and social networks and the role they play in advocacy efforts to increase P-12 student learning in languages and cultures.
Become a member of the profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.

	different supporting roles in these organizations.		
Successful interaction in professional settings	Candidates assume leadership roles and demonstrate exemplary conduct in performing these in a variety of professional settings.	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.	Candidates demonstrate satisfactory conduct when interacting in predictable professional contexts.

Sample Candidate Evidence for ACTFL Standard 6

✓ Description of professional activities in which the candidate has participated and reflections on how these experiences benefitted the candidate (e.g., workshop/conference attendance)

✓ Reviews of several articles published in professional journals on areas of inquiry of interest to the candidate and a rationale showing benefits to the candidate's teaching and the profession

✓ Summary of conference sessions attended and reflections on how the session(s) will impact the candidate's instructional practice

✓ Reports of interviews with professionals who are leaders in the local, state, regional, or national foreign language educational community

✓ Reports of advocacy projects designed to support foreign language and culture study

✓ Evidence of contact with regional, state, and national advocacy groups promoting foreign language and culture study

✓ A professional development plan delineating areas for growth and potential providers for meeting identified needs

✓ Annotated reference list of key sources for accessing language-specific data and advocacy-oriented resources (e.g., types of program models offered across state/nation, appropriate technology-mediated instruction, extends ranges of student performance)

✓ Philosophy statement or position paper reflecting candidate's insights regarding the roles, responsibilities and ethic expectations of a professional educator

✓ Simulated presentation to the school board, community members, and/or other stakeholders, to demonstrate the ability to frame a cogent rationale for advocating for language learning

✓ Professional portfolios demonstrating candidate's successful interaction in professional settings and learning communities (e.g., reflections on leadership experiences, certificates of recognition and participation, letters of acknowledgement, presentation descriptions and peer/participant evaluations)

✓ Dispositions: Philosophy statement reflecting candidate's belief that all students should have opportunities to learn a foreign language**.**