

Foreign Language, P-8 & 7-12

STANDARD ONE

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, can create learning experiences that make these aspects of subject matter meaningful for students and can link the discipline(s) to other subjects.

KNOWLEDGE

The teacher knows how to apply major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) he/she teaches.

The teacher has a multicultural perspective of his/her discipline(s).

The teacher knows how to relate higher disciplinary knowledge to other subject areas.

The teacher understands how students' conceptual frameworks and their misconceptions of an area of knowledge can influence their learning.

Evidences

The teacher has knowledge of target language competency in core concepts: structure, vocabulary, literature, culture, and sound system.

The teacher knows how to teach the four skills (listening, speaking, reading, and writing) and culture appropriate to students' age and ability level.

The teacher comprehends language acquisition theory.

The teacher possesses thorough knowledge of the American Council on the Teaching of Foreign Languages Proficiency Guidelines.

The teacher has knowledge of cultural similarities and differences.

The teacher knows how to analyze linguistic similarities and differences through comparisons of the language studied and English.

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The teacher knows how to exhibit the ability to create cultural activities which enable students to recognize cultural stereotypes and biases.

The teacher has knowledge of professional foreign language journals.

The teacher knows how to reinforce interdisciplinary curricula using the target language.

The teacher understands the foundations and theories of second language teaching and classroom applications.

The teacher has a knowledge of the historical, philosophical, and legal basis of services for young children both with and without special needs (especially for early childhood teachers).

DISPOSITIONS

The teacher has enthusiasm for the discipline(s) he/she teaches and helps connect it to everyday life.

The teacher realizes that subject matter knowledge is not a fixed body of facts, but is a complex and ever-evolving construct of ideas.

The teacher accepts multiple perspectives.

The teacher values interdisciplinary teaching and learning.

Evidences

The teacher is committed to presenting culture without promoting cultural stereotypes and biases.

The teacher has enthusiasm for language and culture.

The teacher is committed to extended language sequences.

The teacher is committed to foreign language articulation P-16.

The teacher values linguistic and cultural contributions available in the community.

The teacher supports native language maintenance.

The teacher values using animated expression and to engage students.

PERFORMANCE

The teacher keeps abreast of new ideas and understandings in higher discipline.

The teacher approaches the discipline critically and evaluates new claims and interpretations in the field.

The teacher effectively uses multiple representations and explanations of disciplinary concepts that capture key ideas and links them to students' prior understandings.

The teacher represents and uses a variety of viewpoints, theories, "ways of knowing," methods of inquiry, and standards of evidence characteristic of the discipline.

The teacher engages students in generating knowledge and testing hypotheses according to the methods of inquiry and standards of evidence characteristic of the discipline.

The teacher includes multicultural perspectives in his/her lessons and conveys to learners how knowledge is developed from the vantage point of the culture.

The teacher creates interdisciplinary learning experiences that allow students to integrate knowledge, skills and methods of inquiry from several subject areas.

The teacher ensures that what is taught and what is learned is accurate.

The teacher communicates effectively through reading, writing, speaking, and listening, and assists students in doing the same.

Evidences

The teacher develops, sequences, and implements creative communicative learning activities in the four skills (**listening, **speaking, reading, and writing) that integrate language and culture in context.

The teacher is an active member of professional foreign language organizations.

The teacher reads current foreign language publications.

The teacher effectively uses local, state, and national standards.

The teacher uses authentic materials and language input (e.g., audio-cassettes, video tapes, native music, and guest speakers).

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The teacher effectively uses knowledge gained in foreign language preparation.

The teacher creates a variety of contextualized, personalized learning experiences.

The teacher devises cultural activities which enable students to recognize cultural stereotypes and biases.

The teacher has knowledge of current trends and issues in general education and special education.

The teacher demonstrates a proficiency level of Intermediate-High, in listening, speaking, reading, and writing according to the *ACTFL Proficiency Guidelines.

STANDARD TWO

The teacher plans curriculum appropriate to the students, to the content, and to the course objectives.

KNOWLEDGE

The teacher understands principles of curriculum design and knows how to plan lessons, units, and courses of study.

The teacher knows how to apply interdisciplinary approaches to curriculum design.

