AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES (ACTFL)
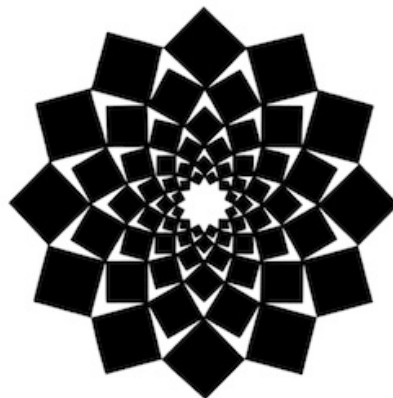
PROGRAM STANDARDS

FOR THE PREPARATION OF

FOREIGN LANGUAGE TEACHERS (2013)

(INITIAL LEVEL—Undergraduate & Graduate)

(For K-12 and Secondary Certification Programs)

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ACKNOWLEDGEMENTS

NOTE: The term "*Standards*," in italics with upper case "S", also abbreviated *SFLL*, refers to the document for student learning *Standards for Foreign Language Learning in the 21st Century*, also known by the familiar term "5Cs" (see Appendix A). The terms "ACTFL/CAEP Standards" and the term "Standards" with upper case "S" and no italics refer to the program standards for teacher preparation programs. In addition, the full title of the program standards document appears in italics: *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers*.

2. INTRODUCTION

The American Council on the Teaching of Foreign Languages (ACTFL) is submitting its revised *Program Standards for the Preparation of Foreign Language Teachers—Initial Level* to the Specialty Areas Studies Board (SASB) of CAEP for approval. These standards were initially approved in 2002 and this is the first revision of them. These standards apply only to the initial level of teacher preparation at all levels.

Institutions seeking recognition of their foreign language teacher preparation programs submit full program reports to CAEP/ACTFL, or submit reports for continuing recognition if they have been recognized since 2002.

This section presents background information about the field of foreign language instruction and teacher preparation in terms of a brief history of foreign language instruction, concluding with a description of the student *Standards for Foreign Language Learning in the 21ˢᵗ Century* (2006). This introduction will serve as the foundation for the proposed program standards that follow.

A Brief History Of Foreign Language Instruction

The early history of modern foreign language instruction in the United States is characterized by the prevalent attitude expressed formally by the Committee of Twelve in 1892 that speaking ability was less important than "Humanism, linguistic erudition and literary culture" (Mackey, 1965). The grammar-translation approach, employed for centuries for the instruction of classical languages, was simply applied, with few exceptions, as a model for modern language instruction from the late nineteenth century in the early 60s of the twentieth century. This model was further reinforced in the findings of the Modern foreign Language Study when Coleman (1929) concluded that teaching of the spoken languages was "irrelevant" and "impractical" and that fluency in reading, command of the grammar, and the ability to translate literature were major goals of foreign language study.

The opportunity to change the course of language teaching and therefore, the training of pre-service and in-service teachers came in 1958 with the introduction of the National Defense Education Act (NDEA), brought about by the Soviet launching of Sputnik. In order to meet the perceived needs of a nation whose scientific and political status was being challenged, the NDEA established intensive summer institutes where the participants developed speaking skills, learned current information about the cultures of target language speakers, and were instructed in the latest methodology and linguistics. Many institutes were eventually held in the target language countries. The NDEA supported the establishment and expansion of language programs in the less-commonly taught languages of the world through foreign language area centers and graduate fellowships. The NDEA also gave legitimacy to learning a language in the K-12 school curriculum (Clowse, 1981). Although still targeted at the better students, schools made language study available to more students and in longer sequences. Along with these

changes came a new way to teach languages: the audio-lingual approach (ALM). Based on behaviorist principles, teachers used pattern drills to help students learn the spoken language through the mimicking and memorizing of dialogues presented in textbooks, often with native speakers on tapes. Teacher-directed methodologies remained prevalent throughout the 1970s and 1980s.

Beginning in the 1980s, there was a growing awareness that behaviorist strategies inherent in the ALM were ineffective in producing speakers with functional language ability. Teachers in the field and researchers in second language acquisition took a new look at aspects of language in order to define communicative competence, demands also came from real-world applications for language that included sending Americans abroad to work with people in a wide variety of settings in a multitude of countries. The need to prepare these people as well as to assess their language competency called for functional assessment measures and a common yardstick that could be applied reliably in educational as well as non-education settings. This necessitated a focus based on communicative approaches and even greater attention to the individual learners, the learning environment, and learner strategies. The result was publication in 1986 of the *American Council on the Teaching of Foreign Languages/Interagency Roundtable (ACTFL/ILR) Proficiency Guidelines*. These guidelines shifted the emphasis in language instruction from what learners knew about the language to what they could do with the language they were learning, and at the same time, established a "common metric" for describing students performance in listening, speaking, reading, and writing at the Novice, Intermediate, Advanced, and Superior levels.

Learner standards K-16 appeared with the publication of *Standards for Foreign Language Learning in the 21st Century* (1999, 2006), developed by a collaborative of nine foreign language associations that comprised the National Standards in Foreign Language Education collaborative Project, representing close to 40,000 foreign language educators: the American Association of Teachers of French (AATF), American Association of Teachers of German (AATG), American Association of Teachers of Italian (AATI), American Association of Teachers of Spanish and Portuguese (AATSP), the American Classical League (CLA), the American Council on the Teaching Foreign Languages (ACTFL), the American Council on the Teacher of Russian (ACTR); the Chinese Language Association of Secondary-Elementary Schools (CLAS), the Chinese Language Teachers Association (CLTA), and the National Council of Japanese Language teachers (NCJLT), and the Association of Teachers of Japanese (ATJ). The establishment of such a working collaborative and its active involvement in the development of the document represent a strong unified movement in the field. The Executive Council of the Modern Language Association (MLA) has also endorsed the standards.

Today, in 2012, more than 45 professional language associations support the standards. Foreign language study is attracting a much broader audience than in the past when a primary goal of many programs was nothing more than to reproduce those who were already teaching languages. Rather, the "Statement of Philosophy" in the *Standards* seeks to embrace foreign languages for all students. Language study is no longer only for the elite, college-bound students: "Language and communication are at the heart of the human experience. The United

States must educate students who are equipped linguistically and culturally to communicate in a pluralistic American society and abroad. This imperative envisions a future in which ALL (Emphases in original) students develop and maintain proficiency in English and at least one other language, modern or classical (National Standards in Foreign Language Project, 1999, p. 7).

The K-16 standards feature a description of what students should know and be able to do with an emphasis on learning content while acquiring language, and demonstrating what they know through their performance. Moving from the previous focus on language and culture to one on communication and culture, the standards are organized around the following five goals of language learning by students:

1. Communication: *Communicate in Language Other than English*
Communication is characterized by three "communicative modes" that place primary emphasis on the context and purpose of the communication:
- The *interpersonal* mode is characterized by two-way communication and active negotiation of meaning among individuals in written or spoken form.
- The *interpretive* mode focuses on the understanding and interpretation of oral and printed text, in which no active negotiation of meaning is possible.
- The *presentational* mode refers to the oral and written presentation of information, concepts, and ideas to an audience of listeners or readers.

2. Cultures: *Gain knowledge and Understanding of Other Cultures*
Woven inextricably into language is the "world view" of those who live in a culture. This anthropological view of culture features three interrelated components.
- *Perspectives:* meanings, attitudes, values, ideas;
- *Practices:* pattern of social interactions; and
- *Products:* books tools, foods, laws, music and games.

3. Connections: *Develop Insight in the Nature of Language and Culture*
Making connections to other disciplines expands the educational experiences of all students beyond the traditional "canon," allowing them to acquire information through the second language by means of content-based learning experiences at all levels of instruction.

4. Comparisons: *Develop Insight into the Nature of Language and Culture*
Students benefit from language learning by discovering different patterns among language systems and cultures and gaining insights into both the target and native languages and cultures.

5. Communities: *Participate in Multilingual Communities at Home and Around the World*
Knowledge of other languages and cultures not only enables students to acquire job skills in multilingual communities but also encourages them to develop a life-long interest in language

and cultures for personal enjoyment and personal enrichment.

3. STATEMENT ON DEVELOPMENT OF STANDARDS FOR PROGRAMS PREPARING FOREIGN LANGUAGE TEACHERS

The lead organization in the Collaborative Project to develop standards is the American Council on the Teaching of foreign Languages (ACTFL), a national organization for the foreign language teaching profession established in 1967 by the leadership of the MLA to address issues regarding teacher education, language instruction, and curriculum development. ACTFL is the only national organization dedicated to the improvement and experience of the teaching and learning of all languages at all levels of instruction. It is an individual membership organization of more the 10,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. ACTFL publishes the journal *Foreign Language Annals*, the magazine *The Language Educator* six times per year, a variety of resources geared toward understanding language proficiency levels and assessing student language performance, and makes available critical resources for methods instructors, first-time teachers, job seekers and more. It sponsors an annual conference and provides professional development workshops and seminars for its membership on topics such as oral proficiency testing, standards-based instruction, authentic assessment, and second language acquisition research. ACTFL works closely with language associations in all 50 states. Among the members of its Executive Council are representatives of the five regional foreign language conferences: the Northeast Conference on the Teaching of Foreign Languages (NECTFL), the Southern Conference on Language Teaching (SCOLT), the Central States Conference on the Teaching of Foreign Languages (CSCTFL), the Southwest Conference of Language Teaching (SWCOLT), and the Pacific Northwest Council for Foreign Languages (PNCFL). The ACTFL delegate Assembly, held during is annual conference, includes representatives from all 50 states, the regional organization, the language specific organizations listed above, as well as other language organizations.

In consonance with its mission to serve teacher education, ACTFL developed provisional *Program Guidelines for Foreign Language Teacher Education* in 1988, which have been used by teacher-preparation institutions as they develop and revise their programs. ACTFL became a member organization of NCATE in 1998, with the support and active involvement of the Collaborative project (see Appendix A).

Now, at the beginning of the twenty-first century, a number of important standards-related initiatives make up our professional agenda. The K-16 student standards have strongly influenced the development of standards for (1) the national recognition of initial programs of teacher preparation through the Council for Accreditation of Educator Preparation (CAEP), (2) initial teacher licensure through the Interstate Teacher Assessment and Support Consortium (InTASC), and (3) recognition of accomplished foreign language teachers through the National Board for Professional Teaching Standards (NBPTS). The relationship of the ACTFL/CAEP Program Standards with these initiatives will be discussed later, beginning on p. 50.

These revised 2014 *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* are critical to our professional agenda because they provide a "viable framework for indentifying the components of effective and innovative foreign language teacher preparation programs, presenting current programs that exemplify those components, and…continuing to further define features of model teacher preparation." (Huhn, 2012, p. S163)

How the Revised Standards 2014 were developed

At its Fall 2009 session, the ACTFL Audit Team nominated leaders in the field of foreign language education to serve with Audit Team members on a Standards Writing Team for development of Revised Standards. The Writing Team members are listed below:

Dave McAlpine (Co-Chair)	University of Arkansas, Little Rock
Judith L. Shrum (Co-Chair)	Virginia Tech, Emerita
Eileen Glisan	Indiana University of Pennsylvania
June Phillips	Weber State University, Emerita
Rebecca Fox	George Mason University
Nathan Bond	Texas State University
Marty Abbott	ACTFL
Anne Nerenz	Eastern Michigan University
Duarte Silva	Stanford University
Marjorie Tussing	California State University, Fullerton

This group, co-chaired by Dave McAlpine and Judith Shrum, met for two days in January 2010 at ACTFL headquarters in Alexandria VA to examine the 2002 Standards and revised them according to the four Principles established by NCATE/CAEP at that time: Content Knowledge, Content Pedagogy, Learning Environments, Professional Knowledge and Skills. The revised Standards were then aligned with the NCATE/CAEP/InTASC principles (2011): The Learner and Learning, Content, Instructional Practice, and Professional Responsibility. In addition, we examined ACTFL dispositions and determined that all dispositions and technology expectations could be examined at the Unit level, and that wording regarding dispositions and technology could be incorporated into expectations within the rubrics for the SPA standards. We incorporated in each rubric performances that reflected the importance of diversity and technology. Eileen Glisan contributed the initial drafts of the Knowledge Base and circulated it to the Writing Team for comments. A draft version of the Standards document was circulated and edited by the Audit Team members in January 2012, again in January 2013, and finally in June 2013.

We sought consensus among the members of the profession with four efforts. First, the members of the revised Standards Writing Team were selected specifically for their representation of various language groups and geographic regions of the US. Three members represented French, one represented German, one Latin, four Spanish, and one

French/Spanish. Geographically, two were from the western US, three from the Midwest, three from the eastern US, and two from the national capital region.

In our second effort to seek consensus, members of the Task Force presented a draft of the revised Standards at five regional conferences: Central States Conference on the Teaching of Foreign Languages (CSCTFL), Southern Conference on the Teaching Foreign Languages (SCOLT), Southwest Conference on the Teaching of Foreign Languages (SWCOLT), Northeast Conference on the Teaching of Foreign Languages (NECTFL), and at the Pacific Northwest Conference for Foreign Languages (PNCFL).

Our third approach to seek consensus was an online survey available between April 28 and June 22, 2012 in which we sought feedback and solicited targeted and open-ended comments on the draft of the revised Standards. We encouraged a wide range of professionals in the field to respond to the survey. An analysis of the data and the comments is reported below.

Our fourth effort to seek consensus was to present the standards and highlights of the survey results to the profession at our national convention in November 2012. The standards shown at that time reflected the comments and changes resulting from the survey. Feedback gathered at the national convention was shared with the Writing Team.

Our fifth approach was to solicit input from the public at large and from NCATE stakeholders in a second survey available between April 15 and June 1, 2013. This survey reflected modifications in the standards that resulted from previous surveys and face-to-face input from the profession as well as input from the SASB on our "one year out" report in November 2012.

The discussion below highlights the survey of the profession since the number of responses was larger. The second survey, for the public at large and NCATE stakeholders, results follow but are discussed only briefly.

First Survey (for the Profession)

Three hundred ninety three people responded to the survey, representing these groups.

Professional Role	N of responses	% of responses
Foreign language professor	148	28
Education professor	51	10
College Administrator	15	3
State Consultant	9	2
Foreign Language Association officer	24	5
K-12 Foreign language teacher	200	38
Foreign language/Education major	36	7
K-12 Administrator	43	8
Total responses	**526**	**100***

*Rounding error

Respondents were asked to check no more than two of the above categories, since many professionals in foreign language education perform multiple roles. More than 38% of the responses came from K-12 foreign language teachers and the next largest group was foreign language professors in higher education with 28% of the responses. The number of years of experience most represented was 30+, followed by 16-20. We view this as a solid response, with good participation by foreign language professors and K-12 foreign language teachers who form the two constituent groups that use and are most affected by the Standards.

