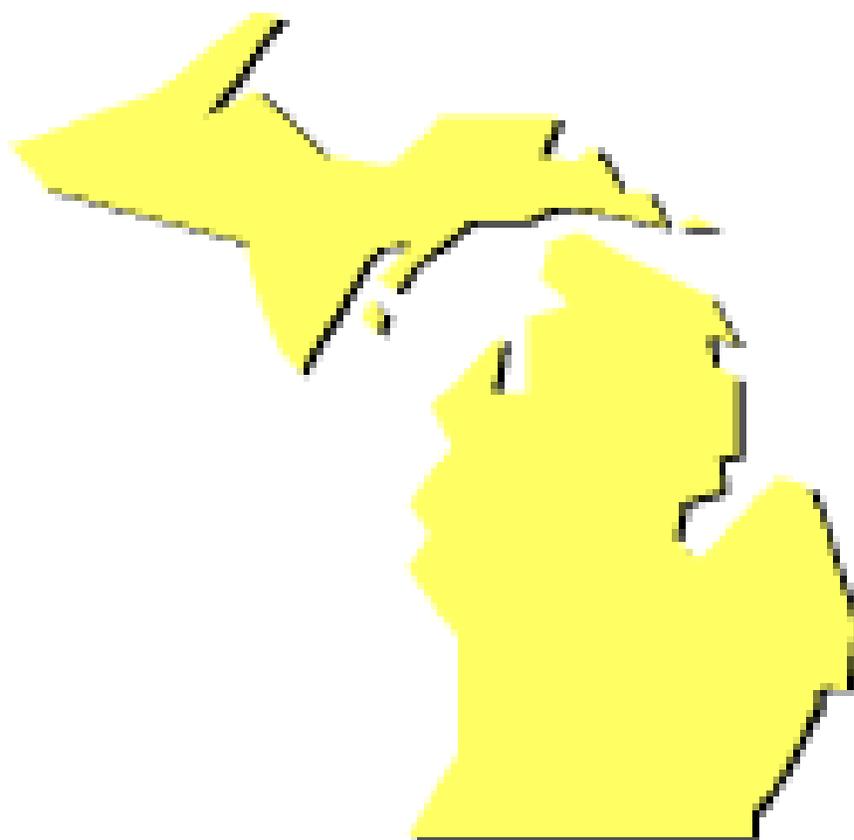


DRAFT Standards for the Preparation of  
Teachers of

**World Languages (F\_)**



# **Introduction to Standards for the Preparation of Teachers of World Languages**

## **Introduction to Standards for the Preparation of Teachers of World Languages**

### **Conceptual Framework for the Preparation of Teachers in Michigan**

A teacher preparation program is comprised of multiple interdependent components that prepare candidates for certification to demonstrate proficiencies defined in several aligned sets of standards.

- The Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards, adopted by the State Board of Education (SBE) in 2013, define the theoretical and practical knowledge, skills, and dispositions that all entry level teachers should possess upon completion of an approved teacher preparation program.
- The Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction specify the expected knowledge and skills in the areas of reading that all teachers at the elementary and secondary levels should possess upon entry to the profession, regardless of content area specialization.
- Michigan-specific content standards define the central concepts, tools of inquiry, and structures of the specific discipline(s) in which teacher candidates seek endorsement, as well as pedagogical applications of that disciplinary knowledge.

**A recommendation for teacher certification is an assurance on the part of the teacher preparation program that a candidate demonstrates the appropriate proficiencies specified in each of these sets of standards.**

### **Standards for the Preparation of Teachers of World Languages**

#### **Purpose**

The purpose of the Standards for the Preparation of Teachers of World Languages is to establish a shared vision for the knowledge and skills that entry level teachers of world languages in Michigan should possess and be able to demonstrate in their teaching, regardless of whether they follow a traditional or alternate route into the profession. This document provides standards across six domains of professional preparation to teach world languages, with indicators for acceptable levels of performance at the point of entry to the field in the core elements of each standard and substandard. These standards establish outcomes for graduates of teacher preparation programs in world languages, and should be used to inform program development and continuous improvement efforts at Michigan's institutions of higher education and alternate route providers. To support program evaluation and continuous improvement, a rubric that includes the indicators of acceptable performance detailed within the standards as well as indicators of target levels of performance for new teachers to develop toward during the induction phase of their teaching career, and unacceptable levels of performance has been developed. The standards and rubric are based upon the American Council on the Teaching of Foreign Languages (ACTFL) and Council for the Accreditation of Educator Preparation (CAEP) Program Standards for the Preparation of Foreign Language Teachers, and because they incorporate the same standards and performance indicators used by national accrediting bodies and specialty program associations for recognition and accreditation decisions, Michigan programs' alignment to these state standards will support their accreditation activities.

