| **Required Course Numbers** | | | | | | | | | | | | | | | |
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| **Test Content Categories** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| I. **Language Acquisition Theories and Instructional Practices (32%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Section 1, Part A** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Cultures, Literatures, Cross-disciplinary Concepts** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Demonstrating cultural understandings— connections among the perspectives of the target culture and its practices and products  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to integrate culture consistently and systematically into curriculum, instruction, and assessments (according to the products, practices, and perspectives of *Standards for Foreign Language Learning in the 21st Century*) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Literary and cultural texts from the target culture and their uses to interpret and reflect on their perspectives  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to select cultural materials that are appropriate for students’ age, interests, and proficiency level and incorporate them into instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to design activities based on those cultural materials that integrate the development of students’ language proficiency with cultural understanding |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Integrating knowledge of other disciplines into instruction  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to use methods and develop strategies for teaching and learning new content by making connections between concepts from other disciplines and those of the language classroom |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to locate and include authentic resources that are appropriate for students’ age, proficiency level, and interest in the target language instructional resources (print and nonprint, electronic and digital resources, the Internet, magazines, guest speakers) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to identify appropriate aural and written sources for a specific proficiency level |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Language Acquisition Theories and Instructional Practices** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understanding language acquisition and creating a supportive classroom  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. understands language acquisition as it relates to the cognitive, physical, emotional, and social developmental characteristics of K–12 learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to use the target language to the maximum extent possible at all levels of instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to use the target language to develop content-based language lessons |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to tailor the target language to the age and level of the learners |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. knows how to use a variety of strategies to help students comprehend oral and written input |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. knows how to negotiate meaning with students during interactions |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. knows how to teach students a variety of ways to negotiate meaning with others and allow them opportunities to practice |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. knows how to design activities in which students interact in meaningful tasks that are standards based, reflecting curricular themes and students’ interests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. knows how to provide opportunities for students to respond in open-ended and personalized responses |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. knows how to assume the role of facilitator in many classroom activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| k. knows how to provide feedback on meaning as well as linguistic accuracy |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| l. knows how to use strategies that encourage and affirm students’ progress |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| m. knows how to encourage students to take risks in learning the target language |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Developing instructional practices that reflect language outcomes and learner diversity  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to use second-language acquisition theories (including target language input and opportunities for negotiation of meaning and meaningful interaction) to develop age- and level-appropriate materials and instructional strategies to facilitate language acquisition in a supportive classroom environment |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to implement a variety of instructional models and techniques to accommodate students’ differences (physical, cognitive, emotional, and social) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. understands that students will be more likely to participate actively when they perceive the learning environment to be a safe, secure place where they are accepted, valued, and respected |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to create an interactive, engaging, equitable, and supportive environment that promotes language learning and cultural understanding for all students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| e. knows how to create an equitable environment so all students can learn |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| f. knows how to match students’ diverse ways of knowing, understanding, and learning to instructional activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| g. knows how to help students recognize the uses and purposes of their heritage language both in their immediate environment and in a global society |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| h. knows how to implement a variety of instructional models and techniques to accommodate students’ differences (language levels, language backgrounds, and learning styles) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| i. knows how to identify multiple ways that students learn when engaged in language classroom activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| j. knows how to implement a variety of instructional models and techniques to accommodate students’ specific special needs and interests |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| k. knows how to implement activities that promote critical thinking and problem-solving skills |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| l. knows how to incorporate activities in which students work in pairs, as well as in small and large groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| m. knows how to define and model activities, state a time limit and expectations, assign specific roles and tasks for students, monitor the roles and tasks, and conduct a follow-up or accountability activity |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| n. knows how to recognize that questioning strategies and task-based activities serve different instructional objectives and is able to align them appropriately with program goals |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| o. knows how to seek out information about students, including their backgrounds and special needs |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Professionalism** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Need for ongoing professional development  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to identify appropriate professional development needs given the scenario of a beginner teacher |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to engage in a reflective process that fosters professional growth and improves teaching and learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Knowing the value of foreign language learning  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to identify resources that provide the appropriate advocacy materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to effectively communicate a rationale that includes key benefits of foreign language learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to advocate language learning for all students |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to advocate early, sequential, and continuous lifelong language learning |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **II. Integration of Standards into Curriculum and Instruction (23%)**  **Section 1, Part B** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Integration of Standards into Curriculum and Instruction** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Understanding *Standards for Foreign Language Learning in the 21st Century* as defined by the American Council on the Teaching of Foreign Languages (ACTFL) (Five Cs = communication, cultures, connections, comparisons, and communities)  The beginning World Languages teacher recognizes the appropriate standard addressed, given a particular learning scenario |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Integrating *Standards for Foreign Language Learning in the 21st Century* as defined by the American Council on the Teaching of Foreign Languages (ACTFL) into planning and instruction. (Five Cs = communication, cultures, connections, comparisons, and communities) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **B. Integrating Standards in Planning**  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to create lesson/unit plan objectives that address specific goal areas and standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to adapt instructional materials to address specific standards |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **C. Integrating Standards in Instruction**  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to design opportunities for students to communicate in interpersonal (speaking or writing), interpretive (listening and reading), and presentational (speaking and writing) modes |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to design opportunities for students to explore target language culture by means of cultural products, practices, and perspectives, and knows how to compare them to his or her own culture |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to provide opportunities for students to connect with the target language community via technology and authentic materials |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **D. Selecting and Designing Instructional Materials**  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to identify and integrate authentic materials into classroom activities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to teach students strategies for understanding and interpreting authentic texts |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to locate additional resources to enhance topics/themes in the curriculum |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **III. Assessment of Languages and Cultures (24%)**  **Section 1, Part C** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **A. Assessment of Languages and Cultures** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1. Knowing assessment models and using them appropriately  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to select assessment practices (formal/informal) appropriate to the task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to adapt and use holistic and/or analytic scoring methods appropriate to the task |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| c. knows how to distinguish between formative and summative performance assessment models |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| d. knows how to design formative and summative performance assessment instruments based on ACTFL Performance Guidelines for K–12 learners to measure students’ progress in achieving the modes of communication (interpretive, presentational, interpersonal) within the cultural framework of products, perspectives, and practices |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 2. Reflecting on assessment  The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to use insights gained from reflective analysis to adapt, change, and reinforce instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| b. knows how to allow the information from the assessments and the analysis of the data to inform instruction |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 3. Reporting assessment results |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The beginning World Languages teacher: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| a. knows how to interpret and report to students and other stakeholders what students know and are able to do |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **IV. Instructional Practice: Integrated Skills (21%)** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Section 2, Parts D and E** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ***See “Sample Constructed-Response Section” in Study Companion*** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |