

**PERFORMANCE STANDARDS  
FOR  
INITIAL CERTIFICATION PROGRAMS**

**K-12 FOREIGN LANGUAGE EDUCATION**

## PREAMBLE

### VINCENTIAN SPIRIT AND URBAN MISSION

Given that the School of Education subscribes to the Vincentian spirit and urban mission of DePaul University:

- we are committed to the improvement of pre-collegiate education, particularly in Chicago, and more generally in the Chicago metropolitan area;
- we are committed to programs which promote recognition of the dignity of every human being, especially the poor and abandoned, respect for persons, personal responsibility, appreciation of diversity, and the ongoing examination of values; and
- we are committed to fostering change in those educational and social structures and institutions that reinforce and perpetuate poverty and an inequitable distribution of resources.

These commitments permeate the performance standards expected of each student in the School of Education.

## STANDARDS

### The Candidate:

#### DIVERSITY & POSITIVE TRANSFORMATION

**Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education.).

**Transformation.** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

**Identity Development.** Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

**Understanding Differences.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

#### MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE

**Human Development and Learning (IPT 2).** Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.

**Diverse Students (IPT 3).** Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

**Language Foundations and Comparisons (IFL 4; ACTFL 1b & c).** Knows the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.

**Language Proficiency (IFL 2, 3; ACTFL 1a).** Demonstrates a high level of proficiency in the target language

**Cultures (IFL 5, 6, 8; ACTFL 2a).** Knows the target language culture(s) , practices, and products and integrates them into foreign language instruction

**Literatures (IFL 7; ACTFL 2b).** Knows literary and cultural texts and integrates into foreign language instruction to interpret and reflect upon the target culture(s)

**Cross-Disciplinary Concepts (IFL 9; ACTFL 2c) .** Integrates knowledge of other disciplines into foreign language study

**Career Options. (IFL 10)** Uses the target language to demonstrate knowledge and understanding of a variety of career options.

**Learning Environment (IPTS 5).** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

**Planning for Instruction. (IPTS 6).** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

**Instructional Delivery (ISBE Art 7, IPTS 6).** Uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

**Classroom Communication (IPTS 7).** Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.

**Language Acquisition Theories and Foreign Language Instruction (IFL 1; ACTFL 3a, b).** Understands language acquisition at various developmental levels, and uses this knowledge to develop a variety of instructional practices to help students acquire the target language.

**Integration of Standards into Curriculum and Instruction (ACTFL 4a, b, c).** Understands the *Standards for Foreign Language Learning* and state standards, and integrates these frameworks into curricular planning, language instruction, and use of instructional resources.

**Assessment of Language and Cultures (IPTS 8, ACTFL 5a,b,c).** Knows multiple ways of assessing students, adjusts instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

**Disabilities. Literacy (ISBE core).** Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.

**Technology I. Literacy (ISBE core).** As appropriate for the discipline, enables students to learn about and to use technology.

**Technology II. Literacy (ISBE core).** Understands and uses technology to enhance his/her teaching

**Language Arts: Literacy Techniques & Strategies (ISBE Core LA 1).** Knows a broad range of literacy techniques and strategies for every aspect of communication and must be able to develop each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline

**Language Arts: Modeling Literacy Skills (ISBE Core LA 2).** Models effective reading, writing, speaking, and listening skills during both direct and indirect instructional activities

**Language Arts: Instruction & Improvement (ISBE Core LA 3).** provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies to help students improve oral and written language skills

#### **For T&L Students**

**Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

### **PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING**

**Collaboration (IPTS 9).** Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

**Reflection and Professional Growth (IPTS 10).** Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to that strengthen their own linguistic and cultural competence and grow professionally.

**Professional Conduct (IPTS 11, ACTFL 6a, b).** Understands education as a profession, maintains standards of professional conduct, and provides leadership and advocacy to improve student learning and well-being

# PERFORMANCE STANDARDS FOR INITIAL CERTIFICATION PROGRAMS

## SECONDARY EDUCATION

### The K-12 Foreign Language Educator:

**Disciplinary Foundations.** Demonstrates interpretive, normative, critical understanding of educational phenomenon and/or praxis through the use of the humanities, social sciences and psychological sciences within the disciplinary foundations of education (anthropology of education, history of education, philosophy of education, psychology of education and sociology of education).

#### Indicators

##### Knowledge

- Understand one or more of the disciplinary foundations of education knowledge bases that inform the anthropological, historical, philosophical, psychological and/or sociological contexts of educational phenomenon and/or praxis.
- Understand theoretical frameworks of one or more of the disciplinary foundations of education for the interpretive study of the complexities of class, ethnic, gender, racial and/or sexual, as well as other cultural, contexts of educational phenomenon and/or praxis.
- Understand modes of educational inquiry of one or more of the disciplinary foundations of education knowledge bases: for example, anthropology, history, philosophy, psychology and/or sociology of education
- Understand the theoretical significance of past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

##### Dispositions

- Appreciates the disciplinary foundations of education knowledge bases as a theoretical context for the interpretive study of educational phenomenon and/or praxis.
- Develop habits of using one or more of the disciplinary foundations of education's modes of educational inquiry for critically understanding educational phenomenon and/or praxis in social and cultural contexts.
- Appreciates past and/or present ideas, theories and/or intellectual traditions for the interpretive study of educational phenomenon and/or praxis.