#### **Development of the Proposal**

The World Language Advisory Committee (WLAC), composed of representative from Michigan's public and independent teacher preparation programs in world languages, began discussions about updating Michigan's teacher preparation standards early in 2014. This action was motivated by the 2013 update of the American Council on the Teaching of Foreign

## Introduction to Standards for the Preparation of Teachers of World Languages

Languages (ACTFL) and Council for the Accreditation of Educator Preparation (CAEP) Program Standards for the Preparation of Foreign Language Teachers, which were developed with significant leadership from Michigan higher education representatives. As Michigan's Standards for the Preparation of Teachers of World Languages, adopted by the State Board of Education in 2004, were based on ACTFL's 2002 program standards, the WLAC considered the question of whether to reaffirm existing Michigan standards, compose new standards, or adopt the new ACTFL/CAEP Program Standards as Michigan's standards. The WLAC met on September 18, 2014 at the Michigan Department of Education and again on October 23, 2014 at the Michigan World Language Association Conference to review the 2013 ACTFL/CAEP Program Standards and consider their applicability for updating Michigan's standards. The consensus was to recommend adoption of the ACTFL/CAEP Program Standards as Michigan Standards for the Preparation of Teachers in World Languages, with an additional substandard in the area of Cultures, Linguistics, Literatures, and Concepts from Other Disciplines to ensure Michigan teachers of world languages would be able to demonstrate a deeper "understanding of the complex and abstract nature of language and distinguish between language and communication" than provided in the ACTFL/CAEP Program Standards.

These standards have strong continuity with the previous Michigan standards with respect to the level of proficiency teachers of world languages are expected to demonstrate in target languages, as well as depth and breadth of knowledge of cultures and cultural texts, language acquisition theories and processes, standards for world language learning, lesson planning, curriculum standards and professional behaviors. As in the previous Michigan standards and consistent with current ACTFL guidelines, expected proficiency levels in oral interpersonal communication, interpretive reading, and interpersonal and interpretive writing vary based on the target language's Foreign Service Institute (FSI) grouping,

which takes into account the amount of time that it takes to develop oral proficiency in these languages when the native language is English: Advanced Low or higher for Groups I, II, III: French, German, Hebrew, Italian, Portuguese, Russian, Spanish; Intermediate High for Group IV: Arabic, Chinese, Japanese, Korean. ... The languages are [also] described in terms of their writing system: (1) languages that use a Roman alphabet such as French, German, Italian, Portuguese and Spanish; (2) languages that use a non-Roman alphabet such as Arabic, Hebrew, Korean, and Russian; (3) languages that use characters such as Chinese and Japanese; and (4) classical languages (Latin and Greek) where emphasis is on interpreting original texts. Candidates who are native speakers of English and teach target languages that use the Roman alphabetic system are able to attain a higher level of reading and writing skill in those languages because they do not have to focus on learning a new writing system.<sup>1</sup>

The new standards provide a stronger emphasis on pedagogical skills that teachers of world languages are expected to demonstrate, particularly in the areas of assessment of student learning and language proficiencies across several dimensions of world language study, questioning strategies for eliciting student language use, and providing opportunities for students to participate in authentic interactions with native speakers of the target language. The standards require that teacher preparation programs assess world language teacher candidates' oral

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<sup>1</sup> American Council on the Teaching of Foreign Languages. (2014, July). *ACTFL/CAEP program standards for the preparation of foreign language teachers*. Retrieved from <http://www.actfl.org/sites/default/files/pdfs/ACTFLStandardsJULY2014.pdf>

## **Introduction to Standards for the Preparation of Teachers of World Languages**

proficiency skills via ACTFL's Oral Proficiency Interview (OPI), a rigorous, internationally recognized, valid and reliable assessment. Finally, as noted in the previous section, these standards provide learning progressions for teachers beyond their completion of an initial teacher preparation program to guide teacher professional development through the induction phase of their careers. These learning progressions take the form of a rubric that programs may use to assess the performance of their teacher candidates.

A draft of the Standards for the Preparation of Teachers of World Languages and Program Evaluation Rubric was forwarded to selected groups/organizations, all Michigan educator preparation institutions, intermediate school districts, and a random sample of local school districts for review and comment between January and March of 2015.

### **Program Requirements**

Educator preparation institutions wishing to recommend candidates for endorsements in world languages must ensure that candidates have completed a program of study that includes:

- elementary, secondary or K-12 major of at least 30 semester hours OR elementary or secondary minor of at least 20 semester hours for initial certification. For programs leading to an additional endorsement on an existing teacher certificate, at least 20 semester hours for an elementary or secondary endorsement or 30 hours for a K-12 endorsement;
- language coursework beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale). For commonly taught languages, coursework in the first four semesters of language instruction must be considered prerequisite to programs' minimum credit requirements;
- ongoing assessment of candidates' oral proficiency, including terminal proficiency at the appropriate level noted in Standard 1 on ACTFL's Oral Proficiency Interview regardless of grade level authorization sought or major/minor program status;
- a minimum of one methods course dealing specifically with the teaching of world languages to the appropriate age group (elementary, secondary or K-12) for which the endorsement is sought;
- field experiences prior to and inclusive of student teaching in world language classrooms, supervised by a qualified world language educator; and
- a separate professional education program of at least 20 semester hours appropriate to grade level of the endorsement sought that prepares the candidate to the appropriate learning progression of the Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards and the appropriate Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction.

In addition K-12 endorsement programs must provide:

- structured field experiences (inclusive of student teaching) in three areas: elementary, middle school, and high school;
- course work in growth and development for early childhood and adolescent learners; and
- preparation in instructional methods with specific strategies of instruction for limited-English proficient students with structured field experiences appropriate to all levels of certification.

## Introduction to Standards for the Preparation of Teachers of World Languages

### Endorsement Authorizations

Teachers possessing a secondary certificate with a World Language (6-12) endorsement may teach the endorsed World Language in grades 6-12 only.