The survey presented each of the six ACTFL/CAEP Standards along with their appropriate Elements. Responses were solicited for three statements:

1. The subset of elements grouped under [Name of Standard] includes all essential areas for that topic. Yes, No, Comments

2. The supporting explanation provides sufficient guidance to plan program content and experiences. Yes, No, Comments

3. The rubrics are concise and clearly outline the performance required of teacher candidates to meet the Standards. Yes, No, Comments

4. General Comments for [Standard #...]

Comments were solicited after each statement (1, 2, and 3) and generally for each standard (statement 4).

Overall response to revised Standards:

Over 90% of respondents indicated "yes" for all six Standards and their Elements, with regard to the Standards themselves, the supporting explanations, and the rubrics. The lowest percentage of "yes" responses was for the supporting explanation for Standard 2 (90%). All other "yes" responses clustered around 95%. We view this as an enthusiastic and positive response to the revised Standards, the supporting explanations, and the rubrics. Specific results appear in the following table.

Percentage Of "Yes" Responses			
CAEP/InTASC Principle and ACTFL/CAEP Standard	**Standard complete?**	**Supporting explanation complete?**	**Rubrics concise & clearly outline performance?**
CAEP Principle A: The Learner and Learning			
ACTFL Standard 3: Language Acquisition Theories and Knowledge of Students	94	95	95.7

Percentage Of "Yes" Responses			
CAEP/InTASC Principle and ACTFL/CAEP Standard	Standard complete?	Supporting explanation complete?	Rubrics concise & clearly outline performance?
and Their Needs			
ACTFL Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources	96.4	95.8	94.4
CAEP Principle B: Content			
ACTFL Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational	95.8	93	95
ACTFL Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines	94	90	93
CAEP Principle C: Instructional Practice			
ACTFL Standard 5: Assessment of Languages and Cultures: Impact on Student Learning ACTFL Standards 3 and 4: See above in CAEP Principle A	96	95	95
CAEP Principle D: Professional Responsibility			
ACTFL Standard 6: Professional Development, Advocacy, and Ethics	95	94	94

Comments

A total of more than 650 comments provided by respondents were coded according to the following criteria, as approved by the Dave McAlpine, President of ACTFL, and by Marty Abbott, the Executive Director of ACTFL:

M = misunderstands the standard, goes beyond the scope of the standard, refers to something that is treated under another standard
A = perhaps we should address this by including it in the rubric or providing a rationale
S = survey instrument is the complication, not the standard
I = irrelevant for this venue, not helpful
C = compliment

Sample comments that occurred with frequency for each of the coding categories are offered below with our interpretations and responses.

M is for "Misunderstanding": These are comments that indicate a misunderstanding of the standard or that are beyond the scope of the standard. It is important to remember that our standards serve a diverse group of professionals in terms of the language they teach (from Arabic to Wolof), the levels they teach (from beginning to advanced linguistics, literature, and culture), as well as the more typical institutional variations in terms of geography, size, mission, etc. Our respondents are similarly diverse – from literature professors to audit team reviewers. Frequently respondents asked for language-specific concerns to be included:

> I realize that that these standards are NOT language specific. However, since Arabic is included, there are important distinctions that need to be addressed. There should be reference to MSA (Modern Standard) and Spoken Arabic (local dialects). In addition Classical Arabic should be added to Classical Greek and Latin (same category).

In this case, the language-specific request is beyond the scope of these ACTFL/CAEP program standards; language specific concerns are addressed in the student *Standards for Foreign Language Learning in the 21ˢᵗ Century* (2006).

Along the same lines of misunderstanding are comments such as: "I also wonder why these standards can't align more closely with ACTFL's 5 Cs. It is an awful lot to expect people to juggle two separate systems when they both come from the same body." As a SPA we need to do a better job of explaining how the Standards simply show what **students** should know and be able to do (*Standards for Foreign Language Learning in the 21ˢᵗ Century*, 2006 [the 5Cs]) and what **teachers** should know and be able to do as a result of their experiences in a program designed to prepare teachers (ACTFL/CAEP Program Standards, as they relate to CAEP, TEAC, NBPTS, and InTASC standards). Our recent report on the impact of a decade of student standards showed strong influence of the student standards in the professional literature, on methods courses, on state curricula, on assessment, and on professional development (Phillips & Abbott, 2011).

Another example of a comment that exceeds the scope of the Standards, but which provides valuable direction for us as a SPA is the following:

> I have noticed that although programs are increasingly using the Program Standards (and being recognized for doing so), far too many fail to do so. Thus, what examples could be given to FL departments to show them how to focus on the language while teaching about literature/culture? If teacher candidates should reach Advanced-Low, what types of texts, listening passages, etc. should be used in class? What should FL faculty do in class to assist them with comprehension, interpretation, and analysis of this input?

This comment speaks to the very nexus of foreign language teacher preparation, asking for continued dialogue between those who provide the content and those who work with developing practitioners. Similar comments request that we provide examples of programs,

performances, and evidence of what the standard describes. These examples are indeed provided in the list of sample evidence at the end of each standard description; examples of assessments are available on the SPA Assessment Library at the CAEP website, and the *Standards for Foreign Language Learning in the 21st Century* provide sample scenarios for each language with lots of examples. Several respondents asked "where do such excellent teacher education programs exist?"; fortunately, we have a large group of them that are nationally recognized. We ought to share their successes more widely. Several comments requested specific examples of OPI interviews so that stakeholders could be informed of what the expected performance looks like. As of Spring 2012, ACTFL's website (www.actfl.org) features real interviews at each level of the OPI scale.

Additional comments related to the inclusion of the *Common Core State Standards Initiative* (2010*)*, *Framework for 21st Century Skills* (2010), and Common European Frame of Reference guidelines. Since these Program Standards address ACTFL/CAEP Standards and CAEP has aligned its standards with such state-based initiatives as *Common Core* (2010) and the *Framework for 21st Century Skills* (2010), we address those endeavors as well. The Common European Frame of Reference (2007) is beyond the scope of this set of standards at this time.

A is for "Address": Perhaps the most frequent comment that we will address was that the rubrics were "too wordy, " "visually overwhelming," "- the rubrics are NOT concise! yes they clearly outline the requirements, but not concisely." Respondents suggested possible solutions such as shortening the sentences in the rubrics, highlighting key words, using bullets for key ideas, and having two rubric documents – the one in this document in its elaborated form for thorough explanations and another in bulleted format. We revised and shortened all rubrics and have opted to provide the rubrics on a horizontal page layout, with content as they are here, without bullets or highlighting for key words. This may make dissemination and use of the Standards and rubrics a bit easier, thus responding to the repeated comment from one respondent who wrote, "Rubrics! We need rubrics! Rubrics – [I've] never seen one. My district has never circulated rubrics."

A second frequently occurring comment that we wish to address is the range of expectations held among foreign language professionals for the level of proficiency required of teachers. Some comments suggested that Advanced Low was too high ("I do believe an Intermediate High should be the lowest acceptable rating"), and others suggested that it was too low ("It would seem wise for all teachers to demonstrate advanced mid fluency for all languages, not just Roman alphabet languages", and "raise the bar".) When the 2002 ACTFL/CAEP Program Standards were developed, surveys and drafts of documents were circulated widely to receive feedback and consensus from the field. The venues for the feedback included presentations at professional meetings throughout the US, at the Delegate Assembly meeting of ACTFL, through publishing drafts in professional journals, and through online and paper surveys. The vast majority of comments supported at least Advanced-Low level of speaking proficiency in most languages.

In response to ongoing discussion about proficiency levels required for teachers Glisan (2013) highlighted the recognition that teachers need to be able to interpret authentic language spoken by native speakers of the target language, participate actively in interpersonal interactions, and present information accurately for their student audiences, all on a variety of concrete topics relating to school, home, leisure activities, employment, current events, and matters of public and community interest. They need to narrate and describe in present, past, and future in connected paragraph-length discourse. Intermediate High speakers handle the tasks pertaining to the Advanced level, but their performance exhibits one or more features of breakdown such as the failure to carry out the narration or description in the appropriate time frame, an inability to maintain paragraph-length discourse, or a reduction in breadth and appropriateness of vocabulary. By contrast, Advanced Mid speakers demonstrate more control over vocabulary, use of time frames, and accuracy on a wider range of topics than Advanced Low speakers. Swender (2003) pointed out that in one study of 501 OPI interviews, 47% rated above the Advanced level threshold and 53% rated below. Similar results were reported recently showing that 54.8% of the 2,890 tests administered between 2006-2012 attained Advanced Low (Glisan, Swender, & Surface, 2013). The Advanced Low level is required of teachers as it represents an achievable but ambitious level of proficiency, and it represents the kinds of communications most often required of teachers.

Another group of frequently occurring comments that we wish to address are those in which respondents overlook the role of programs in meeting the ACTFL/CAEP Standards, e.g. "Study abroad should be a part of this". Other examples are…

> It should be a requirement for any world language teacher to spend at least a semester abroad in any of the countries where the language is spoken. A heritage speaker is not a native, so this requirement should also apply to them. These prospective teachers should be required to take classes on literature, history, and linguistic during their experiences abroad. This should be an expectation for any teacher applying for a teaching position. Colleges should make this a graduation requirement and provide students with the necessary funding and the necessary connections with colleges abroad.

> There is no mention of theory, methods and theories of knowledge for how to address the needs of heritage language learners being taught in a foreign language class, or in a separate heritage language classroom. Also, there is no mention in the explanation or rubric for reading and literacy theory. This is necessary because FL teachers are now required to teach reading in most schools.

It is important to remember that teacher preparation programs can decide how they wish to address the ACTFL/CAEP Standards. For example, coordinated and structured study abroad is one of eight aspects described in the document accompanying the 2002 and 2014 ACTFL Program Standards "Requirements for Programs of Foreign Language Teacher Preparation." In addition, needs of heritage learners are addressed in instructional practices and classroom

environment described in ACTFL/CAEP Standard 3. We address these concerns by raising awareness in the profession of the ways in which successful programs address the Standards, through conference presentations and publications.

Finally, several comments asked for inclusion of sociolinguistics for Standard 2, or for justification of our emphasis on ethics for Standard 6. The survey did not include the "Knowledge Base" portion of the revised Standards, in part due to our wish to place the focus on the Standards themselves rather than a lengthy justification. Nevertheless, some of the comments might have been clarified if respondents had been able to read the justifications that underlie the Standards.

S is for "Survey": Some comments indicated that the survey question was the issue, not the standard, e.g. " I don't believe concise is the proper term to describe the Standards." This occurred most frequently in the comments about the rubrics. When we next survey the profession about standards and rubrics, our question should focus on whether or not the standards are clear rather than concise.

I is for "Irrelevant": Some comments considered irrelevant were those that disregard the Standards or are not helpful in shaping them, e.g., "Is this pie-in-the-sky theory or are programs really teaching teachers enough to be able to do this?" or "there isn't any 'how to'".

C is for "Compliment": Comments throughout were complimentary, indicating that respondents appreciated the direction for language teaching and learning that is provided in the Standards. In Standards 3, 4, and 5 respondents consistently viewed the rubrics as clear and helpful. The most frequently praised section was Standard 5 for assessment:

> Appreciate aspects of the rubrics (student self-assessment, teacher reflection, etc.). Seems to dovetail with NBPTS criteria.

> This of all the above is the best described. I am thinking of a new teacher when I make my comments.

> Really like this assessment of languages and cultures with the impact on student learning.

While there were several one-word compliments such as "Excellent", etc., respondents were often specific about what they liked and found important in the Standards:

> I like the continued emphasis on making connections with other disciplines. So often, at the k-12 level, language study is seen as non-essential, an "extra", and language instruction is not often valued. By stressing interdisciplinary connections, language instructors and language students may find new ways to insert themselves into the greater academic community and an ability to do this with purpose.

The extensive use of the target language to negotiate meaning is one of the most important elements of strong teaching. I am glad to see it in this section, but feel it should be even more strongly emphasized in the Meets Expectations category. It is one of the most effective practices I know. All teachers should be expected to interact and negotiate meaning at a level students can understand, and they should do this regularly, not just at designated times. In my opinion, limiting this dialogue to certain times is a sign of a developing teacher that is working on establishing this essential skill.

Excellent. I am glad to see the three modes of communication, formative/summative assessment, as well as the integrated modes. The use of backward design was included as well. I think it hits everything.

Second Survey (for the public at large, NCATE Stakeholders)

Eight people responded to the survey. None of the respondents represented the public at large or NCATE Stakeholders. All identified themselves as members of the foreign language profession and their ratings as well as their comments reflected the themes reported in the first survey.

Professional Role	N of respondents	% of responses
Foreign language professor	3	23
Education professor	3	23
College Administrator	0	0
State Consultant	0	0
Foreign Language Association officer	0	0
K-12 Foreign language teacher	5	39
Foreign language/Education major	2	15
K-12 Administrator	5	0
Other		**0**
Total responses	**13**	**100**
Skipped question	0	**0**

Although half of the respondents had 18-20 and 20-25 years of experience in education, the number of respondents is small, thus rendering generalizations unreliable. The survey presented each of the standards and their elements as modified through grass-roots input at regional and national conferences, through the April-May 2012 survey of the profession, and through comments from the SASB in our "one year out" report. Respondents were asked to rate how well the standard describes expectations, how completely it addresses needs of foreign language educators, and whether or not the sources of evidence proposed are appropriate.

1. Does this standard, with its components, describe expectations that are appropriately

challenging for the preparation of educators in content and pedagogical knowledge? Please rate the standard and components on the scale of 0 = not at all to 5 = completely.

2. How completely does the standard, with its components, address foreign language educators' needs in this area? Please rate the standard and components in terms of completeness on the scale of 0 = not at all to 5 = completely.

3. The sources of evidence listed here are proposed as appropriate for use in showing how well the standard and its components have been addressed. On a scale from 1 to 5, how well would these examples of evidence as a whole demonstrate that the standard is being met?

Overall response to revised Standards in the second survey:

In this second survey, the majority of the responses fell in the 4 or 5 range, indicating completeness, the supporting explanations, and the rubrics. Of 104 responses, 19% (n = 24) were in the 1 or 2 range, while 88% (n = 91) were in the 3-5 range. We view this as a positive response to the success of the standards in terms of their completeness, their representation of the needs of foreign language teachers, and the appropriateness of the sources of evidence listed with each standard.