##### Performances

- Demonstrates clarity, creativity and critical/analytical understanding in using the concepts and theories of one or more of the disciplinary foundations of education knowledge bases to address the social and cultural contexts and complexities of educational phenomenon and/or praxis.
- Demonstrates an ability to develop a systematic logical argument by using one or more of the disciplinary foundations of education knowledge bases to address the problematics of educational phenomenon and/or praxis.
- Demonstrates the ability to use the disciplinary foundations of education knowledge bases to synthesis issues and ideas related to educational phenomenon and/or praxis.

**Transformation.** Demonstrates understanding of the human transformative dimensions of educational phenomenon and/or praxis at the level of the self and/or the social.

#### Indicators

##### Knowledge

- Understand theoretical frameworks that inform an understanding of the human transformative dimensions of

educational phenomenon and/or praxis at the level of the self and/or the social.

- Understand the relationship between the organizing principles of a social order and educational phenomenon and/or praxis, and the influence of that relationship on human self and/or social transformation.

#### **Dispositions**

- Appreciate the significance of educational phenomenon and /or praxis as a social and cultural force in human self and/or social transformation.
- Develop habits for understanding the social and cultural dynamics that define the normative character of human self and/or social transformation as related to educational phenomenon and/or praxis.

#### **Performances**

- Demonstrates clarity, creativity and critical/analytical understanding in using theoretical frameworks to understand the social and cultural complexities and contexts of educational phenomenon and/or praxis.

**Identity Development.** Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

#### **Indicators**

##### **Knowledge**

- Understands that human development occurs at the intersection of the individual, social institutions, and existing social relations of power and privilege.
- Understands that social identities of race, ethnicity, class, gender, and sexuality reflect hierarchies of power and privilege.
- Understand that human development is multiple, complex, and in constant flux.
- Understands that human development involves individuals actively working to shape identities in accommodation to and resistance against existing relations and structures of power and privilege.

##### **Dispositions**

- Appreciates the diversity of identities and lived experiences
- Demonstrates commitment to educational process and practice that recognizes and addresses diverse identities, cultures, and lived experiences

##### **Performances**

- Reflects on one's own identities as they reflect broader hierarchies of power and privilege
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into curriculum
- Integrates an appreciation for the diversity of identities, cultures, and lived experiences into educational policy
- Works towards the goal of individual and collective empowerment and broader social transformation in diverse and multiple educational contexts

**Individual Differences.** Understands the multiple subjectivities and social relations of race, ethnicity, class, gender, and sexuality as they define a range of lived experiences and understand pedagogy as a project aimed at helping to realize the greatest range of possibilities for all youth irrespective of difference

#### **Indicators**

##### **Knowledge**

- Understands that social relations of race, ethnicity, class, gender, and sexuality are arrangements of power and

- privilege that serve the interests of some groups while significantly marginalizing those of others
- Understands that individuals negotiate a diversity of identities and lived experiences
- Understands that educational contexts can both facilitate and present barriers to individual and collective expressions of difference and diversity

#### **Dispositions**

- Appreciates diverse identities and lived experiences

#### **Performances**

- Considers diverse identities, cultures, and lived experiences in the design and implementation of curriculum and teaching
- Applies the appreciation of diverse identities, cultures, and lived experiences to the design and implementation of policy

## **MULTIPLE PERSPECTIVES & INQUIRY, THEORY, AND PRACTICE**

**Language Foundations and Comparisons.** Knows the linguistic elements of the target language system, and the similarities and differences between the target language and other languages.

#### **Indicators**

##### **Knowledge**

- Knows the target language vocabulary and how meaning is conveyed (semantics).
- Knows the target language phonological features (phonemes and allophones) and diagnose their own target language pronunciation problems.
- Knows morphological rules and syntactic patterns
- Knows the structure, function, and meaning of target language discourse.
- Knows target language features for producing coherence in spoken and written discourse and pragmatic features of target language discourse
- Knows the sociolinguistic features and variations of the target language; that is, ways in which target language discourse can be tailored for a particular person or cultural or social context.
- Knows varieties of the spoken target language.

##### **Dispositions**

- Is committed to developing and strengthening their target language proficiency outside of the classroom (e.g., interact with target language speakers in the community, access target language materials via technology, and take advantage of study abroad/immersion opportunities.)
- Recognizes that language changes over time, and is willing to keep abreast of these changes.

##### **Performances**

- Compares and contrasts the target language with the native/other languages demonstrating insights into the nature of language systems.
- Can use the target language to explain its structure in a manner that is understandable to a variety of learners

**Language Proficiency.** Demonstrates a high level of proficiency in the target language

#### **Indicators**

##### **Knowledge**

- Knows the vocabulary of the target language

- Knows the grammar of the target language

### **Dispositions**

- Demonstrates enthusiasm for communicating in the target language

### **Performances**

- Participates actively in most informal and some formal conversations dealing with a variety of topics
- Handles appropriately a routine situation or familiar communicative task that presents a complication or unexpected turn of events;
- Is understood by most native speakers
- Presents information, concepts, and ideas orally to an audience of listeners.
- Knows their audience and adjust their presentation accordingly.
- Uses 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).
- Uses connected discourse that consists of literary and cultural topics as well as topics of personal interest to the presenter.
- Comprehends and interpret oral messages including face-to-face and telephone conversation, news broadcasts, narratives and descriptions in various time frames, speeches, and debates.
- identifies the main idea(s) and supporting details of an oral message; infer meaning of unfamiliar words in new contexts;
- Comprehends and interprets printed texts including realia (e.g., signs, flyers, menus), correspondence, newspaper and magazine articles, narratives and descriptions
- Comprehends and interprets literary selections representing various genres
- Reads at the level of analysis, interpretation, and synthesis.
- Infers and interprets the author's intent; identify some of the author's perspectives and some cultural perspectives and offer a personal interpretation of the message
- Writes straightforward summaries and about familiar topics relating to interests and events of current, public, and personal relevance by means of narrative and descriptions of a factual nature; using all major time frames;
- Writing includes some variety of cohesive devices in texts of several paragraphs in length;

<p><b>Cultures.</b> Knows the target language culture(s) , practices, and products and integrates them into foreign language instruction</p>
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### **Indicators**

#### **Knowledge**

- Understands daily living patterns and societal structures and to geography, history, religious and political systems, literature, fine arts, media, and a variety of cultural products.
- Understands cultural perspectives as they are reflected in the practices and products of the culture (literary texts, film, and other media) of the target language.
- Understands the relationship among the perspectives, practices, and products of a culture that comprise the cultural framework for foreign language standards.
- Understands the similarities and differences between the target and heritage cultures, and knows how to make comparisons between them.
- Recognizes cultural stereotypes and their effect on student perceptions of culture
- Distinguishes between authentic cultural resources (that is, those materials that are created by and for native speakers of the target language) and those that may trivialize or provide an inaccurate view of the culture.

#### **Dispositions**

- Is committed to pursuing new insights into culture and expand their repertoire of knowledge by accessing and analyzing new cultural information
- Recognizes the importance of viewing culture as a dynamic system while keeping abreast of cultural changes.



### **Performances**

- Uses the framework of “perspectives, practices, and products” to analyze and understands the target culture.
- Systematically identifies, analyzes, and evaluates themes, ideas, and perspectives related to the products and practices of the target culture(s).
- Analyzes expressive products of the target culture(s), reflecting on such intangible products as social, economic, and political institutions, and exploring relationships among these institutions and the perspectives of the target culture(s).
- Identifies the contributions of major writers, thinkers, artists, and cultural icons, the roles they play, and references made to them in the culture
- Presents information about the target culture products, practices, and perspectives to an audience of listeners/speakers.
- Embeds culture into curriculum, instruction, and assessment.
- Locates authentic cultural resources appropriate to support instruction.
- Engages students in cultural investigations and projects.
- Teaches cultural comparisons when appropriate for instruction, engaging students in investigating cultural comparisons, and conduct classroom activities that heighten students’ awareness of their own culture(s).
- Uses the community and technology as resources for integrating and teaching culture.

**Literatures.** Knows literary and cultural texts and Integrates into foreign language instruction to interpret and reflect upon the target culture(s)

### **Indicators**

#### **Knowledge**

- Knows the literature of the culture (children’s literature and adult contemporary literature) including texts in the variety of discourses that represent the target culture’s traditions and contemporary variations.

#### **Dispositions**

- Believes that they can acquire new information and distinctive viewpoints that are accessible only through the target language.

### **Performances**

- Identifies the contributions of major writers, the roles they play, and references made to them in the culture
- Compares and contrasts literary traditions in the target culture with those of other cultures.
- Embeds literature into curriculum, instruction, and assessment.
- Locates authentic texts and other print resources appropriate to support instruction.
- Selects and adapts literary texts in ways that engage their students in activities that heighten awareness of target cultures and advance students’ communicative proficiencies.
- Provides opportunities for their students to explore specialized topics or areas of interest through foreign language texts and materials.

**Cross-Disciplinary Concepts.** Integrates knowledge of other disciplines into foreign language study

### **Indicators**

#### **Knowledge**

- Understands that science, math, social science, and fine arts content can be integrated into foreign language instruction.

- Knows ways to *integrate content* from other subject areas into their language teaching, enabling their students to learn content and language simultaneously.

#### **Dispositions**

- Believes that other subject areas can be enhanced through foreign language study
- Recognizes that subject area content motivates learners and connects the foreign language with other disciplines in the curriculum.
- Is committed to seeking opportunities to collaborate with colleagues from other disciplines to find appropriate areas of connection between foreign language and other subjects in the curriculum.

#### **Performances**

- Collaborates with teachers of other subject areas to make *connections* with other disciplines.
- Reinforces interdisciplinary subject area content in the foreign language in a comprehensible and meaningful manner
- Provides students with strategies for learning the content of other subject areas through the foreign language.
- Provides opportunities for students to explore specialized topics or areas of interest through foreign language texts and materials.

<p><b>Career Options.</b> Uses the target language to demonstrate knowledge and understanding of a variety of career options.</p>
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#### **Indicators**

##### **Knowledge**

- Is aware of various occupations and career opportunities for people who are proficient in the target language.

##### **Performances**

- Explains advantages of target language proficiency for careers in the global marketplace.
- Identifies, describes, and compares occupations in situations where the target language is spoken.
- Uses print, electronic, and other resources to obtain information on careers (e.g., roles, status, and qualifications) in which a second language is an asset.

<p><b>Human Development and Learning.</b> Understands how children learn and develop, and can provide learning opportunities that support their intellectual, social and personal development.</p>
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#### **Indicators**

##### **Knowledge**

- Understands how learning occurs--how students construct knowledge, acquire skills, and develop habits of mind--and knows how to use instructional strategies that promote student learning.
- Understands the psychological principles of learning and how they apply to visual arts education.
- Understands that students' physical, social, emotional, moral and cognitive development influence learning and knows how to address these factors when making instructional decisions.
- Is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional, moral and cognitive), can identify levels of readiness in learning, and Understands how development in any one domain may affect performance in others.

##### **Dispositions**

- Appreciates individual variation within each area of development, shows respect for the diverse talents of all learners, and is committed to help them develop self-confidence and competence.

- Is disposed to use students' strengths as a basis for growth, and their errors as an opportunity for learning.

### **Performances**

- Assesses individual and group performance in order to design instruction that meets learners' current needs in each domain (cognitive, social, emotional, moral, and physical) and that leads to the next level of development.
- Stimulates student reflection on prior knowledge and links new ideas to already familiar ideas, making connections to students' experiences, providing opportunities for active engagement, manipulation, and testing of ideas and materials, and encouraging students to assume responsibility for shaping their learning tasks.
- Assesses students' thinking and experiences as a basis for instructional activities by, for example, encouraging discussion, listening and responding to group interaction, and eliciting samples of student thinking orally and in writing.

**Diverse Students. Understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.**

### **Indicators**

#### **Knowledge**

- Understands and can identify differences in approaches to learning and performance, including different learning styles, multiple intelligences, and performance modes, and can design instruction that helps use students' strengths as the basis for growth.
- Knows about areas of exceptionality in learning--including learning disabilities, visual and perceptual difficulties, and special physical or mental challenges.
- Knows about the process of second language acquisition and about strategies to support the learning of students whose first language is not English.
- Understands how students' learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family and community values.
- Has a well-grounded framework for understanding cultural and community diversity and knows how to learn about and incorporate students' experiences, cultures, and community resources into instruction.

#### **Dispositions**

- Believes that all children can learn at high levels and persists in helping all children achieve success.
- Appreciates and values human diversity, shows respect for students' varied talents and perspectives, and is committed to the pursuit of "individually configured excellence."
- Respects students as individuals with differing personal and family backgrounds and various skills, talents, and interests.
- Is sensitive to community and cultural norms.
- Makes students feel valued for their potential as people, and helps them learn to value each other.

#### **Performances**

- Identifies and designs instruction appropriate to students' stages of development, learning styles, strengths, and needs.
- Uses teaching approaches that are sensitive to the multiple experiences of learners and that address different learning and performance modes.
- Makes appropriate provisions (in terms of time and circumstances for work, tasks assigned, communication and response modes) for individual students who have particular learning differences or needs.
- Can identify when and how to access appropriate services or resources to meet exceptional learning needs.
- Seeks to understand students' families, cultures, and communities, and uses this information as a basis for connecting instruction to students' experiences (e.g. drawing explicit connections between subject matter and community matters, making assignments that can be related to students' experiences and cultures

- Brings multiple perspectives to the discussion of subject matter, including attention to students' personal, family, and community experiences and cultural norms.
- Creates a learning community in which individual differences are respected.

**Learning Environment.** Uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

## Indicators

### Knowledge

- Can use knowledge about human motivation and behavior drawn from the foundational sciences of psychology, anthropology, and sociology to develop strategies for organizing and supporting individual and group work.
- Understands how social groups function and influence people, and how people influence groups.
- Knows how to help people work productively and cooperatively with each other in complex social settings.
- Understands the principles of effective classroom management and can use a range of strategies to promote positive relationships, cooperation, and purposeful learning in the classroom.
- Recognizes factors and situations that are likely to promote or diminish intrinsic motivation, and knows how to help students become self-motivated.

### Dispositions

- Takes responsibility for establishing a positive climate in the classroom and participates in maintaining such a climate in the school as whole.
- Is committed to the expression and use of democratic values in the classroom
- Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
- Recognizes the value of intrinsic motivation to students' life-long growth and learning.
- Is committed to the continuous development of individual students' abilities and considers how different motivational strategies are likely to encourage this development for each student.

### Performances

- Creates a learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.
- Creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.
- Engages students in individual and cooperative learning activities that help them develop the motivation to achieve, by, for example, relating lessons to students' personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them.
- Organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.
- Maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.
- Helps the group to develop shared values and expectations for student interactions, academic discussions, and individual and group responsibility that create a positive classroom climate of openness, mutual respect, support, and inquiry.
- Analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.
- Organizes, prepares students for, and monitors independent and group work that allows for full and varied participation of all individuals.

**Planning for Instruction.** Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

### Indicators

#### Knowledge

- Understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- Knows how to take contextual considerations (instructional materials, individual student interests, needs, and aptitudes, and community resources) into account in planning instruction that creates an effective bridge between curriculum goals and students' experiences.
- Knows when and how to adjust plans based on student responses and other contingencies.

#### Dispositions

- Values both long term and short term planning.
- Believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- Values planning as a collegial activity.

#### Performances

- As an individual and a member of a team,
- Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- Creates lessons and activities that operate at multiple levels to meet the developmental and individual needs of diverse learners and help each progress.
- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.

**Instructional Delivery.** Plans instruction and uses a variety of instructional skills and strategies to encourage students' development of critical thinking, problem solving, and performance skills in the visual arts.

