

Competencies for Foreign Language Teacher, Grades K-12

2014

In addition to the Arkansas Teaching Standards, the teacher of Foreign Language, grades K-12, shall demonstrate knowledge and competencies in the following areas

<p>1. Language Acquisition and Knowledge of Student Needs</p> <p>ACTFL: Standard 3</p>	<p>1.1 Ability to demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments</p> <p>1.2 Ability to demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs</p>
<p>2. Planning and Instruction</p> <p>ACTFL: Standard 4</p>	<p>2.1 Ability to demonstrate an understanding of the National Standards for Foreign Language Learning in the 21st Century (2006) and their state standards and use them as the basis for instructional planning</p> <p>2.2 Ability to integrate the goal areas of the National Standards for Foreign Language Learning in the 21st Century (2006) in the 21st Century and their state standards in their classroom practice</p> <p>2.3 Ability to use the National Standards for Foreign Language Learning in the 21st Century (2006) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication</p>
<p>3. Language Proficiency</p> <p>ACTFL: Standard 1</p>	<p>3.1 Ability to speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught</p> <p>3.2 Ability to interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension</p> <p>3.3 Ability to present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught</p>
<p>4. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</p> <p>ACTFL: Standard 2</p>	<p>4.1 Ability to demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures</p> <p>4.2 Ability to demonstrate understanding of linguistics and the changing nature of language, and compare language systems</p> <p>4.3 Ability to demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics</p>
<p>5. Assessment of Language and Cultures</p>	<p>5.1 Ability to design and use ongoing authentic performance assessments using a variety of assessment models for all</p>

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Praxis II (5841) = Praxis II: World Languages Pedagogy

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<p>ACTFL: Standard 2</p>	<p>learners, including diverse students</p> <p>5.2 Ability to reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction</p> <p>5.3 Ability to interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning</p>
<p>6. Professional Development, Advocacy, and Ethics</p> <p>ACTFL: Standard 6</p>	<p>6.1 Ability to engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice</p> <p>6.2 Ability to articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century</p> <p>6.3 Ability to understand the importance of collaborating with all stakeholders, including students, colleagues, and community members to advocate for the learning of languages and cultures as a vital component in promoting innovation, diverse thinking, and creative problem solving, and they work collaboratively to increase K-12 student learning of languages and cultures</p> <p>6.4 Ability to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders</p>
<p>7. Disciplinary Literacy*</p> <p>CCSS-ELA</p>	<p><u>Reading in Science and Technical Subjects, Grades K-12</u></p> <p>Reading competencies for literacy in science and technical subjects for grades K-12 include the ability to read informational texts in science and technical subjects closely and critically to analyze the key ideas and details as well as craft and structure with the purpose of integrating knowledge and ideas both within and across texts by</p> <p>7.1 Citing specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account</p> <p>7.2 Determining the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms</p> <p>7.3 Following precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyzing the specific results based on explanations in the text</p> <p>7.4 Determining the meaning of symbols, key terms, and other</p>

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	<p>domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades K-12 text and topics</p> <p>7.5 Analyzing how the text structures information or ideas are organized into categories or hierarchies, demonstrating understanding of the information or ideas</p> <p>7.6 Analyzing the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved</p> <p>7.7 Integrating and evaluating multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem</p> <p>7.8 Evaluating the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information</p> <p>7.9 Synthesizing information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible</p> <p>7.10 Reading and comprehending a variety of scientific and technical documents appropriate for instruction within the K-12 text complexity band</p> <p><u>Writing in History/Social Studies, Science, and Technical Subjects, Grades K-12</u></p> <p>Writing competencies for literacy in history/social studies, science, and technical subjects for grades K-12 will be demonstrated by</p> <p>7.11 Writing opinion pieces on topics or texts, supporting a point of view with reasons and information by</p> <ul style="list-style-type: none"> • Introducing a topic or text clearly, stating an opinion, and creating and organizational structure in which ideas are logically grouped to support the writer’s purpose • Providing logically ordered reasons that are supported by facts and details • Linking opinion and reasons using words, phrases, and clauses • Providing a concluding statement or section related to the opinion presented <p>7.12 Writing arguments focused on discipline-specific content by</p> <ul style="list-style-type: none"> • Introducing precise, knowledgeable claim(s), establishing the significance of the claim(s),distinguishing the claim(s) from alternate or opposing claims, and creating an organization that logically sequences the claim(s),
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	<p>counterclaims, reasons, and evidence</p> <ul style="list-style-type: none"> • Developing claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases. • Using words, phrases, and clauses as well as varied syntax to link the major sections of the text, creating cohesion, and clarification of the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. • Establishing and maintaining a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. • Providing a concluding statement or section that follows from or supports the argument presented <p>7.13 Writing informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes by</p> <ul style="list-style-type: none"> • Introducing a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting(e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension • Developing the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic • Using varied transitions and sentence structures to link the major sections of the text, creating cohesion, and clarifying the relationships among complex ideas and concepts • Using precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; conveying a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers • Providing a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic) <p>7.14 Producing clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p>
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	<p>7.15 Developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</p> <p>7.16 Using technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information</p> <p>7.17 Conducting short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation</p> <p>7.18 Gathering relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrating information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation</p> <p>7.19 Drawing evidence from informational texts to support analysis, reflection, and research</p> <p>7.20 Writing routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences</p>
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***Disciplinary Literacy Competencies for K-6 and 6-12**

Based on the CCSS, the Disciplinary Literacy Competencies for K-5 address all content areas across the Reading Informational and Writing strands. The competencies for grades 6-8, 9-10, and 11-12 are presented in grade bands that are divided as follows: Reading in History/Social Studies, Reading in Science and Technical Subjects, and Writing in History/Social Studies, Science, and Technical Subjects.

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