Teachers possessing a secondary certificate with a World Language (K-12) endorsement may only teach the endorsed World Language in grades K-12. They are not authorized to teach any other subjects K-5 without additional elementary certification or endorsements or any other subjects 6-12 without additional secondary endorsements.

Teachers possessing an elementary certificate with a World Language (K-8) endorsement may teach all subjects K-5, including the endorsed World Language. They may also teach the endorsed World Language in departmentalized instruction in grades 6-8.

Teachers possessing an elementary certificate with a World Language (K-12) endorsement may also teach all subjects K-5, including the endorsed World Language. They may also teach the endorsed World Language in departmentalized instruction in grades K-12

The chart below illustrates the different authorizations available to teachers earning a World Language endorsement on an elementary or secondary teaching certificate.

Endorsement grade levels	Type of certificate	
	Elementary	Secondary
K-8	<ul style="list-style-type: none"><li>• All subjects + World Language, K-5</li></ul>	<ul style="list-style-type: none"><li>• <i>Not permitted</i></li></ul>
6-12	<ul style="list-style-type: none"><li>• <i>Not permitted</i></li></ul>	<ul style="list-style-type: none"><li>• World Language only, 6-12</li></ul>
K-12	<ul style="list-style-type: none"><li>• All subjects + World Language, K-5</li><li>• World Language only, 6-12</li></ul>	<ul style="list-style-type: none"><li>• World Language only, K-12</li></ul>

# Introduction to Standards for the Preparation of Teachers of World Languages

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# **World Languages (F\_) Content Standards**

## World Languages (F\_) Content Standards

**Source of Guidelines/Standards:** ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, 2014

**Program/Subject Area:** World Languages

No.	Guideline/Standard
1.	<p><b>Language proficiency: Interpersonal, Interpretive, and Presentational</b></p> <p>Candidates in world language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.</p>
1.a.	<p><b>Pre-service teachers will 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.</b></p> <p style="text-align: center;"><b>Acceptable Performance Indicators</b></p> <p>Candidates speak at the Advanced Low level on the ACTFL proficiency scale except for candidates in Arabic, Chinese, Japanese, and Korean, who speak at the Intermediate High level.</p> <p>Advanced Low speakers narrate and describe in the major time frames in paragraph-length discourse with some control of aspect. They handle appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.</p> <p>Intermediate High speakers handle a number of tasks of the Advanced level, but may be unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.</p>
1.b.	<p><b>Pre-service teachers will interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.</b></p>

## World Languages (F\_) Content Standards

<b>Acceptable Performance Indicators</b>							
<p>As listeners, candidates at the Advanced Low level are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates read at the Advanced Low level; they understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates read at the Intermediate High level; they understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.</p>							
<b>1.c.</b>	<p><b>Pre-service teachers will 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.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #e0e0e0;">Elements</th> <th style="background-color: #e0e0e0;">Acceptable Performance Indicators</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;"><b>1.c.1.</b> Presentational Communication: Speaking</td> <td>Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.</td> </tr> <tr> <td style="vertical-align: top;"><b>1.c.2.</b> Interpersonal and Presentational Communication: Writing</td> <td> <p>For target languages that use the Roman alphabet, candidates write at the Advanced Low level on the ACTFL proficiency scale: they narrate and describe in all major time frames with some control of aspect. They compose simple summaries on familiar topics.</p> <p>For target languages that use a non-Roman alphabet, candidates write at the Intermediate High level on the ACTFL proficiency scale: they narrate and describe in different time frames when writing about everyday events and situations. They write compositions and simple summaries related to work and/or school experiences.</p> </td> </tr> </tbody> </table>	Elements	Acceptable Performance Indicators	<b>1.c.1.</b> Presentational Communication: Speaking	Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.	<b>1.c.2.</b> Interpersonal and Presentational Communication: Writing	<p>For target languages that use the Roman alphabet, candidates write at the Advanced Low level on the ACTFL proficiency scale: they narrate and describe in all major time frames with some control of aspect. They compose simple summaries on familiar topics.</p> <p>For target languages that use a non-Roman alphabet, candidates write at the Intermediate High level on the ACTFL proficiency scale: they narrate and describe in different time frames when writing about everyday events and situations. They write compositions and simple summaries related to work and/or school experiences.</p>
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No.	Guideline/Standard						
<b>2.</b>	<b>Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</b>						

## World Languages (F\_) Content Standards

	Candidates demonstrate understanding of the multiple content areas that comprise the field of world language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.	
<b>2.a.</b>	<b>Pre-service teachers will demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>2.a.1.</b> Cultural Knowledge	Candidates cite key perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of ACTFL’s <i>World-Readiness Standards for Learning Languages</i> (2015) <sup>2</sup> , or another cross-cultural model, that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures.
	<b>2.a.2.</b> Cultural Experience	Candidates gain personal experience to support academic language study by spending planned time in a target culture or community.
<b>2.b.</b>	<b>Pre-service teachers will demonstrate understanding of linguistics and the changing nature of language, and compare language systems.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>2.b.1.</b> Language System:	P: Candidates identify phonemes and allophones of the target language, cite rules of the sound

<sup>2</sup> Throughout this document, references to ACTFL’s *World-Readiness Standards for Language Learning* (2015) are intended to represent the most recent framework for K-12 language learning promoted by ACTFL.