### Indicators

#### Knowledge

- Understands learning theory, subject matter, curriculum development, and student development and knows how to use this knowledge in planning instruction to meet curriculum goals.
- Understands the ongoing process of curriculum development, taking into account local, State, and national standards.
- Knows when and how to adjust plans based on student responses and other contingencies.
- Understands principles and techniques, along with advantages and limitations, associated with various instructional strategies (e.g. cooperative learning, direct instruction, discovery learning, whole group discussion, independent study, interdisciplinary instruction).
- Knows how to enhance learning through the use of a wide variety of materials as well as human and

technological resources (e.g. computers, audio-visual technologies, videotapes and discs, local experts, documents and artifacts, texts, reference books, literature, and other print resources).

### **Dispositions**

- Values both long term and short term planning.
- Believes that plans must always be open to adjustment and revision based on student needs and changing circumstances.
- Values planning as a collegial activity.
- Values the development of students' critical thinking, independent problem solving, and performance capabilities.
- Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

### **Performances**

- Develops a comprehensive and sequenced visual arts curriculum.
- Selects and creates learning experiences that are appropriate for curriculum goals, relevant to learners, and based upon principles of effective instruction (e.g. that activate students' prior knowledge, anticipate preconceptions, encourage exploration and problem-solving, and build new skills on those previously acquired).
- Plans for learning opportunities that recognize and address variation in learning styles and performance modes.
- Creates short-range and long-term plans that are linked to student needs and performance, and adapts the plans to ensure and capitalize on student progress and motivation.
- Responds to unanticipated sources of input, evaluates plans in relation to short- and long-range goals, and systematically adjusts plans to meet student needs and enhance learning.
- Carefully evaluates how to achieve learning goals, choosing alternative teaching strategies and materials to achieve different instructional purposes and to meet student needs (e.g. developmental stages, prior knowledge, learning styles, and interests).
- Uses multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities and that help student assume responsibility for identifying and using learning resources.
- Constantly monitors and adjusts strategies in response to learner feedback.
- Varies his or her role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of students.
- Develops a variety of clear, accurate presentations and representations of concepts, using alternative explanations to assist students' understanding and presenting diverse perspectives to encourage critical thinking.
- Uses resources (technology, materials, and physical environment) to facilitate students' learning.

<p><b>Classroom Communication.</b> Uses knowledge of effective verbal, nonverbal, and media communication techniques to foster inquiry, collaboration, and engagement in the classroom.</p>
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### **Indicators**

#### **Knowledge**

- Understands communication theory and language development
- Understands the role of language in learning

#### **Dispositions**

- Is sensitive to how cultural and gender differences can affect communication in the classroom

#### **Performances**

- Models effective communication strategies
- Conveys information effectively
- Asks questions effectively
- Uses visual, aural, kinesthetic and nonverbal cues
- Uses oral and written discourse effectively
- Helps students develop and extend their oral and written communication skills to promote subject matter learning
- Uses variety of media tools to enrich learning opportunities

**Language Acquisition Theories and Foreign Language Instruction.** Understands language acquisition at various developmental levels and uses this knowledge to develop a variety of instructional practices to help students acquire the target language.

## Indicators

### Knowledge

- Understands how language acquisition occurs at various developmental levels (e.g., elementary school students vs. adolescents) both within and outside of the formal classroom setting.
- Understands the important effects of language acquisition theories and learner development on instructional planning and practice.
- Recognize that errors occur as part of the language acquisition process
- Understands the relationship of foreign language program models to language outcomes.

### Dispositions

- Demonstrates enthusiasm for foreign language learning
- Is willing to seek out information about their students' needs in order to adapt instruction accordingly.
- Values the role of inquiry and collaboration in the language classroom.

### Performances

- Uses knowledge of target language to organize language instruction, diagnose their students' linguistic difficulties, and assist them in understanding linguistic concepts.
- Uses the target language in the classroom to the maximum extent possible, provides meaningful target language input, and assist students in understanding this input.
- Builds lessons around topics drawn from a variety of subject areas, such as content-based lessons that integrate language, culture, and student interests.
- Provides guided assistance to students to help them learn to negotiate meaning and take risks with the language as they use it to express thoughts and ideas.
- Provides opportunities for students to uses the target language to express meaning and fulfill a variety of communicative needs.
- Manages *communication* in the classroom by integrating interpersonal, interpretive, and presentational modes of communication in instruction.
- Designs activities and tasks that lead students from one *communication* mode to the next, reflecting communication as it naturally occurs.
- Designs tasks through which students interact meaningfully with one another, with the teacher, and with native speakers of the target language.
- Provides feedback to students that focuses not only on linguistic accuracy but also on the meaning of their messages, and they offer encouragement and affirmation of their students' progress in the target language.
- Encourages students to take risks in using the target language.
- Provides a range of learning opportunities for learners of various ages, developmental and linguistic levels, language backgrounds, and learning styles.
- Allows learners to join communities in the target culture, including information contained in documents, interactions with native speakers, and social and institutional frameworks.

- Adapts language instruction to address students' multiple ways of learning and to meet their special needs.
- Uses a variety of instructional strategies to engage students in critical thinking and problem solving.
- Maximizes learning and interaction through the uses of pair, small group, and large group activities.
- Uses questioning strategies and task-based instruction as appropriate given the goals of instruction in the language classroom.

**Standards and Curriculum.** Understands the *Standards for Foreign Language Learning* and state standards, and integrates these frameworks into curricular planning and use of instructional resources.