The Knowledge Base Supporting the Standards

C.1.b. Drawing on Developments in Foreign Language Standards

A little more than a decade ago, the foreign language profession developed expectations for what students should know and be able to do as a result of foreign language study and what knowledge and skills foreign language teachers should demonstrate at various points in their teaching careers (Phillips, Magnan, Robinson, Glisan, & Abbott, 2009). The following standards have set the stage for what should happen in foreign language classrooms and programs of foreign language teacher preparation:

K-16 Foreign Language Students	*Standards for Foreign Language Learning in the 21st Century*, 1999, 2006
Foreign Language Teacher Candidates	*ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* (NCATE-approved), 2002
Beginning Foreign Language Teachers	*INTASC Standards for Licensing Beginning Foreign Language Teachers*, 2002; and *InTASC Model Core Teaching Standards*, 2011
Accomplished Foreign Language Teachers	*NBPTS World Languages Standards*, 2001, 2008, 2010, 2011-2012

K-16 Student *Standards for Foreign Language Learning in the 21st Century (SFLL)*

The original *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers*, approved by NCATE in 2002, were based in large part on the national K-16 student *Standards for Foreign Language in the 21st Century (SFLL)* (National Standards in Foreign Language Education Project [NSFLEP], 1996, 1999, 2006), first published in 1996 as K-12 standards and revised in 1999 to include K-16 standards in Chinese, Classical Languages, French, German, Italian, Japanese, Portuguese, Russian, and Spanish, and again in 2006 to include Arabic. The next edition of the standards will include language-specific standards that have already been developed for American Sign Language, Hindi, Korean and Swahili. Furthermore, standards are currently being developed for Modern Greek, Scandinavian, Wolof, and Yoruba. The *SFLL* represented the first attempt by the profession to develop consensus regarding what K-16 foreign language students should know and be able to do as a result of language study. This development of student standards marked an important shift from an input-based view of language instruction--focused on the information and knowledge students learn in a curriculum--to an output-based view centered on the *results* of language study in terms of student performance. These student standards also established a new context that defined the central role of foreign language in the learning experience of *every* student. Language learning is no longer reserved for the college-bound student who plans to major in a foreign language, but rather it is a key component in the total educational experience of each student.

The writing of the 2002 version of the ACTFL/NCATE Standards was a logical extension of the new student standards since, in order to realize the *SFLL* standards in practice, the profession needed to develop clear expectations for what foreign language teacher candidates should know and be able to do in their teaching. Similar to the student standards, the ACTFL/NCATE/CAEP Program Standards focused on the *performance* of teacher candidates and the evidence that they are able to bring about foreign language learning as defined by the student standards.

As illustrated in Appendix A, the student standards are organized around five goals of language learning:
  ➢ *Communication*: Students communicate in languages other than English.
  ➢ *Cultures*: Students gain knowledge and understanding of other cultures.
  ➢ *Connections*: Students connect with other disciplines and acquire information.
  ➢ *Comparisons*: Students develop insight into the nature of language and culture.
  ➢ *Communities*: Students participate in multilingual communities at home and around the world.

These five goal areas and corresponding standards continue to be interwoven in the revised ACTFL/CAEP Standards, as illustrated in the following chart, which identifies the ACTFL/CAEP standard in which each goal area is addressed in terms of what teacher candidates should know and be able to do:

K-16 *SFLL* Goal Areas	ACTFL/CAEP Program Standards
Communication	1, 2, 3, 4, 5
Cultures	2, 4, 5
Connections	2, 4, 5
Comparisons	2, 4, 5
Communities	4, 5

Note: ACTFL/CAEP program standard 6 is not represented in the above chart since it deals with the professionalism of the teacher, which is not a theme in the K-16 student standards.

In 2011, with funding from a U.S. Department of Education Title VI International Research and Studies Program Grant, ACTFL reported the results of a project designed to determine how the student standards have been institutionalized in educational programs and to advance work toward expanding standards development and implementation in the U.S. Survey research completed as part of the project revealed that a high percentage of foreign language teachers use the student standards to inform their planning, classroom practices, and assessment. Further, methods instructors report that they incorporate to a large degree (90%+) the elements found in both the *SFLL* and ACTFL/CAEP Standards.

The greatest impact of the standards on student learning can be summarized by these points:

Greatest Impact of Standards
• Using the three modes of communication and making communication meaningful
• Shifting from learning about the language into focusing on communicative teaching
• Using the target language as the means of instruction and making it comprehensible
• Teaching grammar in context instead of teaching it in isolation
• Using authentic materials
• Seeing the importance of the products, practices, perspectives of the Cultures Standards
• Creating activities that address the communicative Standards
• Seeing most methods courses use textbook materials that support the Standards (Phillips & Abbott, 2011, p. 40).

Based on these survey results, ACTFL has identified five conclusions and related next steps.

1. The 2006 publication, *Standards for Foreign Language Learning in the 21st Century (SFLL)*, has been widely used for research, professional development, and creation of assessments such as the Integrated Performance Assessment (IPA). A new version of the standards package is being developed; it will include the generic standards in printed form with a CD for the language-specific standards.

2. A growing number of less commonly taught languages have been developing and seeking approval of their standards; these will be added to the CD as they are completed.

3. A solid body of professional literature on the use and impact of the standards has developed. More than 591 articles have now been compiled into a searchable bibliography that will be kept current by a team of volunteer reviewers.

4. The Standards are broad, visionary, and flexible at the national level. As a result, states and school districts have integrated them into programs and curricula. Continued dialogue among states and districts will be supported to enable professional development for stronger instructional practices and performance assessments.

5. Linkages have emerged with educational initiatives such as the 21st Century Skills, the *Common Core State Standards*, and performance outcomes for majors/minors have emerged. Dissemination of "cross-walks" with the Standards and the documents from these initiatives to show priorities on student learning (adapted from Phillips & Abbott [2011], pp. 14-15.) See Appendix B for alignment of the ACTFL student standards with the *Common Core State Standards* and with the *Framework for 21st Century Skills* (Appendix C).

Using the Knowledge Base

The *ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers* are based upon the language profession's knowledge base that has evolved over the past several decades through empirical research, disciplined inquiry, informed theory, and wisdom of practice in three areas:

1. second language acquisition by students (SLA);

2. performance-based assessment, including oral proficiency testing; and
3. practice in foreign language teaching.

Advanced, Superior; each major level consists of sub-levels. Appendix E illustrates the levels and sublevels of the rating scale in the form of an inverted pyramid demonstrating that language ability increases exponentially; that is, it takes increasingly more ability to climb from one level to the next. The OPI is a global assessment that measures language proficiency holistically by determining patterns of strengths and weaknesses: it is a face-to-face or telephonic interview between a trained interviewer and an examinee, which is designed to elicit a profile of the examinee's oral proficiency; the OPI is also available in a computerized format called the OPIc (OPI by computer).

This section will provide a brief overview of the key research findings and implications for foreign language education that undergird and were used in the creation of each of the ACTFL/CAEP Standards; citations of works used in the design of the standards are provided within this description of the knowledge base, and complete references for these citations appear at the end of this section. An abbreviated chart of the research influencing each element of the standards appears in Appendix D.

Note: The term *target language* refers to the foreign or second language being studied.

Standard 1: Language Proficiency: Interpersonal Interpretive, and Presentational

Our current-day understanding of what it means "to know a second language" stems from decades of research and work accomplished in the language profession in two areas:
the communicative framework: 3 modes of communication
assessment of language proficiency

The K-16 student *Standards for Foreign Language Learning in the 21st Century (SFLL)*, first developed in 1996, and then revised in 1999 and 2006 define communication in terms of three modes that emphasize the real-world context and purpose of communication: **interpersonal** speaking and writing (communication between two or more individuals); **interpretive** reading, listening, and viewing (of oral, printed, or video texts); **presentational** speaking and writing (communication to an audience of listeners or readers) (NSFLEP, 1996, 1999, 2006). This framework is based on the model conceptualized by Brecht and Walton (1995), which illustrates how individuals participate in "cultural discourses " or within culturally defined contexts.

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.

A major goal of language study is to be able to communicate with others through interpersonal speaking. Our understanding of how speaking develops has been shaped largely through research conducted in the area of language *proficiency* since the early 1980s. The term

language proficiency refers to the ability to use the language to perform global tasks or language functions within a variety of contexts/content areas, with a given degree of accuracy, and by means of specific text types (Swender, 1999). *Global tasks or functions* (i.e., those that are used in real-world communication) include asking for information, narrating a story, expressing opinions, and arguing a point. *Contexts* refer to the sets of circumstances in which these tasks are performed such as in a restaurant in Madrid, while *content areas* refer to the topics related to these contexts such as ordering a meal. *Accuracy* relates not only to grammar and vocabulary but also to fluency, pronunciation, and the sociolinguistic appropriateness or acceptability of what is being said within a certain setting, and the use of appropriate strategies for managing discourse.

As early as 1979, the President's Commission on Foreign Language and International Studies, in its report *Strength Through Wisdom,* recommended that the profession develop foreign language proficiency tests to assess language learning and teaching in the U.S. United States government testing agencies, ACTFL, and the Educational Testing Service (ETS) collaborated in the development of a framework for understanding and measuring oral language proficiency-- the *ACTFL Proficiency Guidelines* (ACTFL, 1982), and a method for assessing oral language ability--the ACTFL Oral Proficiency Interview (OPI). Both the guidelines and the OPI are based on a rating scale and assessment procedure developed in the 1950s by the Foreign Service Institute of the U.S. Department of State. The *ACTFL Proficiency Guidelines--Speaking* were revised in 1999, and again as *ACTFL Proficiency Guidelines: Speaking, Writing, Listening, and Reading* (2012) (http://www.actfl.org).

Revised *ACTFL Proficiency Guidelines*. The *ACTFL Proficiency Guidelines* were revised in and appear in Appendix E. They continue to serve as descriptions of what individuals can do with language in terms of speaking, writing, listening, and reading in real-world situations in a spontaneous and non-rehearsed context. For each skill, these guidelines identify five major levels of proficiency: Distinguished, Superior, Advanced, Intermediate, and Novice. The major levels Advanced, Intermediate, and Novice are subdivided into High, Mid, and Low sublevels. The levels of the *ACTFL Guidelines* describe the continuum of proficiency from that of the highly articulate, well-educated language user to a level of little or no functional ability.

These *Guidelines* present the levels of proficiency as ranges, and describe what an individual can and cannot do with language at each level, regardless of where, when, or how the language was acquired. Together these levels form a hierarchy in which each level subsumes all lower levels. The *Guidelines* are not based on any particular theory, pedagogical method, or educational curriculum. They neither describe how an individual learns a language nor prescribe how an individual should learn a language, and they should not be used for such purposes. They are an instrument for the evaluation of functional language ability.

The *ACTFL Proficiency Guidelines* were first published in 1986 as an adaptation for the academic community of the U.S. Government's Interagency Language Roundtable (ILR) Skill Level Descriptions. This third edition of the *ACTFL Proficiency Guidelines* includes the first revisions of Listening and Reading since their original publication in 1986, and a second revision of the

ACTFL Speaking and Writing Guidelines, which were revised to reflect real-world assessment needs in 1999 and 2001 respectively. New for the 2012 edition are the addition of the major level of Distinguished to the *Speaking and Writing Guidelines*, the division of the Advanced level into the three sublevels of High, Mid, and Low for the *Listening and Reading Guidelines*, and the addition of a general level description at the Advanced, Intermediate, and Novice levels for all skills.

Another new feature of the 2012 *Guidelines* is their publication online, supported with glossed terminology and annotated, multimedia samples of performance at each level for Speaking and Writing, plus examples of oral and written texts and tasks associated with each level for Reading and Listening.

The direct application of the *ACTFL Proficiency Guidelines* is for the evaluation of functional language ability. The *Guidelines* are intended to be used for global assessment in academic and workplace settings. However, the Guidelines do have instructional implications. The *ACTFL Proficiency Guidelines* underlie the development of the *ACTFL Performance Guidelines for K-12 Learners* (1998), revised as *ACTFL Performance Descriptors for Language Learners,* (2012) and are used in conjunction with the national *Standards for Foreign Language Learning* (1996, 1998, 2006, 2013) to describe how well students meet content standards. For the past 25 years, the *ACTFL Guidelines* have had an increasingly profound impact on language teaching and learning in the United States. (*ACTFL Proficiency Guidelines*, p. 3)

The speaking guidelines consist of criterion-referenced descriptions of how speakers function at each of four major levels or borders on the oral proficiency rating scale--Novice, Intermediate, a trained interviewer and an examinee, which is designed to elicit a profile of the examinee's oral proficiency; the OPI is also available in a computerized format called the OPIc (OPI by computer).

It is important to note the major impact that the guidelines and OPI have had on the language profession over a 30-year period:

- The OPI is the ONLY standardized procedure in the U.S. for assessing functional speaking ability that is double-rated by certified testers and found to be both reliable and valid;
- The *ACTFL Guidelines* have been institutionalized in the U.S. foreign language profession: they influenced the development of the K-16 student *Standards for Foreign Language Learning in the 21st Century*, state curriculum frameworks, expectations for foreign language teacher preparation programs (as well as textbooks used in these programs), and curriculum and assessment at all levels of public foreign language instruction (Liskin-Gasparro, 2003);
- One entire issue of *Foreign Language Annals* was devoted to oral proficiency testing to recognize the decades of research on the OPI and progress made in proficiency testing (Clifford, 2003); and
- The ACTFL OPI Testing Program is administered and managed by Language Testing International (LTI) (http://www.languagetesting.com). LTI was founded in 1992 in response to the growing need for standardized, valid language proficiency assessments

conducted by certified testers. It arranges for the administration of ACTFL language proficiency assessments in over 60 languages for corporations, government agencies, academic institutions, and individuals. The OPI reports high levels of reliability and validity (Surface & Dierdorff, 2003)

While ACTFL was in the process of developing the first set of ACTFL/CAEP standards in 2000-2002, the foreign language profession reached consensus that teacher candidates should demonstrate a minimum oral proficiency level of Advanced Low since this was the level at which candidates would be able to:

- narrate and describe in present, past, and future time frames;
- communicate using paragraph-length speech;
- successfully deal with a situation that presents an unanticipated complication;
- satisfy the demands of work and/or professional situations;
- be understood without difficulty by speakers unaccustomed to dealing with nonnative speakers.

Advanced Low is the minimum level at which teachers can speak spontaneously in the classroom (i.e., without a script), provide the language input that is necessary for language acquisition to occur, and interact with their students in the foreign language. Further, teachers need to be able to speak at the Advanced level in order to deliver a standards-based instructional program (Glisan, 2013). It is important to note that, given the increased amount of time necessary to acquire proficiency in languages such as Arabic, Chinese, Korean, and Japanese, the minimum level was set at Intermediate High for these languages.