## World Languages (F\_) Content Standards

Phonology (P), Morphology (M), Syntax (SN), Semantics (SM)	<p>system, and diagnose their own pronunciation difficulties.</p> <p><b>M:</b> Candidates describe how morphemes in the target language are put together to form words, and they derive meaning from new words through morphological clues (e.g., word families).</p> <p><b>SN:</b> Candidates identify syntactic patterns of the target language, such as simple, compound, and some complex sentences, and questions and contrast them with their native languages. They recognize key cohesive devices used in connected discourse such as adverbial expressions and conjunctions.</p> <p><b>SM:</b> Candidates understand the inferred words and sentences as well as high-frequency idiomatic expressions, and they identify semantic differences between their native languages and the target language.</p>
<b>2.b.2.</b> Rules for Sentence Formation, Discourse, Sociolinguistic and Pragmatic Knowledge	Candidates explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples. They identify pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts.
<b>2.b.3.</b> Changing nature of language	Candidates identify key changes in the target language over time (e.g., writing system, new words, spelling conventions, grammatical elements). They identify discrepancies between language in instructional materials and contemporary usage.
<b>2.c.</b>	<b>Pre-service teachers will demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</b>
<b>Elements</b>	<b>Acceptable Performance Indicators</b>
<b>2.c.1.</b> Knowledge of Literary and Cultural Texts	Candidates interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions.
<b>2.c.2.</b> Content From Across the Disciplines	Candidates derive general meaning and some details from materials with topics from a number of disciplines (e.g., ecology, health). They comprehend more from materials on topics with which they have some familiarity and can determine the meaning of words from context.

## World Languages (F\_) Content Standards

<b>2.d.</b>	<b>Pre-service teachers will demonstrate understanding of the complex and abstract nature of language and distinguish between language and communication.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>2.d.1.</b> Understanding the Nature of Language	The candidate understands the difference between mental representation and pedagogical rules and is able to appropriately limit the testing of pedagogical rules.
	<b>2.d.2.</b> Language and Communication	The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and is able to determine what kind of activity promotes acquisition and/or communication.
	<b>2.d.3.</b> Communication	The candidate understands the purpose of communication, the role that context plays in communication, and can recognize tasks that are communicative in nature.
<b>No.</b>	<b>Guideline/Standard</b>	
<b>3.</b>	<p style="text-align: center;"><b>Language Acquisition Theories and Knowledge of Students and Their Needs</b></p> <p>Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates 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>	
<b>3.a.</b>	<b>Pre-service teachers will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>3.a.1.</b> Language Acquisition Theories	Candidates exhibit an understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various developmental levels, in designing teaching strategies that facilitate language acquisition.

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<p><b>3.a.2.</b> Target Language Input</p>	<p>Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students’ developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.</p>										
<p><b>3.a.3.</b> Negotiation of Meaning</p>	<p>Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.</p>										
<p><b>3.a.4.</b> Meaningful Classroom Interaction</p>	<p>Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has meaningful contexts that reflect curricular themes and students’ interests.</p>										
<p><b>3.b.</b></p>	<p><b>Pre-service teachers will demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Elements</th> <th style="background-color: #d3d3d3;">Acceptable Performance Indicators</th> </tr> </thead> <tbody> <tr> <td data-bbox="283 829 688 964"> <p><b>3.b.1.</b> Theories of Learner Development and Instruction</p> </td> <td data-bbox="688 829 1900 964"> <p>Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.</p> </td> </tr> <tr> <td data-bbox="283 964 688 1127"> <p><b>3.b.2.</b> Understanding of Relationship of Articulated Program Models to Language Outcomes</p> </td> <td data-bbox="688 964 1900 1127"> <p>Candidates describe how world language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.</p> </td> </tr> <tr> <td data-bbox="283 1127 688 1289"> <p><b>3.b.3.</b> Adapting Instruction to Address Students’ Language Levels, Language Backgrounds, Learning Styles</p> </td> <td data-bbox="688 1127 1900 1289"> <p>Candidates seek out information regarding their students’ language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.</p> </td> </tr> <tr> <td data-bbox="283 1289 688 1419"> <p><b>3.b.4.</b> Adapting Instruction to Address Students’ Multiple Ways of Learning</p> </td> <td data-bbox="688 1289 1900 1419"> <p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p> </td> </tr> </tbody> </table>	Elements	Acceptable Performance Indicators	<p><b>3.b.1.</b> Theories of Learner Development and Instruction</p>	<p>Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.</p>	<p><b>3.b.2.</b> Understanding of Relationship of Articulated Program Models to Language Outcomes</p>	<p>Candidates describe how world language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.</p>	<p><b>3.b.3.</b> Adapting Instruction to Address Students’ Language Levels, Language Backgrounds, Learning Styles</p>	<p>Candidates seek out information regarding their students’ language levels, language backgrounds, and learning styles. They implement a variety of instructional models and techniques to address these student differences.</p>	<p><b>3.b.4.</b> Adapting Instruction to Address Students’ Multiple Ways of Learning</p>	<p>Candidates identify multiple ways in which students learn when engaged in language classroom activities.</p>
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## World Languages (F\_) Content Standards