### Indicators

#### Knowledge

- Understands the five goal areas (Communication, Cultures, Comparisons, Connections, Communities) and eleven content standards for foreign language instruction.
- Is familiar with their state standards for foreign language learning and recognize the connection between the state and national standards.
- Understands culture from an anthropological view and engage their students in exploring cultural systems in terms of their interrelated products, practices, and perspectives.

#### Dispositions

- Is willing to integrate standards and design standards-based activities in some way even if their instructional materials do not.
- Views the connection with communities as an important way of helping their students to Uses the language beyond the classroom and to begin to be life-long language learners
- Is committed to locating effective materials, to Adapt them, and to Design their own.

#### Performances

- Designs unit and daily lesson plan objectives that address the goal areas and standards
- Identifies the goal areas and standards addressed in instructional and classroom activities, and designs activities that address specific goal areas and standards.
- Uses their Knowledge of the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century* and of their state standards to make instructional decisions.
- Finds ways to conduct classroom activities that address specific goal areas and standards.
- Adapts instructional materials in order to align them with the standards and thus bring about communication that mirrors more closely communication that occurs outside of the classroom.
- Designs standards-based activities, even if their instructional materials are not standards-based,
- Uses the organizing principles of the standards as they evaluate, Select, and create instructional materials.
- Uses the textbook as one of many resources including visuals, realia, authentic printed and oral texts, and other authentic materials obtained through technology (e.g., Internet).
- Locates and uses authentic materials in their teaching, since the value of authentic materials is that they reflect real world language as it is used by native speakers in target cultures.
- Adapts the textbook and other materials to align them with standards-based goals.

**Assessment of Language and Cultures.** Knows multiple ways of assessing students, adjusts instruction based on the results of assessments, and reports the results of student performances to all stakeholders.

### Indicators

#### Knowledge



- Is familiar with a variety of performance guidelines such as the *ACTFL Performance Guidelines for K-12 Learners* (1998) (see Appendix I), the *ACTFL Proficiency Guidelines-Speaking* (1999), the *ACTFL Proficiency Guidelines-Writing* (2001), and appropriate state performance guidelines.

### **Dispositions**

- Is committed to a continual process of assessment that informs classroom instruction.
- Recognize that students acquire proficiency over time and that the equation between what is taught and what is learned is imperfect;
- Believes in the transparency embedded in performance assessment in that the assessment tasks themselves reveal the strengths and areas for growth of student knowledge and skills.
- Is committed to reporting assessment results accurately and clearly.

### **Performances**

- Uses both formative and assessment models purposefully.
- Assesses interpersonal communication, interpretive communication, and presentational communication orally and in writing.
- Assesses interpersonal communication through oral interviews or tasks in which the student's ability to negotiate meaning can be observed.
- Uses multiple measures (forced choice, short answer, and open-ended formats) to assess interpretive communication
- Assesses presentational communication (planned speaking or writing) through authentic tasks.
- Creates foreign language assessments that measure student performances in an integrated context. featuring a series of tasks built around a theme that engages students in an interpretive task, followed by an interpersonal task, followed by a presentational task
- Assesses student learning about the perspectives, practices, and products of the target cultures and comparisons to their own cultures.
- Seeks opportunities to assess how students uses their language in culturally appropriate ways beyond the classroom.
- Integrates assessment measures into regular classroom instruction and understands that performance assessment frequently encompasses multiple areas of student knowledge and skills.
- Systematically reflects upon student performances in order to adapt their instruction.
- Interprets results to determine where student strengths lie, where alternative instructional strategies are necessary, where skills or knowledge must be reinforced, and where additional practice must be provided.
- Designs scoring to include a holistic measure and not just a detailing of errors.
- Helps students understands the level at which they perform most competently and how they progress to a more advanced level.
- Describes what students can do and begin to develop that message for the various publics.
- Conveys information to administrators, school boards, or parents in ways important to these stakeholders.

<p><b>Disabilities.</b> Implements appropriate assessment and instruction that supports students with disabilities in mainstream/inclusive settings.</p>
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### **Indicators**

#### **Knowledge**

- Knows the implications of various disabilities on human development and learning
- Knows legal provisions for assessment, planning, and instruction for students with disabilities
- Knows techniques for assessment and instruction of students with disabilities

#### **Dispositions**

- Demonstrates commitment to helping students with disabilities achieve to their highest educational and quality of life potential.

#### **Skills**

- Adapts curriculum and uses instructional strategies, materials, and assistive equipment/technology according to the characteristics of the learner.
- Creates a positive climate and promotes social interaction between disabled and non-disabled students
- Collaborates with professional colleagues, families, and communities to support students with disabilities.