An important area of research in proficiency testing has been the amount of time that it takes to reach specific OPI levels and which levels are appropriate benchmarks for K-16 language programs, including exit from foreign language teacher preparation programs. Results of empirical studies indicate that the majority of students who complete four years of college-level language study generally attain between Intermediate High and Advanced Low levels of oral proficiency (Tshirner & Heilenman, 1998). In a study examining data collected from 501 OPIs of undergraduate foreign language majors, Swender (2003) reported that the greatest concentration of ratings (55.8%) was in the Intermediate High/Advanced Low range. In a 2007 study of OPIs taken by teacher candidates from NCATE institutions, 59.9% of candidates attained the required Advanced Low level; this percentage was up .9% from an earlier study (Hamlyn, Surface, & Swender, 2007). This study also revealed that 49.8 % of candidates who took the OPI for the second time were able to reach the required level in speaking. Similarly, Glisan, Swender, and Surface (2013) reported that 54.8% of the 2,890 tests administered between 2006-2012 attained Advanced Low. These data are encouraging as they illustrate that programs are beginning to focus on the proficiency levels of their candidates and that teacher candidates are making progress in reaching the desired oral proficiency level. This standard is making a significant impact on the degree to which language teachers are prepared to use and teach the foreign language in classrooms across the country. It has also served as the impetus for college language faculty to examine the effectiveness of their upper-level courses (Donato &

Brooks, 2004; Mantero, 2002, 2006; Zyzik & Polio, 2008, 2009). In addition, an increasing number of states are requiring the Advanced Low level for licensure, whether through traditional or alternative routes (Chambless, 2012; Lindseth, 2010).

1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

The current view of the interpretive skills is that the listener/reader/viewer arrives at meaning by using both bottom-up and top-down processing together (Bernhardt, 1991; Scarcella & Oxford, 1992; Swaffar, Arens, & Byrnes, 1991). *Bottom-up processing* refers to processing that occurs in a linear fashion, by combining sounds or letters to form words, then combining words to form phrases, clauses, and sentences of the text. In *top-down processing*, meaning is derived through the use of contextual clues and activation of background knowledge about the content of the text. Research on the interpretive mode has examined the way in which interpretation goes beyond the traditional idea of "comprehension," inasmuch as interpretation includes the reader's/listener's/viewer's ability to "read (or listen) between the lines" and bring background knowledge and world experience to the task (NSFLEP, 2006, pp. 36-37). According to Hammadou (2002), one's ability to interpret is based to a large extent on the ability to engage in *inferencing*, "a thinking process that involves reasoning a step beyond the text, using generalization, synthesis, and/or explanation" (p. 219). In addition to inferencing, interpretation of a text includes predicting, reaching conclusions, giving opinions and explanations, questioning textual assertions, and connecting the text to other texts or life experiences (Shrum & Glisan, 2010). Extensive research underscores the value of interpreting *authentic* texts--i.e., "those written and oral communications produced *by* members of a language and culture group *for* members of the same language and culture group" (Galloway, 1998, p. 133; Maxim, 2002).

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.

Recent work in the area of oral and written presentations has focused on (1) the need to know how to communicate with specific types of audiences and (2) how to design presentations according to their communicative purpose (e.g., descriptive, narrative, demonstrative, explanatory, transformative) (Hall, 1999). It is the consideration of audience that makes presentational speaking and writing communicative acts rather than simply activities to practice language forms (Roca de Larios, Manchón, Murphy, & Marín, 2008). An approach to presentational writing for audiences that has received much attention is *genre* instruction, which focuses on texts that are easily recognized and shared by members of a speech community (K. Hyland, 2007).

The *ACTFL Proficiency Guidelines* (2012), described above, are also used in assessing proficiency in delivering oral presentations. In writing, the *ACTFL Proficiency Guidelines* address the increased awareness of audience and the difference between written products that are created in a spontaneous manner versus those that are created in a reflective manner. At higher levels

of proficiency, writing becomes more reflective and takes into account the audience. As is the case for oral proficiency, the expectation from the field is that teacher candidates write at a minimum level of Advanced Low (with the exception of languages such as Arabic, Chinese, Korean, and Japanese--minimum level of Intermediate High).

ACTFL/CAEP Standard 1: Language Proficiency	Research influencing the Standard
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.	Documents: *ACTFL Proficiency Guidelines: Speaking, Writing, Listening, and Reading* (2012); *Common Core* (2010); *Framework for 21st Century Skills* (2010); *Standards for Foreign Language Learning in the 21st Century* (2006) Articles: Chambless (2012); Clifford (2003); Donato & Brooks (2004); Glisan (2013); Glisan, Swender, & Surface (2013); Hamlyn, Surface, & Swender (2007); Lindseth (2010); Liskin-Gasparro (2003); Mantero (2002, 2006); Swender (1999); Tshirner & Heilenman (1998); Zyzik & Polio (2008, 2009)
1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.	Arens, & Byrnes (1991); Bernhardt (1991); Maxim (2002); Scarcella & Oxford (1992); Shrum & Glisan (2010); Swaffar, Galloway (1998, p. 133)
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.	Glisan (2013); Hall (1999); K. Hyland (2007); Roca de Larios, Manchón, Murphy, & Marín (2008)

Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

A goal of language study is the development of understanding of the target culture(s) of the language being studied as well as the gaining of insights into one's own native culture(s). A pivotal theoretical underpinning is that "...culture and language are inextricably connected" (Lange, 1999, p. 61); that is, the two cannot be learned effectively unless they are intertwined because that is how they are learned in the world beyond the classroom. The research that forms the foundation of the cultural content knowledge part of this standard is the new culture paradigm that was developed for the *SFLL* in 1996 and investigated further since that time. The paradigm posits the relationship between and interconnectedness of three components:

- cultural *practices*: the patterns of behavior accepted by a society, representing knowledge of "what to do when and where"; examples: mealtime etiquette, how individuals spend their leisure time, the use of personal space;
- cultural *products:* what is created by members of the culture, both tangible and intangible; examples: a house, eating utensil, painting, piece of literature, system of education;
- cultural *perspectives:* the beliefs, ideas, attitudes, meanings, and values that form the basis for the practices and products--i.e., the culture's view of the world;
  Examples: in some Asian cultures, social hierarchy is very important and is based on age, education, and social status (a perspective); people often exchange business cards (a product) to facilitate social interaction and are treated with such respect that the nonverbal behavior of scribbling notes on business cards is not considered to be appropriate (a taboo practice). (Example cf. NFSLEP, 2006, p. 50).

It is important to note that the practices and products are derived from cultural perspectives and that these three elements are closely interrelated.

This new paradigm is derived from the sociocultural framework posited by Fantini (1997), which consists of *sociofacts* (how people come together and for what purpose--practices), *artifacts* (things people make--products), and *mentifacts* (what people think or believe--perspectives). This anthropological approach to conceptualizing culture supports a *constructivist approach* to learning about culture, through which learners construct their views of culture as a result of social interaction and interpersonal communication. That is, learners become cultural investigators by analyzing the relationships among practices, products, and perspectives and by focusing at first on their own values and sense of self that evolve out of their own native cultural perspectives (Wright, 2000). This approach contrasts with the more traditional *information- acquisition approach* through which students memorize discrete pieces of information about the target culture as provided by the teacher. Research conducted by Abrams (2002) and Wright (2000, 2003) supports a process-oriented constructivist approach to culture inasmuch as it provides learners with the experiences needed to approach, appreciate, and connect with people from other cultures.

A related area of research is intercultural or cross-cultural understanding through comparisons of native and target cultures. The Kluckhohn Values Orientation Method (Kluckhohn, 2004) has been used in this regard in examining five basic concerns common to all individuals: (1) What is a person's assessment of innate human nature (perception of self and others)?; (2) What is a person's relation to nature (world view)?; (3) What is the person's temporal focus of life (temporal orientation)?; (4) What is the principal model of activity (forms of activity) for a person, or the group to which he or she belongs?; (5) What is the modality of the person's or the group's relationships to others (social relations)? (cf. Shrum & Glisan, 2010, p. 158; adapted from Ortuño, 1991, p. 450). Cultural knowledge is an aspect of communicative competence that Byram (1997) has termed *intercultural communicative competence (ICC),* which includes four types of knowledge that begins with an initial understanding of self and others and progresses to a new understanding: (1) knowing oneself and others; (2 knowing how to interpret and

relate; (3) knowing how to engage oneself; and (4) knowing how to discover/interact. In Deardorff's (2006) view, intercultural competence is a cyclical *process orientation* that begins with attitudes such as respect, openness, curiosity, and discovery, which then lead to the desired external outcome of exhibiting effective and appropriate communication and behavior in an intercultural situation. Basing her work on these areas of research, Schulz (2007) proposed objectives for the development of cross-cultural awareness in a four-year high school or four-semester college foreign language learning program that include developing an awareness of the role of:

- geographic, historical, economic, social/religious, and political factors that influence cultural perspectives, products, and practices, including language use and styles of communication;
- situational variables (e.g., context and role expectations, age, gender, social class) that shape communicative interaction;
- stereotypes or generalizations;
- culture-conditioned images and culture-specific connotations of some words, phrases, proverbs, etc.; and
- type of causes for cultural misunderstanding between members of different cultures (p. 17).

Global awareness is included in the *Framework for 21st Century Skills*, which proposes that students need to learn from and work collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and should demonstrate an understanding of other nations and cultures, including the use of non-English languages (*Framework for 21st Century Skills*, 2010).

2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

Of importance in explaining the individual cognitive process of acquiring a second language is *communicative competence*, "the ability to function in a communicative setting by using not only grammatical knowledge but also gestures and intonation, strategies for making oneself understood, and risk-taking in attempting communication" (Bachman, 1990; Savignon, 1972; c.f. Shrum & Glisan, 2010, p. 13). The most recent model of communicative competence (Celce-Murcia, Dörnyei, & Thurrell, 1995) highlights at the center *discourse competence*, which refers to the manner in which words and phrases are arranged into utterances to express thoughts. Discourse competence is affected by sociocultural, linguistic, and actional competence. *Sociocultural competence* refers to knowledge of context, stylistic appropriateness, nonverbal factors, and cultural background knowledge; it includes an understanding of how language changes over time. *Linguistic competence* is the ability to communicate through morphology, syntax, vocabulary, semantics, phonology, and spelling. *Actional competence* is the ability to connect linguistic form with the speaker's communicative intent. These areas of competence are supported by *strategic competence*, skills that enable individuals to try to communicate with others and to compensate for deficiencies in other competences.

There is anecdotal evidence that students are better able to reflect on their first language after having studied a second. While students initially may assume that all languages are similar to their own, they soon discover linguistic categories that exist in other languages that do not exist in their own (e.g., neuter gender) and vice versa (NSFLEP, 2006, p. 57). These types of experiences lead to a comparison of linguistic systems and a greater understanding of not only the target language but the native language as well.

2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

Much research in our field points to the benefits of exploring authentic literary and cultural texts from the beginning of language study. It has been shown, for example, that students who listen to authentic oral segments such as radio broadcasts demonstrate significantly greater listening comprehension than students who do not interact with authentic segments (Herron & Seay, 1991). Swaffer and Arens (2005) stress the use of these texts to teach *multiple literacies* "...the ability to engage with the culture, with its form of knowledge and communication, and with its various publics" (p. xii). In their study of the relationship between the study of a foreign language literary text and the development of comprehension in a second culture, Scott and Huntingdon (2002) found that exploration of literary texts can develop students' affective awareness (i.e., empathy for others) and cognitive flexibility (i.e., acknowledgment of multiple views).

The benefits of linking language and content at all levels of instruction have been extensively documented in the professional literature (Curtain & Dahlberg, 2010; Hoecherl-Alden, 2006; Kennedy, 2006; Met, 1999; Pessoa, Hendry, Donato, Tucker, & Lee, 2007; Snow & Brinton, 1997; Tedick & Cammarata, 2012). Students can expand their knowledge of other subjects while they improve their communication skills and cultural awareness. As students learn a foreign language, they gain access to new sources of information and a "new window on the world"--i.e., they are able to identify distinctive viewpoints from a range of disciplines accessible to them only through the target language (NSFLEP, 2006, p. 56).

ACTFL/CAEP STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines	Research influencing the Standard
2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.	Abrams (2002); Byram (1997); Deardorff (2006); Fantini (1997); Kluckhohn (2004); Lange (1999); Schulz (2007); Shrum & Glisan (2010) adapted from Ortuño (1991); Wright (2000, 2003); Tedick & Cammarata (2012)
2b) Demonstrate	Bachman (1990); Celce-Murcia, Dörnyei, & Thurrell (1995);

understanding of linguistics and the changing nature of language, and compare language systems	Savignon (1972); c.f. Shrum & Glisan, 2010, p. 13)
2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.	Documents: *Common Core* (2010); *Framework for 21st Century Skills* (2010); *Standards for Foreign Language Learning in the 21st Century* (2006); Books, Articles: Curtain & Dahlberg (2010); Herron & Seay (1991); Hoecherl-Alden (2006); Kennedy (2006); Met (1999); Pessoa, Hendry, Donato, Tucker, & Lee (2007); Snow & Brinton (1997); Swaffer & Arens (2005); Tedick & Cammarata (2012)

Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs

3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

Research findings in the field of second language acquisition (SLA) have been pivotal in clarifying what it means to know a second language, the processes by which individuals acquire another language, and how educators can effectively facilitate foreign language learning in settings within and beyond the classroom (Shrum & Glisan, 2010). SLA research has examined language acquisition from two perspectives:

- acquisition as a *cognitive* process that occurs in the brain of the individual--i.e., how individual language learners use their minds to acquire a second language within experimental settings and classrooms (Chomsky, 1968); and
- acquisition as a *social* process that occurs in interaction with others--i.e., how language use and social interaction bring about acquisition (Hall, 1997; Swain & Deters, 2007).

In terms of the individual cognitive process involved in language acquisition, the theoretical framework that has had perhaps the most impact is Krashen's Input Hypothesis (Krashen, 1982). Krashen distinguishes between *acquisition,* a subconscious "picking up" of rules similar to the process of acquiring one's native language, and *learning,* a conscious process of knowing and applying rules. According to Krashen, acquisition leads to spontaneous, unplanned communication, which should be our goal in language instruction. Language learners must attend to a great deal of target language *comprehensible input* at the *i* + 1 level--i.e., input that is a little beyond learners' current level of competence and not grammatically sequenced, but understandable using background knowledge, context, and other extralinguistic cues such as gestures and visual support. Teachers must be able to provide a classroom environment that features effective comprehensible input in the target language (hence the need for teachers to have a high level of oral proficiency). Further, the classroom must be a low-anxiety environment where learners feel comfortable and encouraged to speak in the target language.

Input must be relevant and interesting, and overt error correction should be minimal since it is not useful when acquisition is the goal.

SLA research also confirms that speakers use both automatic and controlled processing in communicative situations; that is, speakers are able to produce some utterances automatically while they have to consciously think about how to form others. According to Ellis (1994), the use of both types of processing accounts for individual variation in the language of a second language learner since different types of knowledge and processes are activated in different contexts, and it also explains variation in language use across language learners. In his Interaction Hypothesis, Long (1981, 1996) explains the important role of *negotiation of meaning* in learners' attempts to arrive at meaning as they interact with others; this negotiation also leads to language development. Further, in addition to input, learners also need opportunities to produce output--i.e., speak the language to communicate their ideas (Swain, 2000).