	<b>3.b.5.</b> Adapting Instruction to Meet Students’ Special Needs	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.
	<b>3.b.6.</b> Critical Thinking and Problem Solving	Candidates implement activities that promote critical thinking and problem-solving skills.
	<b>3.b.7.</b> Grouping	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity, as appropriate.
	<b>3.b.8.</b> Use of Questioning and Tasks	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.
<b>No.</b>	<b>Guideline/Standard</b>	
<b>4.</b>	<b>Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</b>	
	Candidates in world language teacher preparation programs understand and use the national <i>World-Readiness Standards for Learning Languages</i> (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.	
<b>4.a.</b>	<b>Pre-service teachers will demonstrate an understanding of the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards and use them as the basis for instructional planning.</b>	
	<b>Acceptable Performance Indicators</b>	
	Candidates create activities and/or adapt existing instructional materials and activities to address specific <i>World-Readiness Standards for Learning Languages</i> and Michigan standards.	
<b>4.b.</b>	<b>Pre-service teachers will integrate the goal areas of the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards in their classroom practice.</b>	

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Elements	Acceptable Performance Indicators
<b>4.b.1.</b> Integration of Standards into instruction	Candidates adapt activities as necessary to address <i>World-Readiness Standards for Learning Languages</i> and Michigan standards.
<b>4.b.2.</b> Integration of Three Modes of Communication	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.
<b>4.b.3.</b> Integration of Cultural Products, Practices, Perspectives	Candidates design opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.
<b>4.b.4.</b> Connections to Other Subject Areas	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.
<b>4.b.5.</b> Connections to Target Language Communities	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.
<b>4.c.</b>	<b>Pre-service teachers will use the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</b>
Elements	Acceptable Performance Indicators
<b>4.c.1.</b> Selection and Integration of Authentic Materials and Technology	Candidates identify and integrate authentic materials and technology to support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.
<b>4.c.2.</b> Adaptation and Creation of Materials	Candidates adapt and/or create materials as necessary to reflect standards-based goals and instruction when materials fall short.
No.	Guideline/Standard
<b>5.</b>	<b>Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</b>  Candidates in world language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes,

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	and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.	
<b>5.a.</b>	<b>Pre-service teachers will design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>5.a.1.</b> Plan for Assessment	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following instruction.
	<b>5.a.2.</b> Formative and Summative Assessment Models	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.
	<b>5.a.3.</b> Interpretive Communication	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.
	<b>5.a.4.</b> Interpersonal Communication	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some challenges.
	<b>5.a.5.</b> Presentational Communication	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.
	<b>5.a.6.</b> Cultural Perspectives	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.
	<b>5.a.7.</b> Integrated Communication Assessments	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.
	<b>5.a.8.</b> Assessments Reflect a Variety of Models Designed to	Candidates assess what students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to

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	Meet Needs of Diverse Learners	measure end performances.
<b>5.b.</b>	<b>Pre-service teachers will reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>5.b.1.</b> Reflect	Candidates observe and analyze the results of student performances to discern global success and underlying inaccuracies.
	<b>5.b.2.</b> Adjust Instruction	Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.
	<b>5.b.3.</b> Incorporate Results and Reflect on Instruction	Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is evident in their planning.
<b>5.c.</b>	<b>Pre-service teachers will 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.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>5.c.1.</b> Interpret and Report Progress to Students	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.
	<b>5.c.2.</b> Communicate with Stakeholders	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.
<b>No.</b>	<b>Guideline/Standard</b>	
<b>6.</b>	<b>Professional Development, Advocacy, and Ethics</b>	
	Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all	

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	students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.	
<b>6.a.</b>	<b>Pre-service teachers will engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>6.a.1.</b> Awareness of Professional Learning Communities	Candidates identify and participate in at least one pertinent professional learning community.
	<b>6.a.2.</b> Lifelong Commitment to Professional Growth	Candidates identify immediate professional development needs and pursue opportunities to meet them.
	<b>6.a.3.</b> Inquiry and Reflection as a Critical Tool for Professional Growth	Candidates frame their own reflection and research questions and show evidence of engaging in a process of inquiry to improve teaching and learning.
	<b>6.a.4.</b> Seeking Professional Growth Opportunities	Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them.
<b>6.b.</b>	<b>Pre-service teachers will articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They also 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.</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>6.b.1.</b> Develop an Advocacy Rationale for Language Learning	Candidates develop a rationale for advocating the importance of language learning.
	<b>6.b.2.</b> Access, Analyze and Use Data to Support Language	Candidates select appropriate data sources to develop products in support of language learning for

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	Learning	designated audiences.
	<b>6.b.3.</b> Recognize the Importance of Collaboration and Building Alliances for Advocacy that Support Increased K-12 Student Learning	Candidates provide evidence of participating in at least one professional and/or social network designed to advocate for the increase of K-12 student learning in languages and cultures.
<b>6.c.</b>	<b>Pre-service teachers will 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</b>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>6.c.1.</b> Become a Member of the Profession	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.
	<b>6.c.2.</b> Successful Interaction in Professional Settings	Candidates demonstrate appropriate conduct when interacting in various and more challenging professional contexts.