The teacher recognizes the continuum of learning within the K-12 curriculum of the discipline(s) he/she teaches.

The teacher knows how to teach students to communicate effectively through reading, writing, listening, and speaking.

The teacher knows how to ask questions to stimulate discussion as well as creative and critical thinking.

The teacher knows how to use various instructional technologies to address individual and group needs.

The teacher knows how to construct and appropriately use a variety of measures, such as observations, tests, and performance-based assessments, to assess student growth and development.

Evidences

The teacher knows how to incorporate listening, speaking, reading, writing, and culture in the planning of each second language unit, as appropriate to students' age and ability level.

The teacher knows how to relate the Arkansas Foreign Language Curriculum Framework and the national Standards for Foreign Language Learning: Preparing for the 21st Century to daily lesson plans.

The teacher knows how to incorporate cultural topics ranging from customs related to daily life to the literature, history, art, and music of the target country(ies).

The teacher knows how to apply Bloom's Taxonomy of Thinking Processes to questioning techniques in the target language.

The teacher knows how to incorporate the ACTFL Proficiency Guidelines in planning for student achievement.

The teacher has knowledge of alternative assessment procedures such as Total Physical Response, oral interviews, role play, close, and portfolios.

The teacher knows how to demonstrate the ability to teach, integrate, or reinforce other content areas through the target language.

The teacher knows how to adapt academic, career, and social curricula for all types of exceptional learners.

The teacher knows how to adapt oral and written communication to the needs of the student.

The teacher knows how to use effective strategies for collaboration with other professionals and how to participate with families, students and others in the development of individualized education plans/family service plans/transition plans for students.

The teacher knows how to plan for and link current developmental and learning experiences and teaching strategies with those of the next educational setting.

The teacher knows how to utilize task analysis and error pattern analysis to determine how to revise curriculum and instruction.

The teacher knows how to determine instructional, functional, and developmental needs of pupils through the use of curriculum-based assessments and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher utilizes assessment information to establish goals and objectives that are appropriate for an individual pupil.

The teacher knows how to collect, document, and analyze performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher know how to develop formal and informal alternative types of assessment (e.g., portfolio assessment, curriculum based assessment).

The teacher knows how to analyze students' individual interests, abilities, and learning styles.

DISPOSITIONS

The teacher is willing to respond with different approaches until students succeed.

The teacher is disposed to be a learner about organization, presentation, and assessment of content.

The teacher is inclined to use a variety of resources.

The teacher is open to and appreciates multiple perspectives of the disciplines and of the students.

The teacher is willing to explore and use technology as an instructional tool in the classroom.

The teacher is committed to improving practice based on a variety of assessments, both formal and informal.

The teacher is committed to lifelong learning.

Evidences

The teacher is willing to assess listening, speaking, reading, and writing in a culturally authentic context.

The teacher is committed to maintaining and improving second language and pedagogical skills.

The teacher is inclined to use technology to access authentic materials.

The teacher values the interdisciplinary perspective of language teaching.

The teacher recognizes the importance of the affective filter.

The teacher appreciates the dynamic nature of culture.

PERFORMANCE

The teacher plans lessons, units, and courses of study that are appropriate to the students, to the content, and to single discipline or interdisciplinary course objectives.

The teacher adapts the curricula to accommodate individual student abilities and needs.

The teacher evaluates and utilizes teaching resources and curriculum materials for comprehensiveness, accuracy, and usefulness.

The teacher develops and uses curricula that encourage students to see, question, and interpret ideas from diverse perspectives.

The teacher effectively integrates the communication skills of reading, writing, listening, and speaking into all curricula.

The teacher asks questions to stimulate discussion as well as creative and critical thinking.

The teacher creates learning experiences which encourage critical and creative thinking, problem-solving, and other higher order thinking skills.

The teacher uses technology, as appropriate, to improve learning and instruction.

The teacher uses feedback and assessment to improve practice.

The teacher provides opportunities for students to acquire the skills necessary to become lifelong learners.

Evidences

The teacher designs curriculum using the ACTFL Proficiency Guidelines, the Arkansas Foreign Language Curriculum Framework, and the national Standards for Foreign Language Learning: Preparing for the 21st Century.