Language learning can also be explained as a social or collaborative process. According to *sociocultural theory,* our linguistic, cognitive, and social development is socioculturally constructed as members of a community (Vygotsky, 1978). Learning and development, therefore, are viewed as being as much social processes as cognitive processes (Lantolf, 2000; Wells, 1999). Social interaction has a key role to play in language acquisition in the classroom. According to Vygotsky (1978), the learner brings two levels of development to the learning task: an *actual developmental level* (what the learner can do without assistance) and a *potential developmental level* (what the learner can do with the assistance of adults or more capable peers). Meaningful and purposeful interaction with others enables the learner to progress from the potential developmental level to the actual developmental level. The learner's Zone of Proximal Development (ZPD) is "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p.86). Hence, language acquisition occurs when the learner receives appropriate types of assistance from the expert or teacher. The ZPD can refer to an interactive classroom activity, which is at the same time a tool for language learning and the result of using language with others (Shrum & Glisan, 2010). It is imperative that teachers know how to design opportunities for meaningful interaction among students and guide students in working in their individual ZPDs so that they progress in language development.

3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

Brain-based research has shown that the factors of age, time on task, stimulation, novelty, and motivation are pivotal in laying the foundation for learning and that students' emotional and physical well-being affect the degree to which language acquisition will take place (Kennedy, 2006; Sousa, 2006). Language processing involves many senses and an enriched environment (e.g., target language input, movement, social interaction, feedback) for neuronal development to occur (Kennedy, 2006).

The new Bloom's Taxonomy of Thinking (Anderson & Krathwohl, 2001) is used in foreign language education as a model for promoting students' higher-order thinking skills. The taxonomy illustrates three lower levels (*remember, understand, apply*) that focus on the information students have learned, and three higher levels (*analyze, evaluate, create*) that lead students to new insights, discoveries, and creations not part of the original information learned (Sousa, 2006). Foreign language teachers continue to use the taxonomy in designing learning objectives and activities to reflect increasingly more complex thinking on the part of students. Shrum and Glisan (2010) developed a chart with specific foreign language activities that reflect each level on the taxonomy. Examples of activities that exemplify lower-level thinking are naming objects, matching visuals to words, and interviewing a classmate using a given set of questions; examples of activities that address higher-level thinking are comparing L1 and L2 cultural perspectives, debating an issue, and creating a travel brochure (p. 79). Higher-order thinking is also one of the components of the *Framework for 21st Century Skills* (Partnership for 21st Century Skills, 2010).

Another area of research that has been useful for foreign language education has been in the area of multiple intelligences; an *intelligence* is "a capacity to process a certain kind of information" (Gardner, 2006, p. 6). Gardner (2006) has developed nine intelligences that help educators understand how learners grasp concepts and how we can develop these intelligences in the classroom. Foreign language research has confirmed that a multiple-intelligence approach to teaching can result in increased learning of the target language (Haley, 2001, 2004; Haley & Hancock, 2007/2008).

Research on *learning styles*--i.e., approaches learners use to learn--has identified five dimensions of language learning styles: *analytic-global, sensory preferences, intuitive/random and sensory/sequential learning, orientation to closure, and competition-cooperation* (Scarcella & Oxford, 1992). Knowledge of these learning styles can help language teachers to identify ways in which learners differ in their approaches to language learning. In addition to learning styles, Scarcella and Oxford (1992) define *language learning strategies* as "specific actions, behaviors, steps, or techniques--such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task--used by students to enhance their own learning" (p. 63; c.f. Shrum & Glisan, 2010 p. 356). The research has shown that language learning strategies can be taught and that these strategies are effective when students use them.

A body of research in foreign language education has dealt with accommodating learners with special needs in the language classroom. Several researchers in the field of special education have examined the relationship between learning disabilities and language learning. This research indicates that students identified with various types of learning disabilities can learn a language, with appropriate accommodations, as least as well as low-achieving students who do not have learning disabilities (Sparks, Humbach, & Javorsky, 2008). Of importance to language teachers are the following key findings:

- In a proficiency-oriented, standards-based classroom, a learning disability may not play

    as significant a role as it tends to have in a more traditional memory/skills-based classroom.

- Immersion programs offer the meaningful instruction and hands-on experiences that help facilitate learning for students with learning disabilities (Spinelli, 1996).
- A classroom environment that features sociocultural learning, content-based instruction, and story-based experiences provides the instructional support and learning experiences that facilitate language learning for students with learning difficulties (Arries, 1999; Shrum & Glisan, 2010).

An ever-increasing group of learners requiring special types of instruction in foreign language classrooms is the *heritage language learner* group. Heritage language learners, also called home background learners, have acquired languages other than English at home in the U.S. as a result of their cultural or ethnic backgrounds--they are often bilingual to some degree in both English and the heritage language. These learners tend to have well-developed interpersonal speaking skills but limited reading ability and oral and written presentational skills (Valdés, 1999). The field now has an extensive data base that describes the types of classroom experiences that validate the language and cultural backgrounds of these learners while addressing the areas in which they need to improve in order to maintain and strengthen their heritage languages (Hancock, 2002; Rodríguez Pino, 1997; Valdés, 2005; Webb & Miller, 2000).

Foreign language education has embraced the concept of *differentiating instruction* in order to meet individual students' needs. Wesely (2012) underscores the importance of the interaction between learner attitudes, perceptions, and beliefs relative to themselves as learners and their language learning environment. Differentiation can be accomplished through a backward design for curriculum and lesson planning in which the starting point is the identification of what students should know and be able to do at the end of the instructional unit. According to Tomlinson and McTighe (2006), while goals, understandings, and essential questions should not be differentiated, differentiation may occur for knowledge and skills, performance tasks, and learning activities. Differentiation may be accomplished by differentiating content, process, and products and should be preceded by an initial pre-assessment to identify learner strengths and weaknesses (Tomlinson 1999; Tomlinson & Eidson, 2003).

Standard	Research influencing the Standard
ACTFL/CAEP STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs	
3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning	Anderson & Krathwohl (2001); Ellis (1994); Gardner (2006); (Haley, 2001, 2004); Haley & Hancock (2007/2008); Hall (1997); Hancock (2002); Kennedy (2006); Lantolf (2000); Rodríguez Pino, (1997); Scarcella & Oxford (1992); Sparks, Humbach, & Javorsky, (2008); Sousa (2006); Shrum & Glisan (2010); Spinelli (1996); Swain (2000); Swain & Deters (2007); Valdés (1999, 2005); Vygotsky (1978); Webb

environments.	& Miller (2000); Wells (1999); Wesely (2012)
3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.	Documents: ACTFL *Performance Descriptors for Language Learners* (2012); *Standards for Foreign Language Learning in the 21st Century* Books, articles: Tomlinson (1999); Tomlinson & Eidson (2003); Tomlinson & McTighe (2006); Wesely (2012)

Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources

4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* 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* and their state standards in their classroom practice.
4c) Use the *Standards for Foreign Language Learning in the 21st Century* and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

The knowledge base that serves as the foundation for Standard 4 is the set of K-16 student *Standards for Foreign Language Learning in the 21st Century (SFLL)* (1996, 1999, 2006), inasmuch as this standard addresses the need for teachers to integrate the student standards into their planning, classroom practice, and use of resources. The *SFLL* consists of 5 goal areas, known as the 5Cs. The discussion in this knowledge base section under ACTFL/CAEP Standards 1 and 2 highlights the pertinent research that undergirds the concepts related to four of the Cs: *Communication:* the three modes of communication (interpersonal, interpretive, presentational); *Cultures:* the cultural paradigm (cultural perspectives, practices, products); *Comparisons:* linguistic and cultural comparisons between the native and target cultures; and *Connections:* acquiring knowledge of other disciplines through the target language.

The fifth *SFLL* goal area is *Communities* and posits the ultimate goal of language study as being the ability to use the target language to communicate in communities where the language is spoken and to become life-long learners by using the language for personal enjoyment and enrichment (NSFLEP, 2006). Research in the area of *community-based learning (CBL)* has revealed ways to engage language learners in interaction in target language communities outside the classroom (Kolb, 1984; Overfield, 1997, 2002). A form of CBL in recent years is a concept called *service-learning,* which engages students in community action using the knowledge and reflections they've acquired in academic learning (Caldwell, 2007; Hellenbrandt, Arries, & Varona, 2003; Tilley-Lubbs, 2007). An example of service-learning project is a study in which post-secondary students helped newly arrived Hispanic immigrants to the U.S. with tasks such as getting a driver's license and renting an apartment (Tilley-Lubbs, 2003, 2007). The Communities goal area has been receiving increasing attention recently as the formerly neglected goal area (Schultz, 2009). The current discussion has encompassed the role of

technology in connecting learners to target language communities (Magnan, 2007), participation in communities of practice (Wenger, 1998), and viewing communities from an ecological-semiotic perspective (van Lier, 2002).

ACTFL/CAEP STANDARD 4: Integration of Standards in Planning and Instruction	Research influencing the Standard
4a) Demonstrate an understanding of the *Standards for Foreign Language Learning in the 21st Century* and their state standards and use them as the basis for instructional planning.	Documents: *Alignment of the national Standards for Learning Languages with the Common Core State Standards: Performance expectations* (ACTFL, 2013); *Common Core* (2010); *Framework for 21st Century Skills* (2010); *Standards for Foreign Language Learning in the 21st Century* (2006) Articles: Caldwell (2007); Hellenbrandt, Arries, & Varona (2003); Kolb (1984); Overfield (1997); Tilley-Lubbs (2007); Troyan (2012)
4b) Integrate the goal areas of the *Standards for Foreign Language Learning in the 21st Century* and their state standards in their classroom practice.	*Common Core* (2010); *Framework for 21st Century Skills* (2010); Troyan (2012)
4c) Use the *Standards for Foreign Language Learning in the 21st Century* and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.	*Common Core* (2010); *Framework for 21st Century Skills* (2010); *Standards for Foreign Language Learning in the 21st Century* (2006); Magnan (2007); Schultz (2009); van Lier (2002)

Standard 5: Assessment of Languages and Cultures - Impact on Student Learning

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.

In recent years in foreign language education, a new paradigm for assessment practices has evolved, which has resulted from the focus on performance-based outcomes within a backward design framework. This new paradigm includes the following features:

- *purpose of assessment:* to guide and improve student performance; to assess progress in proficiency and attainment of standards; to evaluate and inform instruction;

- *place of assessment in planning and instruction:* identification of assessment evidence before learning experiences are planned (backward design);
- *types of assessment:* balance of formative and summative assessments; multiple assessments; focus on performance in authentic tasks; integration of technology;
- *assessment content and formats:* integrated assessment of 3 modes of communication and goal areas of standards; meaningful contexts; open-ended formats allowing for divergent responses and creativity;
- *role of learner:* has multiple opportunities to demonstrate knowledge and skills; encouraged to be creative; receives rubrics before assessment; receives regular feedback and coaching on how to improve performance;
- *role of teacher:* describes targeted performance prior to assessments; provides feedback and coaching; uses assessment results to improve program and teaching;
- *grading system/feedback:* rubrics to describe range of performance possible; points given for both accuracy and creativity in language use; rich feedback that describes how performance could improve (Shrum & Glisan, 2010, p. 396).

The current knowledge base highlights the benefits of assessments that are contextualized (i.e., placed in interesting, meaningful contexts), engage students in meaningful communication, elicit a performance, encourage divergent responses and creativity, be adapted to serve as either formative or summative assessments, address at least one mode of communication, and be adapted to address standards (Shrum & Glisan, 2010, p. 399). The research has suggested that teachers work toward implementing *authentic, performance-based assessment* to mirror the tasks and challenges faced by individuals in the real world (Wiggins, 1998). *Authentic assessments* test the learner's knowledge and abilities in real-world situations, require judgment and innovation, assess the student's ability to use a repertoire of knowledge and skills efficiently and effectively to negotiate a complex task, and allow opportunities to rehearse, practice, consult resources, obtain feedback, and refine performances and products (Wiggins & McTighe, 2005).

Rubrics serve as a tool for teachers to provide feedback to learners about their progress and evaluate performances inasmuch as they measure stated objectives, use a range to rate performance, and contain specific performance characteristics arranged in levels indicating the degree to which a standard of performance has been met (San Diego State University, 2001; Wiggins, 1998). In addition, much attention has been given to *summative oral proficiency testing* in order to track students' progress in achieving proficiency levels (Fall, Adair-Hauck, & Glisan, 2007).

Current research in assessment proposes "alternative approaches to assessment" to bring about a more direct connection between teaching and assessment (McNamara, 2001). Several recent studies have confirmed the effectiveness of the Integrated Performance Assessment (IPA), which enables students to communicate within a specific content across the three modes of communication of the SFLL; further it blends instruction and assessment through a cyclical approach in which learners receive modeling, engage in practice, perform the assessment task,

receive feedback, engage in additional practice, perform another task, etc. (Adair-Hauck, Glisan, Koda, Swender, & Sandrock, 2006; Glisan, Adair-Hauck, Koda, Sandrock, & Swender, 2003; Adair-Hauck, Glisan, & Troyan, 2013). Another cutting-edge approach to linking instruction and assessment is *dynamic assessment*, in which the teacher plays the role of coach with the learner instead of only observing learner behavior (Lantolf & Poehner, 2008; Poehner, 2007). These alternative approaches also hold much promise as tools for confirming effects on student learning since they feature pre-assessments, coaching, modeling, feedback, and comparison of pre- and post-assessment performance. The Teacher Work Sample, which includes pre- and post-assessment, has been found to be an effective authentic assessment of the teacher's effects on their students' learning (Renaissance Partnership for Improving Teacher Quality Project, 2004). Many teacher education programs now recommend the ACTFL publication *The Keys to Assessing Language Performance: Teacher's Manual* (Sandrock, 2010) to assist teachers in developing integrated performance assessments across the three modes of communication.

ACTFL/CAEP STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning	Research influencing the Standard
5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.	Adair-Hauck, Glisan, & Troyan (2013); Adair-Hauck, & Troyan (2013); Sandrock (2010); Shrum & Glisan (2010); Wiggins, (1998)
5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.	Fall, Adair-Hauck, & Glisan (2007); Lantolf & Poehner, (2008); Poehner (2007)
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.	Renaissance Partnership for Improving Teacher Quality Project (2004); Wiggins & McTighe (2005)

Standard 6: Professional Development, Advocacy, and Ethics

6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

For many decades research in educational reform has stressed that professional development should be a continuum that begins early in the college career and extends through the experiences of professional educators (Fountain & Evans, 1994; Guskey, 2000; Little, 2006). Professional development opportunities of a long-term nature engage teachers in self-reflection, action research, and the formation of learning communities, which are pivotal for

ongoing growth as professionals (Darling-Hammond, 2005, 2006; Glisan, 2001; Steele, Peterson, Silva, & Padilla, 2009). Both the *InTASC Standards for Licensing Beginning Foreign Language Teachers* (2011) and the *NBPTS Early Adolescence and Young Adulthood/World Languages Other Than English Standards (2011-2012)* include on-going professional development and reflection as key components of teacher development.