# **Program Evaluation Rubric**

## Program Evaluation Rubric

No.	Guideline/Standard			
1.	<b>Language proficiency: Interpersonal, Interpretive, and Presentational</b>			
1.a.	<b>Pre-service teachers will 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.</b>			
	Element	Target	Acceptable	Unacceptable
	Interpersonal Communication: Speaking	Candidates speak at the Advanced Mid level (or higher) on the ACTFL proficiency scale except for candidates in Arabic, Chinese, Japanese, and Korean, who speak at the Advanced Low level (or higher).  Advanced Mid speakers narrate and describe in the major time frames and provide a full account of events, with good control of aspect. They handle successfully and with ease the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	Candidates speak at the Advanced Low level on the ACTFL proficiency scale except for candidates in Arabic, Chinese, Japanese, and Korean, who speak at the Intermediate High level.  Advanced Low speakers narrate and describe in the major time frames in paragraph-length discourse with some control of aspect. They handle appropriately the linguistic challenges presented by a complication or unexpected turn of events within the context of a situation.	Candidates speak at the Intermediate High level (or lower) on the ACTFL proficiency scale except for Arabic, Chinese, Japanese, and Korean, who speak at the Intermediate Mid level (or lower).  Intermediate High speakers handle a number of tasks of the Advanced level, but they are unable to sustain performance of these tasks, resulting in one or more features of linguistic breakdown, such as the inability to narrate and describe fully in a time frame or to maintain paragraph-length discourse.
1.b.	<b>Pre-service teachers will interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.</b>			

## Program Evaluation Rubric

Element	Target	Acceptable	Unacceptable
Interpretive Communication: Listening and Reading	<p>As listeners, candidates at the Advanced Mid level are able to understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things, and narrations about past, present, and future events.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates read at the Advanced Mid level (or higher); they understand conventional narrative and descriptive texts, such as expanded descriptions of persons, places, and things and narrations about past, present, and future events.</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates read at the Advanced Low level (or higher); they understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.</p>	<p>As listeners, candidates at the Advanced Low level are able to understand short conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven. The listener understands the main facts and some supporting details.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates read at the Advanced Low level; they understand conventional narrative and descriptive texts with a clear underlying structure though their comprehension may be uneven.</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates read at the Intermediate High level; they understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.</p>	<p>As listeners, candidates at the Intermediate High level are able to understand, with ease and confidence, simple sentence-length speech in basic personal and social contexts. They can derive substantial meaning from some connected texts although there often will be gaps in understanding due to a limited knowledge of the vocabulary and structures of the spoken language.</p> <p>For readers of target languages that use a Roman alphabet, including classical languages, candidates read at the Intermediate High level (or lower); they understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge.</p> <p>For readers of target languages that use a non-Roman alphabet or characters, candidates read at the Intermediate Mid level (or lower); they understand short, non-complex texts that convey basic information and deal with basic personal and social topics</p>

## Program Evaluation Rubric

			to which the reader brings personal interest or knowledge, although some misunderstandings may occur.
<b>1.c.</b>	<b>Pre-service teachers will 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.</b>		
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>
	<b>1.c.1. Presentational Communication: Speaking</b>	Candidates deliver oral presentations on a wide variety of topics, including those of personal interest. They speak in extended discourse and use specialized vocabulary. They use a variety of strategies to tailor the presentation to the needs of their audience.	Candidates deliver oral presentations extemporaneously, without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension.
			<b>Unacceptable</b> Candidates deliver oral pre-planned presentations dealing with familiar topics. They speak using notes, and they often read verbatim. They may speak in strings of sentences using basic vocabulary. They often focus more on the content of the presentation rather than considering the audience.

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	<p><b>1.c.2.</b> Interpersonal and Presentational Communication: Writing</p>	<p>For target languages that use the Roman alphabet, candidates write at the Advanced Mid level on the ACTFL proficiency scale (or higher): they narrate and describe in all major time frames with good control of aspect. They write straightforward summaries on topics of general interest.</p> <p>For target languages that use a non-Roman alphabet, candidates write at the Advanced Low level (or higher) on the ACTFL proficiency scale: they narrate and describe in all major time frames with some control of aspect. They compose simple summaries on familiar topics.</p>	<p>For target languages that use the Roman alphabet, candidates write at the Advanced Low level on the ACTFL proficiency scale: they narrate and describe in all major time frames with some control of aspect. They compose simple summaries on familiar topics.</p> <p>For target languages that use a non-Roman alphabet, candidates write at the Intermediate High level on the ACTFL proficiency scale: they meet practical writing needs (uncomplicated letters, simple summaries, compositions related to work and/or school experiences); they can narrate and describe in different time frames when writing about everyday events and situations.</p>	<p>For target languages that use the Roman alphabet, candidates write at the Intermediate High level (or lower) on the ACTFL proficiency scale: they meet practical writing needs (uncomplicated letters, simple summaries, compositions related to work and/or school experiences); they can narrate and describe in different time frames when writing about everyday events and situations.</p> <p>For target languages that use a non-Roman alphabet, candidates write at the Intermediate Mid level (or lower) on the ACTFL proficiency scale: they meet practical writing needs (short, simple communications, compositions, and requests for information in loosely connected texts about personal preferences, daily routines, common events, and other personal topics); their writing is framed in present time but may contain references to other time frames.</p>
<b>No.</b>	<b>Guideline/Standard</b>			