The teacher embeds culture in a variety of activities.

The teacher uses the four communicative skills (listening, speaking, reading, and writing) in developing higher-order thinking skills in the target language.***

The teacher conducts class principally in the target language.***

The teacher uses students' experiences and prior knowledge to pre-teach and to organize relevant lessons.

The teacher evaluates effectively the total teaching-learning process, including continuous self-assessment and student-assessment related to student goals.

The teacher develops and implements curricula that encourage students to acquire information and recognize the distinctive viewpoints that are only available through the target language and its cultures.

The teacher utilizes assessment information to establish goals and objectives that are appropriate for an individual pupil which requires the ability to communicate assessment results and integrate assessment data from others when preparing individualized plans for students with

The teacher plans and implements developmentally and individually appropriate curriculum and instructional practices based on knowledge of individual students, the family, the community, and curriculum goals and content.

The teacher identifies educational, developmental, functional, vocational, and social outcomes for pupils with diverse cognitive, motor, and/or social/behavioral needs at various ages.

The teacher cooperatively develops and evaluates an individualized education program/individualize family service plan/individualized transition plan.

The teacher develops lesson plans and adapts curricula, materials, and methods for average and diverse pupils (i.e., gender, gifted to low functioning, various disabilities, high to low SES, varying learning styles, culturally and linguistically diverse, and social problems specific to the community [e.g., drugs, poverty, guns]).

The teacher has the ability to infuse speech skills into academic areas as consistent with mode or philosophy espoused and ability of the student who is deaf/hard of hearing.

The teacher has the ability to select media and technology appropriate to instructional goals and objectives and the ability to use assistive technology needed by students with vision, hearing, motor, or other disabilities.

The teacher involves students in self-evaluation of products by providing pupils with information about performance results for the purpose of developing self-evaluation skills and supporting progress and by other means.

The teacher modifies tests for students with disabilities.

The teacher modifies the physical environment to ensure maximum performance on tests for students with disabilities.

The teacher collects, documents, and analyzes performance information through systematic observations and recordings of pupil learning, behavior patterns, and responses in the areas of social, developmental, functional academic, and/or vocational behaviors.

The teacher selects and administers assessment instruments and procedure based on the purpose of the assessment being conducted and in compliance with established criteria and standards.

The teacher involves families as active participants in the assessment process (especially for early childhood teachers).

The teacher participates and collaborates with other professionals as a team member in conducting family-centered assessments (especially for early childhood teachers).

The teacher collaborates with other professionals in evaluating the student.

The teacher modifies a student's program as indicated by results of various types of evaluations, e.g., task analysis, error pattern analysis, curriculum-based assessments, and similar tools that allow for comparison of current performance with criterion outcomes.

The teacher develops and utilizes formative and summative program evaluation to ensure comprehensive quality of the total environment for children, families, and the community (especially for early childhood educators).

The teacher teaches for generalization of skills and transfer of knowledge by students and assisting them to develop learning strategies and independent study behaviors.

STANDARD THREE

The teacher plans instruction based upon human growth and development, learning theory, and the needs of students.

KNOWLEDGE

The teacher knows concepts of human growth and development.

The teacher can evaluate and knows how to apply appropriate techniques and strategies based on different learning theories.

The teacher knows how to evaluate and use a variety of materials to support different instructional strategies.

The teacher is aware of expected developmental progressions and ranges of individual variation within each domain (physical, social, emotional and cognitive); the teacher can differentiate levels of readiness for learning and understands how development in any domain may affect performance in another domain.

The teacher understands the importance of peers to intellectual development.

The teacher knows how to find information and services to support students.

Evidences

The teacher understands the concepts of human growth and development as they relate to first and second language acquisition.

The teacher knows how to identify and critique appropriate second language techniques which provide opportunities for self-expression and creativity, use of language in a variety of contexts, exposure to authentic materials, interaction with others, and integration of culture and language.

The teacher has knowledge of strategies, assessments, activities, and materials which provide effective language learning experiences for student of diverse ages, abilities, backgrounds, ethnic groups, and learning styles.

The teacher knows how to develop concepts pertaining to individuals with exceptionalities; pre-, peri-, and post-natal development and the developmental consequences of stress and trauma; the development of mental health; and the importance of supportive relationships.