For foreign language educators, professional development should include work on language proficiency and cultural understanding as well as strengthening of pedagogical knowledge and skills (Glisan, 2001).

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.

A key responsibility of all language educators is to promote the inclusion of foreign language education in the core curriculum (NSFLEP, 2006). A great deal of work has been done in our field in the area of advocating for the value of language learning in K-16 education, particularly through organizations such as ACTFL (www.actfl.org), the Modern Language Association (MLA) (www.mla.org), the Association of Departments of Foreign Languages (ADFL) (www.adfl.org), the National Network for Early Language Learning (NNELL) (www.nnell.org), and the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) (www.languagepolicy.org). These organizations have a wealth of information and resources on their websites. Many successful efforts have been documented of language educators forming alliances with members of the business sector, governmental agencies, school boards, professional and civic organizations, and the media, in order to join forces to advocate for language programs (de Lopez, Montalvo, & Lawrence, 1990).

Recently, advocacy efforts have turned into strategies for preventing language programs from being reduced or eliminated, and teachers--even newly hired ones--are often placed in the position of defending the survival of programs that have existed for some time (Goldberg, 2009). An increasing number of publications have addressed the issue of the U.S. becoming less competitive in the global economy if language education does not receive much needed attention in the K-16 curriculum (Committee for Economic Development, 2006). Language teachers must take a leadership role in becoming well versed in explaining the role and value of foreign languages and in engaging in advocacy efforts.

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.

The basis for this element of Standard 6 is primarily the work that has been done in the field of education and by ACTFL in the area of professional and ethical practices. The National Education Association (NEA) (1975) has a *Code of Ethics of the Education Profession,* which outlines the educator's commitment to students and to the profession. ACTFL (2009) approved

its *Statement of Professional Responsibility for ACTFL Members,* which reflects the standard of professionalism to which individuals involved in the teaching of languages should hold themselves. According to the statement, "members of ACTFL and the language teaching profession are dedicated to the promotion of language learning, multilingualism, cultural understanding, and international competence." Further, they are guided by principles of professional conduct and ethical practice that relate to commitment to the student, professional expertise, professional community, and public responsibility. In their discussion of a "critical foreign language pedagogy," Reagan and Osborn (2002) also underscore the need for language teachers to understand the social, cultural, political, and ideological contexts in which they teach and in which languages are used.

ACTFL/CAEP STANDARD 6: Professional Development, Advocacy, and Ethics	Research influencing the Standard
6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.	Darling-Hammond (2005, 2006); Fountain & Evans (1994); Glisan (2001); Guskey (2000); *InTASC Standards for Licensing Beginning Foreign Language Teachers* (2011); *NBPTS Early Adolescence and Young Adulthood/World Languages Other Than English Standards (2011-2012);* Little (2006); Steele, Peterson, Silva, & Padilla (2009)
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.	de Lopez, Montalvo, & Lawrence (1990); *Standards for Foreign Language Learning in the 21st Century* (NSFLEP, 2006); websites of organizations such as ACTFL (www.actfl.org), the Modern Language Association (MLA) (www.mla.org), the Association of Departments of Foreign Languages (ADFL) (www.adfl.org), the National Network for Early Language Learning (NNELL) (www.nnell.org), and the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) (www.languagepolicy.org);
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.	*Code of Ethics of the Education Profession* (National Education Association [NEA], 1975); Reagan & Osborn (2002); *Statement of Professional Responsibility for ACTFL Members* (ACTFL, 2009)

Impact of the ACTFL/CAEP Standards on the Professional Literature in Foreign Language Education

It is noteworthy that, since their release in 2002, the ACTFL/CAEP Standards have been the topic of a growing list of articles in scholarly journals and chapters in edited volumes. These works have addressed various aspects of the standards such as their impact on the language profession as well as on university language programs, ways to address them in teacher preparation programs, and strategies for helping teacher candidates to reach oral proficiency goals. The list of references for the knowledge base includes 34 references that are marked with an asterisk to highlight those works that address the ACTFL/CAEP Standards as the main topic.

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4. POTENTIAL DUPLICATION AND/OR OVERLAP IN STANDARDS

In 2011, in order to speak with a united voice, NCATE's SASB created *Guidelines for SPA Standards* that show alignment between NCATE/CAEP's four principles, InTASC's four principles (2011), NCATE Unit Standard 1, and the NBPTS core propositions (2008). The following table

depicts the alignment of the ACTFL/CAEP Standards with the four NCATE/CAEP core principles outlined by the *SASB Guidelines for SPA Standards*, with InTASC Standards (2011) and the five core propositions of the NBPTS (2008).

Interstate Teacher Assessment and Support Consortium (InTASC) Model Core Teaching Standards

The *ACTFL/CAEP Program Standards for Foreign Language Teacher Preparation* are aligned with the *InTASC Model Core Teaching Standards* (2011). The InTASC standards address four principles that the SASB and ACTFL have also embraced: the learner and learning, teachers' knowledge of their content, instructional practices, and teachers' professional responsibility. (See Appendix F for a summary of the InTASC Model Core Teaching standards available at http://www.ccsso.org/Resources/Publications/InTASC_Standards_At_a_Glance_2011.html.)

The revised ACTFL/CAEP Standards are integrated and aligned according to the SASB and InTASC standards with a focus on student standards, the central role of the learner, and the importance of language learning for all students.
The following table illustrates the relationship of each ACTFL/CAEP standard to the four core principles of InTASC:

SASB principles/elements (2011) and InTASC categories/standards (2011)	ACTFL/CAEP PROGRAM STANDARDS					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
Principle A: The Learner and Learning						
1. Learner Development			X	X		
2. Learning Differences			X	X		
3. Learning Environment			X	X		
Principle B: Content						
4. Content Knowledge	X	X				
5. Application of Content	X	X				
Principle C: Instructional Practice						
6. Assessment					X	
7. Planning for Instruction			X	X	X	
8. Instructional Strategies			X	X	X	
Principle D: Professional Responsibility						
9. Professional Learning and Ethical						X

Practice					
10. Leadership and Collaboration					X

National Board for Professional Teaching Standards (NBPTS) *World Languages: Early Adolescence and Young Adulthood Standards*

The table below depicts ACTFL/CAEP standards as they specifically align with core propositions of the National Board for Professional Teaching Standards (NBPTS).
    (1)   Teachers are committed to students and their learning.
    (2)   Teachers know the subjects they teach and how to teach those subjects to students.
    (3)   Teachers are responsible for managing and monitoring student learning.
    (4)   Teachers think systematically about their practice and learn from experience.
    (5)   Teachers are members of learning communities.

NBPTS Standards (2011-2012)	**ACTFL/CAEP Program Standards**					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
#1 Teachers are committed to students and learning			X	X		
#2 Teachers know the subjects they teach [and how to teach those subjects to students]	X	X	X	X		
#3 Teachers are responsible for managing and monitoring student learning			X	X		
#4 Teachers think systematically about their practice and learn from experience.						X
#5 Teachers are members of learning communities						X

The original 2002 ACTFL/NCATE Program Standards were developed so that there would be a logical continuum of the knowledge, skills, and dispositions expected of a foreign language teacher candidate and those of a more experienced, accomplished foreign language teacher. In 2008, the profession's NBPTS standards were revised and renamed the NBPTS *Early Adolescence and Young Adulthood/World Languages Other Than English Standards (WLOE)*. In 2010 the NBPTS standards for world language teachers were revised and renamed *World Languages/Early Adolescence and Young Adulthood)*. In 2011-2012 a second edition was developed for these standards, available at *http://www.nbpts.org/userfiles/file/WorldLanguages_standards.pdf.* See Appendix G for a summary of the 2011-2012 NBPTS *World Languages/Early Adolescence and Young Adulthood Standards.* The revised ACTFL/CAEP Program Standards continue to align closely with the 2011-2012 NBPTS standards in terms of the professional development continuum for experienced teachers, describing what accomplished foreign language teachers should know and be able to

do, based on the five core propositions of NBPTS. The following table depicts the relationship between each ACTFL/CAEP standard and each NBPTS standard.

NBPTS Standards for Early Adolescence and Young Adulthood/World Languages (2011-2012)	ACTFL/CAEP Program Standards					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
I. Knowledge of Students			X	X	X	
II. Knowledge of Language	X	X				
III. Knowledge of Culture		X				
IV. Knowledge of Language Acquisition			X			
V. Fair and Equitable Learning Environment			X	X	X	
VI. Designing Curriculum and Planning Instruction			X	X		
VII. Assessment			X	X	X	
VIII. Reflection					X	X
IX. Professionalism					X	

Overlap or potential duplication between ACTFL Standards and those of other Specialized Professional Organizations
As art of the process of developing revised standards, we sought feedback from three other SPAs: National Science Teachers' Association (NSTA), National Council of Teachers of English (NCTE), and National Council for the Social Studies (NCSS). There was no overlap or duplication with NSTA standards nor with NCSS Standards. The SPA coordinator for NSTA, William Veal, pointed out an inconsistency in terminology, e.g., "foreign" language standards or "world" language standards. We chose to consistently use the term "foreign language" since that is the designated term for our work with CAEP. William Veal also commented that the ACTFL standards "tend to follow the SASB format for the standards." According to Paul Yoder, SPA coordinator for NCTE, there is considerable "expected and appropriate" overlap and duplication between the ACTFL and the NCTE standards, particularly in Standards 1, 2, 3 and 5 with complements to our approach to Standard 4. He concludes that "the two sets of standards together…interweave quite nicely especially in terms of the use of language and the cultural components, whether that is in a first language or other...[ellipsis in original] the central concepts are the same. Really good to see that unity--they speak well to each other." The full text of the SPA coordinators' comments appears in Appendix H.

Overlap or duplication with CAEP Unit Standards.

There is functional and purposeful overlap and duplication between the *ACTFL/CAEP 2014 Program Standards* and the draft CAEP Unit Standards where necessary, resulting in a consistent alignment beneficial to programs and educator preparation providers. At the time of this submission, only the draft CAEP Unit Standards were available. Overlap and duplication between the CAEP Unit Standards and the ACTFL/NCATE Program Standards are described below.

<u>CAEP UNIT Standard 1 (DRAFT): CONTENT AND PEDAGOGICAL KNOWLEDGE</u>
The provider ensures that candidates develop a deep understanding of the critical concepts and principles of their discipline and, by completion, are able to use discipline-specific practices flexibly to advance the learning of all students toward attainment of college and career-readiness standards.

ACTFL/CAEP Program Standards 1 and 2 overlap with CAEP Unit Standards by requiring that teacher candidates demonstrate high levels of content knowledge of the languages and cultures they teach. ACTFL/CAEP Standards 1 and 2 stipulate that programs require a level of Advanced Low on the ACTFL Oral Proficiency Interview (OPI) or Intermediate High in Arabic, Chinese, Japanese, and Korean. Furthermore, programs must also require a passing score on the content knowledge test required by their state and/or other assessments developed in the program. Furthermore, in order to demonstrate cultural and literary content knowledge for ACTFL/CAEP Standard 2, programs typically prepare assessments in coordination with the Foreign Language Department at their institution.

ACTFL/CAEP Program Standards 3, 4, and 5 overlap with CAEP Unit Standards by requiring that teacher candidates demonstrate high levels of pedagogical knowledge in order to deliver instruction in environments consistent with the needs of learners. Standard 2 requires that candidates demonstrate understanding of a wide range of contemporary theories of language acquisition and how to best engage diverse learners. Standards 4 and 5 require that teacher candidates implement state frameworks and ACTFL's student *Standards for Foreign Language Learning in the 21st Century* in their classroom instructional and assessment practices.

<u>CAEP UNIT Standard 2 (DRAFT): CLINICAL PARTNERSHIPS AND PRACTICE</u>
The provider ensures that effective partnerships and high-quality clinical practice are central to preparation so that candidates develop the knowledge, skills and dispositions necessary to demonstrate positive impact on all P-12 students' learning.

ACTFL/CAEP Program Standards 3, 4, 5 and 6 overlap with CAEP Unit Standards in that they expect teacher candidates to demonstrate their

pedagogical and content knowledge and their effect on student learning in clinical settings, teaching languages under the supervision of professionals whose expertise is in language teaching and who use contemporary practices of language instruction.

CAEP UNIT Standard 3 (DRAFT): CANDIDATE QUALITY, RECRUITMENT AND SELECTIVITY
The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and field and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification.

ACTFL/CAEP Program Standards involve programs in a data-based process of continuous improvement as they report, analyze, and make conclusions about the alignment of their program with the ACTFL/CAEP Standards. In order to address ACTFL/CAEP Standards 1 and 2, programs actively plan for recruitment of candidates whose language proficiency and cultural/literary knowledge is strong. Furthermore, recruitment and retention of a diverse body of candidates is encouraged as a result of Standard 1 that emphasizes ongoing development of language proficiency. In these regards there is overlap with the CAEP Unit Standards.

CAEP UNIT Standard 4 (DRAFT): PROGRAM IMPACT
The provider demonstrates the impact of its completers on P-12 student learning, classroom instruction and schools, and the satisfaction of its completers with the relevance and effectiveness of their preparation.

ACTFL/CAEP Standard 5 requires that programs demonstrate teacher candidate assessment of the impact of their teaching on P-12 students and that the candidates as well as the program reflect on that impact. Standard 5 requires that teacher candidates develop performance-based assessments that demonstrate P-12 students' ability to communicate in the target language. Adjusting instruction and reporting to stakeholders further strengthens the overlaps with CAEP Unit Standards. ACTFL/CAEP Standard 6 requires professional involvement, advocacy, and ethical behavior in foreign language teaching in order to prepare P-12 students to interact successfully in the global community of the 21st century. In these regards, there is overlap with the CAEP Unit Standards for program impact.

CAEP UNIT Standard 5 (DRAFT): PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY
The provider maintains a quality assurance system comprised of data from multiple measures, including evidence of candidates' and completers' positive impact on P-12 student learning and development. The provider supports continuous improvement that is sustained, evidence-based, and that evaluates the effectiveness of its completers. The

provider uses the results of inquiry and data collection to establish priorities, enhance program elements and capacity, and test innovations to improve completers' impact on P-12 student learning.

ACTFL/CAEP Program Standards offer programs seeking national recognition the opportunity to demonstrate how they provide data allowing continuous improvement in their unit as well as in their program, thus providing overlap with CAEP Unit Standards.

