K-12 FOREIGN LANGUAGE EDUCATION
STANDARDS

The Candidate:

DIVERSITY & POSITIVE TRANSFORMATION

Disciplinary Foundations (SOE). 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 (SOE). 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 (SOE). Understands the dynamic nature of identity development and maintain the role of individual agency in bringing about personal and social transformation.

Understanding Differences (SOE). 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

Language Foundations and Comparisons (IPTS 1, ISBE FL 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 (IPTS 1, ISBE FL 2, 3, 4; ACTFL 1a). Demonstrates a high level of proficiency in the target language

Cultures (IPS 1, ISBE FL 5, 6, 8; ACTFL 2a). Knows the target language culture(s) , practices, and products and integrates them into foreign language instruction

Literatures (IPTS, 1, ISBE FL 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 (IPTS1, ISBE FL 8; ACTFL 2c) . Integrates knowledge of other disciplines into foreign language study

Career Options. (IPTS1, ISBE FL 10) Uses the target language to demonstrate knowledge and understanding of a variety of career options.

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

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

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 4, ACTFL 3, ACTFL 3b).   Plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

Instructional Delivery (IPTS 6, ACTFL 3b). 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 (ISBE FL 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 (SOE). 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, ACTFL 6a). 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 6b). Understands education as a profession, maintains standards of professional conduct, and provides leadership and advocacy to improve student learning and well-being