<p><b>Technology I.</b> As appropriate for the discipline, enables students to learn about and to use technology.</p>
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#### **Indicators**

##### **Knowledge**

- Knows the technology-related Illinois Learning Standards that apply to the teaching certificate area(s) held, as well as the scope and sequence of their instruction
- Knows research-based, developmentally appropriate, "best" practices focusing on a variety of technological instructional tools
- Knows programs, hardware, etc. appropriate for use with diverse learners, including adaptive/assistive technologies for students with special needs
- Knows how to assess and monitor students' engagements with technology to insure ethical, legal, and equitable uses
- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances—philosophical, pedagogical, and ethical

##### **Dispositions**

- Demonstrates ability to critique educational software, hardware, and technological innovations from a variety of stances—philosophical, pedagogical, and ethical
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in using technology with students
- Demonstrates commitment to bridging the access equity gap, or "digital divide", that affects marginalized populations
- Demonstrates commitment to providing engaging, technology-based learning opportunities for all students

##### **Skills**

- Uses technology terminology accurately in written and oral communications
- Integrates technology into the curriculum to expand students' knowledge and skills
- Matches technology to the particular learning situation and each learner's needs
- Observes and evaluates students' technology knowledge, skills, and dispositions
- Creates opportunities for students to use technology tools for learning, demonstrating their learning, and reflecting on it
- Uses software and hardware appropriately

<p><b>Technology II.</b> Understands and uses technology to enhance his/her teaching</p>
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#### **Indicators**

##### **Knowledge**

- Knows particular technology resources to aid in designing learning opportunities for a variety of student grouping situations and diverse learning needs
- Knows the uses of computers and technology in business, industry, and society
- Knows resources for developing a personal professional network or community for ongoing professional development

#### **Dispositions**

- Demonstrates commitment to using technology in instruction
- Explores and evaluates technology-based resources regularly, as part of ongoing personal professional development
- Adheres to ethical principles in exploring, using, and sharing technology resources on a personal professional basis

#### **Skills**

- Uses technology to research, communicate, and collaborate in an ongoing fashion
- Uses productivity tools (e.g., word processing, presentation graphics) for classroom/program management and instruction

**Language Arts: Literacy Techniques & Strategies** Knows a broad range of literacy techniques and strategies for every aspect of communication and develops each student's ability to read, write, speak and listen to his or her potential within the demands of the discipline.

#### **Indicators**

##### **Knowledge**

- understands and can articulate the needs for literacy development in general and in specific disciplines or at specific grade levels.
- understands effective literacy techniques to activate prior student knowledge and build schema to enhance comprehension of "text."
- knows strategies and techniques for teaching communication skills to those students' whose first language is not English.

##### **Dispositions**

- Demonstrates commitment to viewing one's self as a literacy teacher, whatever the age/grade level or specialty area of the certificate(s) held
- Demonstrates awareness and sensitivity to the ethical, legal, and human issues involved in helping all students develop their personal literacy
- Demonstrates commitment to bridging the literacy equity gap that affects marginated populations
- Views all students as readers, authors, and thinkers
- Demonstrates respect for all students' literacy voices and languages
- Views literacy as a developmental process for making and representing meaning, not merely a series of discrete skills for reading, writing, listening, and speaking
- Acknowledges the need to instill in students a desire to use literacy skills

##### **Performance**

- practices effectively the language processes of reading, writing, and oral communication in the daily classroom exchange between student and teacher, between student and student, between teacher and "text," and between student and "text".
- practices effective literacy techniques to make reading purposeful and meaningful.
- practices effective questioning and discussion techniques to extend content knowledge acquired from "text."
- uses a variety of "text" and research resources with students/ in an attempt to enhance student learning from reading, learning from writing, and learning from oral communication.

**Language Arts: Modeling Literacy** Models effective reading, writing, speaking, and listening skills during their direct and indirect instructional activities.

### Indicators

#### Knowledge

- knows and understands the rules of English grammar, spelling, punctuation, capitalization, and syntax for both written and oral contexts.
- understands how to communicate ideas in writing to accomplish a variety of purposes.

#### Dispositions

- Recognizes that the teacher is the most important communicator in the classroom

#### Performance

- models the rules of English grammar, spelling, punctuation, capitalization, and syntax in both written and oral contexts.
- reads, understands, and clearly conveys ideas from texts or other supplementary materials.
- writes and speaks in a well-organized and coherent manner that adapts to the individual needs of readers/listeners.
- expresses ideas orally with explanations, examples, and support in a clear, succinct style.
- helps students understand a variety of modes of writing (persuasive, descriptive, informative, and narrative).
- listens well.

**Language Arts: Instruction & Improvement** Provides a variety of instructional strategies, constructive feedback, criticism, and improvement strategies in Language Arts while being aware of diverse learners' needs.

### Indicators

#### Knowledge

- understands how to analyze an audience to determine culturally appropriate communication strategies to share ideas effectively in both written and oral formats with students and their families, other faculty and administrators, and the community and business in general.
- understands how to use diverse instructional strategies and assessments that include an appropriate balance of lecture, discussion, activity, and written and oral work.

#### Dispositions

- Approaches literacy curriculum planning as a process aimed at meeting learners' individual needs, not the imposition of a prescribed, inflexible program

#### Performance

- analyzes content materials to determine appropriate strategies and techniques to create successful learning through reading, writing, speaking, and listening.
- assists students whose communication skills may be impeded by learning, language, and/or cultural differences, especially those whose first language is not English.
- conducts effective classroom discussions by managing groups, asking questions, eliciting and probing responses, and summarizing for comprehension.
- uses a variety of media to enhance and supplement instruction.
- uses multi-disciplinary instructional approaches.