ACTFL/CAEP Program Standards align with CAEP Unit Standards (Draft) as shown in the following table.

CAEP Unit Standards (draft 2013)	ACTFL/CAEP Program Standards					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
1. CONTENT AND PEDAGOGICAL KNOWLEDGE	X	X	X	X	X	X
2. CLINICAL PARTNERSHIPS AND PRACTICE			X	X	X	X
3. CANDIDATE QUALITY, RECRUITMENT AND SELECTIVITY	X	X				
4. PROGRAM IMPACT					X	X
5. PROVIDER QUALITY, CONTINUOUS IMPROVEMENT, AND CAPACITY	X	X	X	X	X	X

5. ANALYSIS OF DIFFERENCES FROM CURRENT (2002) STANDARDS

The revised 2014 ACTFL/CAEP Program Standards reflect the following changes:

- Updated alignment to InTASC, NBPTS' World Language Standards
- Changed the term "Supporting standards" to "Elements"
- On all rubrics we…

Reversed positions of the columns titled "Target" and "Unsatisfactory"

Removed specific category of "Dispositions" and incorporated the concepts contained in the dispositions into other descriptions of performance and added specific examples of dispositions in the Samples of Evidence

Incorporated technology where appropriate in the performance descriptors

We made these substantial changes to the Standards themselves:

- Aligned our six Standards (2002) with CAEP/InTASC's four principles:
  Principle A: The Learner and Learning
  Principle B: Content
  Principle C: Instructional Practice
  Principle D: Professional Responsibility

- Standard 1:
  - Renamed as Standard 1: Language Proficiency: Interpersonal Interpretive, and Presentational
  - Rewritten in terms of Interpersonal, Interpretive, and Presentational Modes
  - Moved linguistics and comparisons to Standard 2
  - Specified level required on ACTFL OPI as Advanced Low for languages on Roman alphabet and Intermediate High for languages of non-Roman alphabet.

- Standard 2: Cultures Literatures, Cross-Disciplinary Concepts (2002)
  Renamed as: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
  Moved linguistics and comparisons from Standard 1 to Standard 2
  Moved references to teaching practices to Standard 4

- Standard 3: Language acquisition theories and creating supportive environment (2002)
  Renamed as: Language Acquisition Theories and Knowledge of Students and Their Needs
  Separated Language acquisition from supportive environments; incorporated learner diversity into "learners and their needs"
  Moved references to teaching practices to Standard 4

- Standard 4: Integration of Standards into Curriculum and Instruction (2002)
  Renamed as: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
  Clarified "planning" and "practice"
  Broadened "materials" to "resources"

- Standard 5: Assessment (2002)
  Renamed as: Assessment of languages and cultures – Impact on Student Learning
  Incorporated "all students" and "diverse students"

Standard 6: Professionalism (2002)
  Renamed as: Professional Development, Advocacy, and Ethics
  Change "value" to "advocacy" (6.b.)
  Added Element 6.c. Modeling professionalism and Ethical Practices

6. IMPLEMENTATION OF THE *SASB POLICY ON GUIDELINES*

Programs seeking national recognition through the ACTFL SPA prepare a program report using the form and instructions that will be available once 2014 ACTFL/CAEP Standards are approved at
http://www.ncate.org/Standards/ProgramStandardsandReportForms/tabid/676/Default.aspx#ACTFL. This report is reviewed by a team of two or three trained reviewers. Programs are also encouraged to consult the SPA Assessment Library available at
http://www.ncate.org/Accreditation/ProgramReview/ProgramReviewResources/SPAAssessmentLibrary/tabid/460/Default.aspx.

Programs are required to submit evidence at the Standard level, not at the element level, though they may disaggregate data by elements to make their case but that is not required (*SASB Guidelines for SPA Standards*, 2009, p. 47)

- "Preponderance of evidence" means an overall confirmation of candidate performance on the standards in the strength, weight, or quality of evidence.
- The elements are used by programs and reviewers to help determine how standards are met. This means that a standard could be met, even though evidence related to one or more elements is weak.

For Option A, programs submit evidence of teacher candidate performance on 6-8 assessments that are aligned to the six ACTFL/CAEP Standards. The following six assessments are required of all programs seeking ACTFL/CAEP national recognition.

Principle A: The Learner and Learning

Assessment #3 Pedagogical and Professional Knowledge, Skills, and Dispositions (Assessment that demonstrates candidates can effectively plan classroom-based instruction the fosters student learning); addresses ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs

Assessment #4 Pedagogical and Professional Knowledge, Skills, and Dispositions (Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice); addresses ACTFL/CAEP Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources

Principle B: Content
Assessment #1 Content knowledge (Data from state licensure tests or professional examinations of content knowledge); addresses ACTFL/CAEP Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational

Assessment #2 Content Knowledge (Assessment of content knowledge in the languages to be taught); addresses ACTFL/CAEP Standard 2: Cultures, Linguistics,

Literatures, and Concepts from Other Disciplines.

Assessment #6 Content Knowledge (Assessment that demonstrates candidates are orally proficient in the languages to be taught, according to proficiency levels stipulated in Standard 1a [Advanced Low in French, German, Hebrew, Italian, Portuguese, Russian, and Spanish and Intermediate High in Arabic, Chinese, Japanese, and Korean]); addressed ACTFL/CAEP Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational

Principle C: Instructional Practice
Assessment #5 Assessment of Language and Cultures: Effects on Student Learning (Assessment that demonstrates candidate effects on student learning); addresses ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning

Principle D: Professional Responsibility

Assessments #3, #4 and #5 may provide evidence to address this Principle, or programs may also submit one or two additional optional assessments to address ACTFL/CAEP Standard 6: Professional Development, Advocacy, and Ethics

Assessment #7 Additional assessment (optional) that addresses ACTFL/CAEP Standards.

Assessment #8 Additional assessment (optional) that addresses ACTFL/CAEP Standards.

Program reviewers weigh the evidence presented in SPA program reports, and when there is a greater weight of evidence in favor, they should conclude that a standard is met or that a program is recognized. Reviewers make judgments that "overall" there is/ is not sufficient evidence that the standard is met.

Program reviewers each submit a report that is then compiled by the lead reviewer into a summary lead reviewer report. This report is reviewed by one or two members of the ACTFL/CAEP Audit Team, who may also review the reports presented by the institution and the other reviewers. The Audit Team submits an audit report that is edited by CAEP text editors, and finalized in consultation with the SPA Program Review coordinator. Reviewers and Audit Team members use resources available on the Accreditation Information Management System (AIMS, http://aims.ncate.org/AIMS_MainFrame.asp) including the Reviewer Document April 2011, and webinars on Options B and C and How to Review Revised and Response to Conditions Reports.

Decisions are based on how the preponderance of the evidence presented by the program addresses the ACTFL/CAEP Standards, according to the following chart:

CAEP	ACTFL
National Recognition contingent upon unit accreditation Criteria for making decision: • The program substantially meets standards Consequences of decision: • No further submission required; program will receive full *National Recognition* when the unit receives accreditation. • Program will be listed in the CAEP website as *Nationally Recognized* if the unit is already accredited. If the unit is not accredited, the program will be listed as *Nationally Recognized* pending unit accreditation.	**National Recognition contingent upon unit accreditation** Criteria for making decision: • The assessments address and meet all 6 of the ACTFL Standards in terms of measuring candidate performance. • Several of the assessments may need improvement in terms of their scope, the scoring criteria, or data, but the design is appropriate to measure the standards. • Assessment 6 does require teacher education candidates to take an official version of the OPI (or the process for instituting that requirement is in progress and approval is forthcoming) and the institution has set the standard for oral proficiency at the Advanced Low level (See ACTFL standards for languages that may set a lower level). • All of the standards and assessments are of a quality that the institution should be able to make recommended improvements without oversight until the next review.
National Recognition with Conditions contingent upon unit accreditation Criteria for making decision: • The program generally meets standards; however, a "Response to Conditions" report must be submitted within 18 months to remove the conditions. Conditions could include one or more of the following: *Insufficient data to determine if standards are met. *Insufficient alignment among standards or scoring assessments or	**National Recognition with Conditions contingent upon unit accreditation** Criteria for making decision: • The program addresses 6 of the standards, including the assessment of oral proficiency, in a way that meets the spirit of the standards. • Several of the assessments may need improvement in terms of their scope or the scoring criteria, but the institution should be able to make those changes within 18 months since the assessments are basically on track.

scoring guides.
*Lack of quality in some assessments or scoring guides.
*An insufficient number of SPA standards was met.
*The CAEP requirement for an 80% pass rate on state licensure tests is not met.

Consequences of decision:
- The program has two opportunities within 18 months after the decision to remove the conditions. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized.*

The program is listed on the CAEP website as *Nationally Recognized* until it achieves *National Recognition,* or its status is changed to *Not Nationally Recognized*, in which case the program will be removed from the list on the website.

Further Development Required
Criteria for making decision:
- The standards that are not met are critical to a quality program and more than a few in number OR are few in number but so fundamentally important that recognition is not appropriate.

Consequences of decision:
- The program will have two opportunities within the 12 to 14 months after the first decision to attain *National Recognition* or *National Recognition with Conditions*. If the program is unsuccessful after two attempts, the program status will be changed to *Not Nationally Recognized.*

Special note to Reviewers: To receive

- Insufficient data may have been presented, but the assessments are appropriate and data can be submitted within 18 months.

All suggested improvements are feasible within an 18-month period.

Further Development Required
Criteria for making decision:
- The program has made no attempt to require OPI testing nor has it set the proficiency expectation at the Advanced Low level.
- From 0 to 4 of the ACTFL standards have been adequately addressed.
- There is little information in the report to illustrate that program personnel are familiar with the SPA or the Foreign Language Student Standards.
- Most assessments are input based, e.g., grades, courses taken.
- Assessments of student teaching and field experiences are generic in nature with little or no evidence of alignment with the ACTFL standards.

Compliance with the ACTFL standards will require substantial programmatic

ACTFL/CAEP National Recognition, programs must meet Standard 1a fully as evidenced by Assessment # 6. To meet the standard, Advanced Low (Intermediate High for Arabic, Chinese, Japanese, and Korean) must be set as the minimum level required in oral proficiency for teacher education candidates. An appropriate testing system must be in place. It is not required that all candidates have reached that level at the time the Program Report is submitted. The three years of data should show that progress is being made at the institutional level. The report must describe the institutional plan for ensuring that all of its candidates meet the required level.	changes, which will likely take longer than 18 months.

Diversity, Technology, and Dispositions

While diversity, use of technology, and dispositions can be examined well at the unit level, programs may address these topics in their Context Statements in Section 1. Furthermore, the revised ACTFL/CAEP Program Standards provide guidance that programs may address these concerns at the discipline level in the wording of the standard, in the wording of the rubric, and in examples of sample evidence.

Diversity, for example, is addressed in the wording of Standard 3 and its rubric requires candidates to demonstrate a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, learning styles, and special needs by differentiating instruction. Candidates also demonstrate knowledge of curriculum design for sequential language programs as guided by ACTFL's (2012) position statement on *General Principles of Language Learning* (http://www.actfl.org/news/position-statements):
1. All students should learn or maintain at least one language in addition to English.
2. Learning languages should be a central part of the curriculum at all levels of instruction, from young learners through graduate school and adults (Pre-K through 20).
3. Language learning should be offered in extended, well-articulated sequences that develop increasing levels of proficiency at each level of instruction by teachers who are well qualified in language proficiency, cultural knowledge, and teaching skills. (Appendix I)

Similarly, ACTFL's position statement *Diversity and Inclusion in Language Programs* (Appendix J) provides explicit statements on the importance of addressing the individuality of learners. Furthermore, in its position statement on *Language Learning for Native and Heritage Speakers* (2010), ACTFL supports pre-service training and ongoing professional development for all language teachers to help them address the unique learning needs of heritage and native speakers (Appendix K).

Use of technology plays an important role in the preparation of foreign language teacher candidates, as indicated in item 7 on our Attachment C – Self-Assessment Table for Programs seeking national recognition (Appendix L): "Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching." Sample evidence for Standard 2 (Content knowledge) includes technology-enhanced presentations on literary or cultural topics. Candidates are expected to integrate technology use into their instruction for P-12 students as Standard 4 requires that candidates to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms. Similarly for Standards 5 (Assessment) and 6 (Professionalism) the role of technology is pervasive. ACTFL cautions that technology should function in the service of language learning (ACTFL position statement on the *Role of Technology in Language Learning*, 2012, Appendix M).

In the 2002 *ACTFL/NCATE Program Standards*, dispositions were included in each rubric. As stated previously, revisions for the 2014 *Standards* involved re-stating parts of the rubrics so that dispositions could be included in the teacher candidate performance measured by the rubric. Additionally, we included in the samples of evidence of a concrete artifact that candidates might use to demonstrate their willingness to act upon the requirements expressed in the standard. For example, the following statement appeared in a rubric for Standard 1 in the 2002 *ACTFL/NCATE Standards*: 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. For the revised 2014 ACTFL/CAEP Standards, sample evidence includes the following statement for Standard 1: Dispositions: Journal of interactions in the target language outside the classroom, reading / viewing, and using technology to access target language content and communities.

PROPOSALS FOR WAIVERS AND SASB ACTIONS ON THOSE PROPOSALS

7. Decisions on Waivers
This section is not applicable to ACTFL/CAEP Standards.

8. THE SPA STANDARDS (DRAFT)

The ACTFL/CAEP Standards can be found at http://www.actfl.org/professional-development/actfl-caep

ACTFL Program Standards For The Preparation Of Foreign Language Teachers

I. Requirements 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. Content and Supporting Standards

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

Principle A: The Learner and Learning
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

Principle B: Content
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational
Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines

Principle C: Instructional Practice
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning

Standards 3 and 4 also address Principle A, as shown above:
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

Principle D: Professional Responsibility
Standard 6: Professional Development, Advocacy, and Ethics

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."