The teacher knows of ethical considerations inherent in classroom behavior management.

The teacher knows techniques for crisis prevention, students with various cultural backgrounds, and students with exceptional learning needs.

The teacher knows how to provide pupils with frequent response opportunities, appropriate practice, and corrective feedback during all phases of instruction.

The teacher knows how to utilize resources, aids, and materials for teaching children with special needs.

The teacher knows and understands how exceptionalities and medications may affect behavior and educational, vocational, social, and psychological status.

The teacher knows and understands how exceptionalities and medications may affect behaviors and educational outcomes at various age levels.

The teacher has an understanding of peer coaching skills.

The teacher understands and knows indicators of exceptionalities, curricular approaches, learning styles, and special counseling needs of students with exceptionalities.

The teacher knows how to utilize community resources and allied health professionals which may be utilized by students and families and how to make referrals and collaborate with community program personnel.

DISPOSITIONS

The teacher is willing to provide and maintain a positive classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success.

The teacher accepts the responsibility to create an environment that motivates students to learn by building on their strengths and interests.

The teacher appreciates individual variations among students, shows respect for their diverse talents and abilities, and is committed to helping them develop their self-confidence and competence.

The teacher is willing to find and use different teaching materials, teaching techniques, and strategies to meet the learning needs of students.

The teacher recognizes that all students are capable of sharing knowledge.

Evidences

The teacher earnestly tries to understand students' communicative efforts and encourages risk taking by focusing on communication, not correction.

The teacher exhibits high expectations by modeling authentic language and using authentic materials.

The teacher values modeling acceptance of cultural differences.

The teacher fosters a positive foreign language learning experience by offering praise and encouragement in the target language.

The teacher values alternative assessments (e. g., oral testing, portfolios, role-playing, group and/or individual projects, and journals) in order to develop student confidence and competence.

The teacher encourages students to gain confidence in speaking by providing opportunities for them to practice new material through choral repetition, small group, or pair work before requiring individual responses.

The teacher encourages students to use the target language by providing practice in highly functional language that students will use with one another in personal communications.

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The teacher is willing to identify personal attitudes and behaviors that may affect student behavior and the classroom environment.

The teacher believes that all children can learn at high levels and persists in helping all children achieve success including students with exceptionalities.

The teacher is committed to allowing students with exceptionalities to participate in ALL classroom activities.

The teacher is willing to use assistive technology.

PERFORMANCE

The teacher applies concepts of human growth and development to classroom instruction.

The teacher varies instruction using different learning techniques and strategies as appropriate for his/her students and the content.

The teacher selects, procures, and maintains appropriate materials to support different instructional strategies.

The teacher stimulates student reflection on prior knowledge, links new ideas to familiar ones, and makes connection to students' experiences.

The teacher provides students with opportunities for active engagement, for testing of ideas and materials, and for assuming responsibility for shaping their learning tasks.

The teacher provides opportunities for both individual and group learning.

The teacher finds and uses information and services to support students.

The teacher flexibly applies appropriate learning theories for individual students.

The teacher creates an environment which motivates students to learn by building on their strengths and interests.

Evidences

The teacher uses the ACTFL Proficiency Guidelines as the basis for sequential language development and assessment.

The teacher seeks information from professional journals and periodicals related to second language learning.

The teacher attends appropriate in-service to broaden knowledge of current trends in methodology of second language learning.

The teacher is involved in professional language organizations for continued development and support.

The teacher challenges students to compare and contrast foreign language(s) and culture(s) to the students' native languages..

The teacher designs a variety of activities, incorporating students' various learning styles, to provide practice in ***listening, ***speaking, reading, and writing.

The teacher demonstrates effective use of choral repetition, pairwork, and small group work using cooperative learning techniques.

The teacher provides opportunities for appropriate communicative behavior (e. g., journal writing, authentic media, and student-generated dialogue).

The teacher provides opportunities for culturally authentic interactions within and outside of the classroom, such as communication with native speakers, field trips, and exchange activities (e.g., correspondence, travel, and electronic communication).