### For T&L Students

**Inquiry.** Undertakes independent inquiry and use technology as one tool to assist him or her in the overall inquiry process

## Indicators

### Knowledge

- Understands the value of research to inquiry in education
- Understands key concepts, assumptions, debates, and ways of knowing that inform the design, collection, and analysis of research in education
- Understands the use of technology as one tool to assist with the overall inquiry process in education
- Understands the roles that technology plays in schools and society

### Dispositions

- Appreciates the value of reading and conducting research in education
- Appreciates the role of technology in assisting with the design, conduct, and analysis of research in education

### Performances

- Conducts meaningful inquiry on an independent basis in education
- Makes meaningful evaluative judgments about the quality of existing research in education
- Builds on existing theoretical frameworks through independent inquiry in education
- Demonstrates familiarity with a range of technological resources that support educational inquiry
- Accesses a range of technological resources relevant to educational inquiry

## PERSONALISM, PROFESSIONALISM, & LIFE-LONG LEARNING

**Collaboration.** Is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

## Indicators

### Knowledge

- Understands schools as organizations within the larger community context and understands the operations of the relevant aspects of the system(s) within which s/he works.
- Understands how factors in the students' environment outside of school (e.g. family circumstances, community environments, health and economic conditions) may influence students' life and learning.
- Understands and implements laws related to students' rights and teacher responsibilities (e.g. for equal education, appropriate education for handicapped students, confidentiality, privacy, appropriate treatment of students, reporting in situations related to possible child abuse).

### Dispositions

- Values and appreciates the importance of all aspects of a child's experience.
- Is concerned about all aspects of a child's well-being (cognitive, emotional, social, and physical), and is alert to signs of difficulties.
- Is willing to work with parents and guardians from diverse home and community situations
- Is willing to work with other professionals to improve the overall learning environment for students.
- Values the building ongoing alliances with all stakeholders to promote the goal of language learning for all K-12 students and
- Respects the privacy of students and confidentiality of information.

### Performances

- Participates in collegial activities designed to make the entire school a productive learning environment.
- Makes links with the learners' other environments on behalf of students, by consulting with parents, counselors, teachers of other classes and activities within the schools, and professionals in other community agencies.

- Can identify and use community resources to foster student learning.
- Establishes respectful and productive relationships with parents and guardians from diverse home and community situations, and seeks to develop cooperative partnerships in support of student learning and well-being.
- Talks with and listens to the student, is sensitive and responsive to clues of distress, investigates situations, and seeks outside help as needed and appropriate to remedy problems.

**Reflection and Professional Growth.** Fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

## Indicators

### Knowledge

- Knows the different communities that support them in different ways at various points in their careers.
- Understands methods of inquiry that provide him/her with a variety of self-assessment and problem-solving strategies for reflecting on his/her practice, its influences on students' growth and learning, and the complex interactions between them.
- Is aware of major areas of research on teaching and of resources available for professional learning (e.g. professional literature, colleagues, professional associations, professional development activities).

### Dispositions

- Values critical thinking and self-directed learning as habits of mind.
- Is committed to reflection, assessment, and learning as an ongoing process.
- Is willing to give and receive help.
- Is committed to seeking out, developing, and continually refining practices that address the individual needs of students.
- Recognizes his/her professional responsibility for engaging in and supporting appropriate professional practices for self and colleagues.
- Is committed to ongoing development of set of professional values and beliefs about teaching, learning, and schooling as a basis for their classroom practice
- Understands the importance and benefits of belonging to a professional community.
- Believes that professional development is a life-long endeavor and an indispensable asset to becoming a contributing member of the profession.
- Believes that it is their responsibility to seek counsel from mentors as to which organizations might be most appropriate for their specific needs.

### Performances

- Participates in such activities as conferences and workshops, reading professional journals, and linking theory and practice by systematically reflecting on teaching, learning and assessment.
- Reflects on the outcomes of their involvement in these professional communities and on how their continued participation will strengthen their own linguistic and cultural competence and refine their pedagogical practices.
- Uses classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for experimenting with, reflecting on, and revising practice.
- Is engaged in ongoing professional development, seeking out professional literature, colleagues, and other resources to continually develop and inform their professional perspectives on teaching and learning and enhancing their classroom practice.
- Draws upon professional colleagues within the school and other professional arenas as supports for reflection, problem-solving and new ideas, actively sharing experiences and seeking and giving feedback.

**Professional Conduct.** Understands education as a profession, maintains standards of professional conduct, and provides leadership and advocacy to improve student learning and well-being

## **Indicators**

### **Knowledge**

- Understands the unique characteristics of education as a profession and a professional code of conduct
- Understands how school systems are organized and operate
- Understands school policies and procedures
- Understands legal issues in education
- Understands the importance of active participation and leadership in professional education organizations

### **Dispositions**

- Believes that all students have the potential to learn rigorous content and achieve high standards.
- Is prepared to assume roles beyond the classroom for the benefit and welfare of students
- Is committed to the highest ethical standards of professional behavior

### **Performances**

- Contributes knowledge and expertise about teaching and learning to the profession
- Follows codes of professional conduct and exhibits knowledge and expectations of current legal directives
- Follows school policy and procedures, respecting the boundaries of professional responsibilities, when working with students, colleagues, and families
- Initiates and develops educational projects and programs
- Actively participates in or leads such activities as curriculum development, staff development, and student organizations
- Participates as appropriate in policy design and development at the local level with professional organizations, and/or with community organizations
- Develops and learns how to articulate a rationale for the importance of foreign languages in the overall curriculum.
- Accesses relevant data to support the benefits of foreign language learning and make a case for foreign language programs that offer a variety of language options and engage all students.
- Articulates the multiple benefits of foreign language learning and can communicate these messages to multiple audiences.
- Knows how to incorporate diverse viewpoints into advocacy messages.