## Program Evaluation Rubric

<b>2.</b>	<b>Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</b>			
<b>2.a.</b>	<b>Pre-service teachers will demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>2.a.1. Cultural Knowledge</b>	<p>Candidates view and can explain the target culture as a system in which cultural perspectives are reflected through products and practices. They distinguish between general patterns and more limited contexts, between tradition and contemporary practice; they account for the dynamic nature of culture and hypothesize about cultural phenomena that are unclear.</p> <p>Candidates describe how various cultures are similar and different.</p>	<p>Candidates cite key perspectives of the target culture and connect them to cultural products and practices. Candidates use the cultural framework of the <i>World-Readiness Standards for Learning Languages</i> (2015), or another cross-cultural model, that connects perspectives to the products and practices as a way to compare the target culture to their own or to compare a series of cultures.</p>	<p>Candidates cite examples of cultural practices, products, and perspectives that reflect a developing knowledge base.</p> <p>Candidates chart or list similarities and differences between the target culture and their own. They tend to cite products or practices but are limited in connecting these with perspectives.</p>
	<b>2.a.2. Cultural Experience</b>	<p>Candidates interpret information and observations from cultural informants about experiences in studying, living, working in the target culture. They also collect their own cultural observations from planned time in the target culture, or in the case of native speakers, from their personal experiences growing up in a</p>	<p>Candidates gain personal experience to support academic language study by spending planned time in a target culture or community.</p>	<p>Candidates' experience with the target culture has been limited to travel/tourism or instruction.</p>

## Program Evaluation Rubric

	target culture. They analyze and reflect upon this data in terms of perspectives.		
<b>2.b.</b>	<b>Pre-service teachers will demonstrate understanding of linguistics and the changing nature of language, and compare language systems.</b>		
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>
	<b>2.b.1. Language System: Phonology (P), Morphology (M), Syntax (SN), Semantics (SM)</b>	<p>P: Candidates demonstrate the differences between phonological systems of the target language and their native language, explain rules of the sound system, and remediate their pronunciation difficulties.</p> <p>M: Candidates strategically use new words in the target language by recombining morphemes.</p> <p>SN: Candidates describe ways in which syntactic patterns in the target language reflect nuances. They create connected discourse in the target language using these patterns.</p> <p>SM: Candidates understand the cultural variations of a wide range of words, sentences, and idiomatic expressions, and they describe the differences between the semantic systems of their native languages and</p>	<p>P: Candidates identify phonemes and allophones of the target language, cite rules of the sound system, and diagnose their own pronunciation difficulties.</p> <p>M: Candidates describe how morphemes in the target language are put together to form words, and they derive meaning from new words through morphological clues (e.g., word families).</p> <p>SN: Candidates identify syntactic patterns of the target language, such as simple, compound, and some complex sentences, and questions and contrast them with their native languages. They recognize key cohesive devices used in connected discourse such as adverbial expressions and conjunctions.</p> <p>SM: Candidates understand the</p>
			<p>P: Candidates recognize phonemes and allophones of the target language and show how some sounds are articulated.</p> <p>M: Candidates recognize that languages have different ways of putting morphemes together to form words.</p> <p>SN: Candidates recognize that specific syntactic patterns may be similar or different between the target language and the native language. They view discourse as a string of sentences with some use of conjunctions, adverbs, etc.</p> <p>SM: Candidates understand the literal meaning of words and sentences and often apply semantic categories of their native language to the target language.</p>

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	the target language.	inferred words and sentences as well as high-frequency idiomatic expressions, and they identify semantic differences between their native language and the target language.	
<b>2.b.2.</b> Rules for Sentence Formation, Discourse, Sociolinguistic and Pragmatic Knowledge	Candidates describe in detail rules for word and sentence formation, compare rules across languages, and explain how nuances are achieved. They explain pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse, how discourse features convey contextual and cultural meaning, and how they vary based on setting, communicative goal, and participants. They explain how coherence is achieved in spoken and written discourse.	Candidates explain rules for word and sentence formation (e.g., verbal system, agreement, use of pronouns) and provide examples. They identify pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse and identify features for creating coherence and discourse in extended spoken and written texts.	Candidates identify key rules for word and sentence formation as well as regularities characteristic of the verbal system, agreement, use of pronouns, etc. They are aware of pragmatic and sociolinguistic features (e.g., politeness, formal/informal address) of the target discourse.
<b>2.b.3.</b> Changing nature of language	Candidates describe changes over time in the target language. They are familiar with contemporary usage as a result of interacting with native speakers and exploring authentic materials.	Candidates identify key changes in the target language over time (e.g., writing system, new words, spelling conventions, grammatical elements). They identify discrepancies between language in instructional materials and contemporary usage.	Candidates recognize that language changes over time. They rely on instructional materials for examples.
<b>2.c.</b>	<b>Pre-service teachers will demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</b>		

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Element	Target	Acceptable	Unacceptable
<b>2.c.1.</b> Knowledge of Literary and Cultural Texts	Candidates interpret and synthesize ideas and critical issues from literary and other cultural texts that represent historical and contemporary works of a wide range of writers in a wide range of forms and media. They interpret from multiple viewpoints and approaches.	Candidates interpret literary texts that represent defining works in the target cultures. They identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions.	Candidates are aware of major literary texts and can identify main ideas of works read such as excerpts, abridgements, or reviews of key works and authors.
<b>2.c.2.</b> Content From Across the Disciplines	Candidates interpret materials on topics from a number of disciplines (e.g., ecology, health) as an informed layperson would in the target culture. They acquire a wide range of language expressions from so doing and can use them to converse on similar topics.	Candidates derive general meaning and some details from materials with topics from a number of disciplines (e.g., ecology, health). They comprehend more from materials on topics with which they have some familiarity and can determine the meaning of words from context.	Candidates identify key ideas from materials on topics from other disciplines when they have studied these or when there is instructional explanation.
<b>2.d.</b>	<b>Pre-service teachers will demonstrate understanding of the complex and abstract nature of language and distinguish between language and communication.</b>		
Element	Target	Acceptable	Unacceptable
<b>2.d.1.</b> Understanding the Nature of Language	The candidate understands the difference between mental representation and pedagogical rules and is able to create assessment tasks without focusing on pedagogical rules.	The candidate understands the difference between mental representation and pedagogical rules and is able to appropriately limit the testing of pedagogical rules.	The candidate has difficulties recognizing the difference between mental representation and pedagogical rules.