The teacher develops and implements activities that promote cooperation (e.g., information-gap activities, role plays, scenarios, paired interviews, jig-saw activities, simulations, and group solving activities).

The teacher promotes opportunities for students to interact with a variety of authentic materials.

The teacher gives students choices to develop language skills through a variety of products (e.g., skits, dance, music, verse, poetry, and visual displays).

The teacher enriches and extends content knowledge through resources such as media centers, the Internet, the community, etc.

The teacher applies concepts of human growth and development to classroom instruction, including application of typical and atypical child development theories in learning situations in the context of the family and the community.

The teacher utilizes or adapts learning techniques/strategies as needed for students with exceptionalities, providing opportunities for high success rates in each stage of learning, grouping students appropriately for learning, and facilitating family/child interactions as appropriate for optimum learning.

The teacher selects, procures, and maintains appropriate materials, devices, and aids for students with exceptionalities.

The teacher assists students in developing independent study behaviors.

The teacher help pupils work and cooperatively interact with their peers and to utilize play, environmental routines, and parent-mediated activities for learning.

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The teacher makes appropriate referrals to community health and social services.

The teacher plans appropriate physical arrangements and activities.

The teacher implements basic health, nutrition, and safety management practices, including specific procedures for students of various ages and with various exceptionalities regarding illness and communicable diseases.

STANDARD FOUR

The teacher exhibits human relations skills which support the development of human potential.

KNOWLEDGE

The teacher is familiar with students, the communities from which they come, and other factors which shape their outlook, values, and orientation toward schooling.

The teacher understands how students' learning is influenced by individual experiences, talents, prior learning, as well as language, culture, family, and community values.

The teacher understands the importance of treating others with respect and dignity.

The teacher knows how to communicate effectively with multiple audiences.

Evidences

The teacher has knowledge of an understanding of how attitudes of one culture affect the perceptions of another culture.

The teacher understands how to incorporate students' experiences, interests, and needs in daily class activities.

The teacher is aware of methods to create a comfortable learning environment through sensitivity to student diversity.

The teacher is familiar with strategies for marketing foreign languages.

The teacher knows how to apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.

The teacher knows how to facilitate the integration of students with exceptionalities into the regular classroom.

The teacher knows how to utilize interdisciplinary interaction and the ability to deliver and interpret treatment plan information.

DISPOSITIONS

The teacher respects, accepts, and supports ALL students.

The teacher appreciates the importance of effective communication.

The teacher is committed to the expression of democratic values in the classroom and in school.

Evidences

The teacher respects all languages and cultures.

The teacher appreciates attempts at target language production.

The teacher believes in empowering students to communicate effectively in the global community.

PERFORMANCE

The teacher promotes positive interpersonal relationships among students/parents/guardians, and the community.

The teacher expresses empathy and warmth in interpersonal relationships.

The teacher treats all others with the same respect and dignity with which he/she expects to be treated.

The teacher communicates effectively with diverse populations among students, parents/guardians, peers, and community.

The teacher creates an environment which nurtures self-confidence, self-respect, and competence.

The teacher considers the development of character, aspiration, and civic virtues in making instructional decisions.

Evidences

The teacher cultivates support for foreign language education throughout the community.

The teacher creates opportunities for foreign language enrichment beyond the classroom.

The teacher engages parents and communities in extended language opportunities.

The teacher connects speakers of other languages with school and community.

The teacher creates an affective and physical environment conducive to second language learning.

The teacher models the role's teachers, other professionals, and parents assume in a collaborative relationship.

The teacher models affective, positive behavior appropriate to specific circumstances.

The teacher demonstrates conflict resolution skills.

The teacher creates an appropriate environment to increase pupil self-awareness, self-control, self-reliance, and self-esteem.

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The teacher interprets education programs of all students to school personnel, school patrons, and community members.

The teacher models effective communication skills, including speaking, writing, listening, and nonverbal skills.

The teacher teaches the students to be their own advocates.

STANDARD FIVE

The teacher works collaboratively with school colleagues, parents/guardians, and the community to support students/ learning and well being.

KNOWLEDGE

The teacher understands the importance of reflecting on practice to improve instruction.

The teacher knows how to translate, evaluate, and apply current education research.