CAEP principles and ACTFL Standards and Elements

CAEP Principle A: The Learner and Learning

For CAEP Principle A, ACTFL presents its Standard 3 (Language Acquisition Theories and Knowledge of Students and Their Needs, see below) and Standard 4 (Integration of Standards in Planning and Instruction, see p. 67). These two SPA Standards address the following CAEP Elements/InTASC Standards:

CAEP Element/InTASC Standard #1: Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.
CAEP Element/InTASC Standard #2: Learning Differences. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
CAEP Element/InTASC Standard #3: Learning Environments. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.
CAEP Element/InTASC Standard #7: Planning for Instruction. The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.
CAEP Element/InTASC Standard #8: Instructional Strategies. The candidate understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

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 and 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 has meaningful contexts that reflect	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.	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 setting 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

Continuing to address CAEP Principle A (CAEP Elements/InTASC Standards #1, #2, and #3), ACTFL presents 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) 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* 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* and their state standards in their classroom practice.
4c) Use the *Standards for Foreign Language Learning in the 21st Century* 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) 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)* 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*) 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* and state standards.	Candidates apply *SFLL* and state standards to their planning to the extent that their instructional materials do so.
Integration of Standards into instruction	*SFLL* and state standards are the focus of classroom practice.	Candidates adapt activities as necessary to address *SFLL* and state standards.	Candidates conduct activities that address specific *SFLL* 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 a variety of means that include technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.
Selection and	Candidates use authentic materials	Candidates identify and integrate authentic	Candidates primarily use materials and

integration of authentic materials and technology	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.	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.	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 and their effect on student learning
- ✓ 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

CAEP Principle B. Content

For CAEP Principle B, ACTFL presents its Standard 1 (Language Proficiency: Interpersonal, Interpretive and Presentational; see below) and Standard 2 (Cultures, Linguistics, Literatures, and Concepts from Other Disciplines; see p. 77). These two SPA Standards address the following CAEP Elements/InTASC Standards:

CAEP Element/InTASC Standard #4: Content Knowledge. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

CAEP Element/InTASC Standard #5: Application of Content. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

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). They 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) 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

Continuing to address CAEP Principle A (CAEP Elements/InTASC Standards #4, and #5), ACTFL presents 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). 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), 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 new words through morphological clues (e.g., word families).	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.	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.	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 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.	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.	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	Candidates interpret and synthesize ideas and critical issues from literary and other cultural	Candidates interpret literary texts that represent defining works in the target	Candidates are aware of major literary texts and can identify main

texts	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.	cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions.	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

CAEP Principle C. Instructional Practice

For CAEP Principle C, ACTFL presents its ACTFL/CAEP Standards 3 and 4, discussed above in Principle A: The Learner and Learning. The discussion for ACTFL/CAEP Standards 3 and 4 is not repeated here. In addition, to address CAEP Principle C, ACTFL presents its Standard 5 (Assessment of Languages and Cultures – Impact on Student Learning). The following discussion refers specifically to ACTFL/CAEP Standard 5, which addresses the following CAEP Element/InTASC Standard:

Element #6: Assessment. The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

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)* (eee Appendix A, also known as student standards, or the "5 Cs") 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.	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	Candidates use interpersonal assessment measures found in instructional materials prepared by others.

	They encourage students to write or to speak on topics of interest to the students.	process and look at how meaning is conveyed 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	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

	instruction.		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

CAEP Principle D. Professional Responsibility

For CAEP Principle D, ACTFL presents its Standard 6 (Standard 6: Professional Development, Advocacy, and Ethics). This SPA Standard addresses the following CAEP Elements/InTASC Standards:

CAEP Element/InTASC Standard #9: Professional Learning and Ethical Practice. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
CAEP Element/InTASC Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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 different supporting roles in these organizations.	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.

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**.**

9. SUPPORTING MATERIAL

Information on conduct of SPA responsibilities under CAEP State Partnerships
Representatives of State Partnerships present their state standards to CAEP, which then presents them to ACTFL's SPA Program Review Coordinator. Members of the Audit Team review the state's proposed standards and determine whether the state standards are aligned, closely aligns, or very closely aligned. They provide feedback to the state so that the state standards may more closely align with the ACTFL/CAEP Standards. In addition, the SPA Program Review Coordinator presents a session on the ACTFL/CAEP Standards annually at the meeting of the American Association of Colleges of Teacher Education (AACTE). The SPA Audit Team members conduct workshops and sessions on ACTFL/CAEP Standards at foreign language conferences at the state, regional, and national levels to which state leaders are invited.

10. Training and Resources
1. Training for faculty and state partnership representatives
ACTFL provides training for those who are interested in program report preparation, familiarization with the Standards, how to use the standards to evaluate and improve programs, and how to revise programs and reports. This educational process is offered at statewide, regional, and national conferences, provided primarily by members of the Audit Team as well as by the SPA Program Review Coordinator and the Executive Director of ACTFL. A half-day workshop on how to write the ACTFL/CAEP report is offered annually at the national conventions, which have been held in San Diego, Boston, Denver, and Philadelphia from 2009-2012. Furthermore, programs may request full-day(s) on-site workshops for faculty and administrators.

Training for new reviewers is conducted annually in a full-day workshop at the national ACTFL convention. Webinars are conducted by the SPA coordinator and CAEP staff to refresh continuing reviewers and educate new reviewers. Reviewers use materials prepared by the ACTFL audit team as well as the SASB rubric (Appendix O) in making their decisions with regard to whether a standard is met, not met, or met with conditions.

2. Resources provided by SPAs
The ACTFL website provides the necessary program report forms, instructions for completing a program report for options A, B, C, and D; the ACTFL/CAEP standards (currently 2002 but 2014 will be posted upon approval by CAEP), and sample assessments available at the SPA Assessment Library on CAEP's website. In addition, articles on how to write the Program Report have been published by Dhonau and McAlpine (2005) and by Shrum and Fox (2010). Model assessments are available at the SPA assessment library on the CAEP website.

11. Information on SPA procedures for selection, training, and evaluation of program reviewers and representation of diversity within the profession.

ACTFL currently has over 100 reviewers, 20 of whom are active. In the fall of 2012, all reviewers who wished to continue their eligibility attended one of two refresher Webinars offered by the SPA Program Review Coordinator, assisted by CAEP staff. Among topics for consideration in the Webinars are the data rules, how to view evidence for the standard and the relationship to the individual elements, revised/response to conditions reports, and other issues. Reviewers who do not attend one of the Webinars will no longer be eligible to review reports. Updates are provided regularly via email postings and face-to-face in a reviewers' meeting held annually at the national convention. In addition, following each review cycle, the Audit Team prepares a listing of typical misinterpretations and errors; these are circulated to reviewers. The Audit Team provides the SPA Program Review Coordinator with a listing of those reviewers whose work is particularly well done, and those in need to redirection. Those who perform well are assigned as lead reviewers, or invited to become members of the Audit Team.

A call for new reviewers was circulated through the ACTFL website. Ten new reviewers were educated in November 2012. They represent a variety of types of institutions, from small liberal arts colleges to large comprehensive research universities, from a broad range of geographic locations. Of the ten, six were female and four were male, and languages represented were Arabic, Italian, and Spanish. Training for new reviewers consists of a full-day workshop at the annual convention, conducted by the SPA Program Review Coordinator, with guest appearances by CAEP staff. A new call for reviewers was issued in July 2013.

The current pool of reviewers is diverse in the language, gender, age, geographic and ethnic groups they represent consistent with the ACTFL Statement on Diversity in Language Programs (Appendix J). Due to the nature of our discipline, the reviewer pool is typically diverse in ethnic and racial origin, including approximately 6% Black, 24% Hispanic, 7% Asian, 5% Middle Eastern, and 58% Caucasian. We actively seek a diverse pool of reviewers and personally invite members of underrepresented groups to apply. In addition, we actively seek members of less commonly taught languages to apply.

12. Optional Supplemental Document

ACTFL requires that programs include the following "Attachment C" (Appendix L) document in their program reports in order to provide a structure to their thinking as they develop and describe their programs, as described on p. this may change of this document. "Attachment C" is consistent with the findings of the reviewers and members of the Audit Team as the aspects most frequently found in successful programs as they address the ACTFL/CAEP Standards.

SASB Rubric suggested for use by ACTFL/CAEP reviewers

Rating	Not Met	Met with Conditions	Met
Assessments align with standard and description of assignment, scoring guide and data chart align with each other.	Assessments fail to align with standard's elements and provide no evidence for the meeting of the standard. **OR** Description of the assignment, scoring guide, or data chart do not align with each other or the standard **OR** A required component (narrative, description of the assessments scoring guide, or data chart) is missing	Assessments appear to be generic and align to some extent with standard elements. Key components specific to the content area are not addressed in any of the assessments for this standard. **OR** Assessments have multiple items that may indirectly align with the standard/elements. **OR** One of three essential components is not aligned with other or is incomplete. All must be aligned with the standard/element to achieve met with conditions.	Assessments align with the standard's elements and provide direct evidence for meeting element(s) of the standard. In addition, descriptions of the assignment, scoring guides and data charts align with each other and provide evidence of candidate knowledge and attainment of the standard.
Assessments assess meaningful content specific knowledge and skills for the standard.	Assessments fail to measure key components of the standard. **OR** Assessments consist of simply a checklist of items to be included in the assessment and do not address the quality of candidate performance.	Numerous items are presented on the assessments, however the items are limited in scope or only partially provide evidence for meeting of the elements of the standard. **OR** The assessments fail to define candidate behavior at each level in operational terms. For example: Levels of candidate proficiency are differentiated only in terms of frequency by using such terms as "consistently", "occasionally" or "never." **OR** One item is purported to align with multiple standards and not one individual standard. While an assessment may provide evidence for multiple standards, individual items on the assessment usually cannot provide adequate evidence for multiple standards.	Assessments identify key components of required content specific knowledge and skills and provide evidence of candidate knowledge and/or attainment of the standard.
Data demonstrate	Data charts do not align	Program fails to report the	Data charts are aligned with the

Rating	Not Met	Met with Conditions	Met
that candidates have met the standard/element.	with the assessment. Data charts fail to identify percentage of candidates at the acceptable level and simply report a mean score. **OR** A generic scoring guide is used that simply assigns a value across all items. **OR** Data are missing from the chart. Data are reported by individual student and not aggregated Insufficient data are provided; therefore, the reviewer cannot determine if the standards are met. Insufficient data are presented or data are not disaggregated to the program level.	overall number of candidates. Data charts do not align directly with the scoring guide. The data charts report mean scores for categories while the scoring guide is organized by item or percentage of candidates achieving a specific level and are reported for the category and not individual item. **OR** Data are aligned to multiple standards and an aggregate score is reported for an overall category. Data must be reported at the same level as it was collected in the assessment. If data are collected on individual items, it must be reported by individual items and not an average or overall score for the assessment or for a category.	assessment; percentage and/or mean and range of candidates achieving the acceptable level is reported; charts are correctly labeled; and all required data are reported.
Scoring guides (rubrics) assess distinct levels of candidate proficiency.	Scoring guide (rubric) consist of a checklist of behaviors that can be answered yes or no. Behaviors are not defined or expectations identified. Performance levels are unclear and/or subjective, potentially allowing for biased results. **OR** Scoring guides (rubrics) are inconsistent or incomplete. **OR** Distinctions between performance levels are not clear.	The assessments fail to define candidate behavior at each level in operational terms. For example: Throughout the scoring guide (rubric), levels of candidate proficiency are differentiated only in terms of frequency by using such terms as "consistently", "occasionally" or "never."	Scoring guides (rubrics) identify distinct levels of candidate proficiency in terms of criteria, are content specific, observable, and measurable behaviors, allowing for fair and unbiased results. Moreover, they use a scale with descriptors of each item to be rated. Quality and quantity indicators are employed as appropriate.
Preponderance of evidence.	While some evidence is provided, it is insufficient for reviewers to determine the standard is met. **OR** Assessments fail to assess the depth and breadth of the standard.	Multiple assessments are provided for meeting standards, but provide only partial or marginal evidence. The assessments submitted only partial align with the standard.	Sufficient evidence is presented in the required format for reviewers to determine that the depth and breadth of the standard has been assessed.

Rating	Not Met	Met with Conditions	Met
	OR Required elements are missing from assessments. **OR** Assessments fail to assess the majority of key components of the standards. Data presented as evidence are comingled; thereby, making it difficult for the reviewer to determine if the standard is met.		

ATTACHMENT C: ACTFL/CAEP Program Self-Assessment Table

Recommended Program Components	YES	NO
1. a. We develop candidates' foreign language proficiency in all areas of communication, with special emphasis on oral proficiency.	† Describe briefly in Context narrative.	† Explain in Context narrative.
b. Our upper-level courses are taught in the foreign language.	† Describe briefly in Context narrative.	† Explain in Context narrative.
2. We currently test our candidates' oral proficiency with the OPI on an ongoing basis and provide diagnostic feedback to candidates.	Check all that apply: † __ Official OPI † __ Official Academic Institutional Upgrade † __ Official Advanced Level Check † __ Official OPIc (available in English, Spanish, Arabic, Bengali, Chinese, French, Korean, Indonesian, Pashto, Persian Farsi, Russian, Swahili and Tagalog)	Check one (explain in Context narrative): † __ Current plan in place for requiring the OPI. † __ No plan for requiring the OPI at this time.
3. Our program has language, linguistics, culture, and literature components.	† Describe briefly in Context narrative.	† Explain in Context narrative.
4. a. Our candidates are required to take a methods course that deals specifically with the teaching of foreign languages.	Check all that apply (describe briefly in Context narrative): __ Candidates take this course as an offering in our program. † __ Candidates take this course at another institution. † __ Candidates take an online or distance education foreign language methods course. † __ Other (please explain)_____	† Explain in Context narrative.
b. The methods course that candidates take is taught by a qualified faculty member whose expertise is foreign language education and who is knowledgeable about current instructional approaches and issues.	† Describe briefly in Context narrative.	† Explain in Context narrative.
5. Our candidates complete field experiences prior to student teaching that include experiences in foreign language classrooms.	† Describe briefly in Context narrative.	† Explain in Context narrative.
6. Our field experiences, including student teaching, are supervised by a qualified foreign language educator who is knowledgeable about current instructional approaches and issues in the field of foreign language education.	† Describe briefly in Context narrative.	† Explain in Context narrative.
7. We provide opportunities for our candidates to experience technology-enhanced instruction and to use technology in their own teaching.	† Describe briefly in Context narrative.	† Explain in Context narrative.
8. We provide opportunities for our candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.	† Describe briefly in Context narrative.	† Explain in Context narrative.

13. List of Appendices

Appendix	Title
A	*Standards for Foreign Language Learning in the 21st Century* (2006); Executive Summary
B	Alignment with *Common Core State Initiative*
C	Alignment with *Framework for 21st Century Skills* (2010) Is this P21?
D	Research supporting ACTFL/CAEP Program Standards (2014)
E	*ACTFL Proficiency Guidelines for Speaking, Writing, Listening, and Reading* (2012)
F	Summary of InTASC Model Core Standards (2011)
G	Summary of NBPTS Standards for World Language (2011-2012)
H	Comments from SPAs on 2014 ACTFL Standards
I	ACTFL Position Statement on General Principles of Language Learning
J	ACTFL Position Statement on Diversity and Inclusion in Language Programs
K	ACTFL Position Statement on Language Learning for Native and Heritage Speakers
L	Attachment C 2012
M	ACTFL Position Statement on the Role of Technology in Language Learning
N	*ACTFL Performance Descriptors for Language Learners* (2012)