The teacher understands legal obligations as represented by statute, regulation, school board directive, court decision, or other policy.

The teacher understands the process of change.

The teacher understands schools as organizations within the larger community context.

The teacher understands the importance of family/guardian involvement.

The teacher understands how student groups function and influence people and how people influence students.

Evidences

The teacher understands how to promote foreign languages throughout the community.

The teacher is aware of the benefits of a relationship between foreign language education and the community.

The teacher knows how to coordinate foreign language experiences with colleagues in other disciplines.

The teacher understands the changing role of foreign languages in the community and world.

The teacher is aware of the impact of local, state and federal legislation and policies on foreign languages, cultures, and second language education.

The teacher knows how the knowledge of foreign languages and cultures enhances career opportunities.

The teacher knows assurances and due process rights related to assessment, eligibility, and placement of students who are culturally and/or linguistically diverse.

The teacher knows how to utilize stress management skills.

The teacher knows how to utilize interagency collaboration in planning behavior interventions and of the roles of the variety of community services, agencies, and professionals who support pupils with diverse cognitive, motor, and/or social/behavioral needs and their families.

The teacher knows how to plan for involving parents in the instructional process.

The teacher knows how to involve parents and pupils in the establishment of behavioral programs, self-recording, and self-management.

The teacher knows how to encourage and assist families to become active participants in the educational team.

The teacher knows how to respect parents' choices and goals for children and communicate effectively with parents about curriculum and children's progress.

DISPOSITIONS

The teacher is committed to research, reflection, assessment, and learning as an ongoing process.

The teacher appreciates the need for change in a dynamic organization.

The teacher believes that he/she can make an important contribution to enhancing the education of students and to school improvement.

The teacher is willing to collaborate in school-improvement activities.

Evidences

The teacher is willing to share materials and professional expertise with colleagues.

The teacher believes in the benefits of foreign language education for all.

The teacher embraces a spirit of professional growth within the educational community.

The teacher values foreign travel and immersion programs.

PERFORMANCE

The teacher reflects on his/her teaching to improve instruction.

The teacher utilizes research to improve instruction.

The teacher assumes responsibility for his/her own professional development.

Evidences

The teacher supports learning of all languages.

The teacher works collaboratively with other disciplines to enrich learning experiences.

The teacher seeks personal opportunities for immersion in the target language and culture.

The teacher develops plans for student immersion in the target language and culture.

The teacher sponsors extracurricular events that enhance the study of languages (e.g., student exchanges, language clubs, honor societies, plays, and foreign language films).

The teacher is an advocate for foreign language education.

The teacher reads and critically applies research and recommended practices for effective management of teaching and learning.

The teacher participates in professional organizations.

The teacher adheres to the profession's code of ethical conduct and the ability to identify ethical and policy issues related to educational, social and medical services for young children and their families.

The teacher demonstrates communication, consultation, collaboration, and problem-solving skills that can be used to develop instructional and management procedures for pupils.

The teacher develops a plan to collaborate in developing methods for implementing a school-center or home-based teaching and management plans for children.

The teacher participates appropriately as a member of a transdisciplinary team in activities related to individualized instructional and related programs for a pupil.

The teacher communicates options for programs and services at the next level and assists the family in planning for transition.

The teacher assists families in identifying their resources, priorities and concerns in relation to their child's development (especially for early childhood teachers).

The teacher involves families in assessing planning for individual children, including children with special needs (especially for early childhood teachers).

The teacher implements a range of family-oriented services based on the family's identified resources, priorities, and concerns (especially for early childhood teachers).

The teacher utilizes state, local, regional, and national resources to aid in the delivery of services for students.

The teacher matches home, school, and community resources with students needs.

The teacher demonstrates knowledge of the roles and utilizations of paraprofessionals and volunteers in an instructional program.

The teacher employs adult learning principles in supervising and training other adults.

The teacher facilitates the identification of staff development needs and strategies for professional growth.

The teacher communicates program needs, processes, and outcomes.

The teacher advocates on behalf of young children and their families (especially for early childhood teachers).

* American Council on the Teaching of Foreign languages

** Not stressed in studies of classical Greek and Latin

*** Not stressed in teaching classical Latin and Greek