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	<b>2.d.2. Language and Communication</b>	The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and can create activities of both types.	The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and is able to determine what kind of activity promotes acquisition and/or communication.	The candidate is aware of the difference between activities that promote language acquisition and those that promote communication but cannot always distinguish between activity goals.
	<b>2.d.3. Communication</b>	The candidate understands the purpose of communication and the role that context plays in communication, and can develop tasks that are communicative in nature.	The candidate understands the purpose of communication and the role that context plays in communication, and can recognize tasks that are communicative in nature.	The candidate lacks knowledge of the purpose of communication and the role that context plays in communication.
<b>No.</b>	<b>Guideline/Standard</b>			
<b>3.</b>	<b>Language Acquisition Theories and Knowledge of Students and Their Needs</b>			
<b>3.a.</b>	<b>Pre-service teachers will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>3.a.1. Language Acquisition Theories</b>	Candidates exhibit ease and flexibility in applying language acquisition theories to instructional practice. They use a wide variety of strategies to meet the linguistic needs of their K-12 students at various developmental levels. Candidates exhibit originality in the planning, creation, and	Candidates exhibit understanding of language acquisition theories, including the use of target language input, negotiation of meaning, interaction, and a supporting learning environment. They draw on their knowledge of theories, as they apply to K-12 learners at various	Candidates exhibit awareness of the key concepts of language acquisition theories as they relate to K-12 learners at various developmental levels. They illustrate an ability to connect theory with practice. They show a growing awareness of the connection between student learning and

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	implementation of instructional strategies that reflect language acquisition theories.	developmental levels, in designing teaching strategies that facilitate language acquisition.	the use of instructional strategies.
<b>3.a.2. Target Language Input</b>	Candidates structure classes to maximize use of the target language at all levels of instruction. A key component of their classes is their spontaneous interaction with students in the target language. They assist students in developing a repertoire of strategies for understanding oral and written input. They use the target language to teach a variety of subject matter and cultural content.	Candidates use the target language to the maximum extent in classes at all levels of instruction. They designate certain times for spontaneous interaction with students in the target language. They tailor language use to students' developing proficiency levels. They use a variety of strategies to help students understand oral and written input. They use the target language to design content-based language lessons.	Candidates use the target language for specific parts of classroom lessons at all levels of instruction, but avoid spontaneous interaction with students in the target language. They use some strategies to help students understand oral and written input.
<b>3.a.3. Negotiation of Meaning</b>	Negotiation of meaning is an integral part of classroom interaction. Candidates negotiate meaning regularly with students. They teach students to integrate negotiation of meaning strategies into their communication with others.	Candidates negotiate meaning with students when spontaneous interaction occurs. They teach students a variety of ways to negotiate meaning with others and provide opportunities for them to do so in classroom activities.	Since most classroom interaction is planned, candidates do not regularly negotiate meaning with students. They teach students some expressions in the target language for negotiating meaning, such as "Could you repeat that, please?"
<b>3.a.4. Meaningful Classroom Interaction</b>	Meaningful classroom interaction is at the heart of language instruction. Candidates engage students in communicative and interesting activities and tasks on a regular	Candidates design activities in which students will have opportunities to interact meaningfully with one another. The majority of activities and tasks is standards-based and has	Candidates use communicative activities as the basis for engaging students in meaningful classroom interaction. These activities and meaningful contexts are those

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	basis. All classroom interaction reflects engaging contexts that are personalized to the interests of students and reflect curricular goals.	meaningful contexts that reflect curricular themes and students' interests	that occur in instructional materials.	
<b>3.b.</b>	<b>Pre-service teachers will demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>3.b.1.</b> Theories of Learner Development and Instruction	Candidates plan for instruction according to the physical, cognitive, emotional, and social developmental needs of their K-12 students. They implement a broad variety of instructional models and techniques to accommodate these differences and tailor instruction to meet the developmental needs of their students.	Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 students. They implement a variety of instructional models and techniques to accommodate these differences.	Candidates recognize that K-12 students have different physical, cognitive, emotional, and social developmental characteristics. Candidates recognize the need to tailor instruction to accommodate their students' developmental needs. They are aware of, but seldom make use of, the many different instructional models and techniques that exist.
	<b>3.b.2.</b> Understanding of the Relationship of Articulated Program Models to Language Outcomes	Candidates design and/or implement specific world language program models that lead to different language outcomes.	Candidates describe how world language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.	Candidates recognize that different world language program models (e.g., FLES, FLEX, immersion) exist and lead to different language outcomes.
	<b>3.b.3.</b> Adapting Instruction to Address Students' Language Levels, Language Backgrounds, Learning Styles	Candidates consistently use information about their students' language levels, language backgrounds, and learning styles to plan for and	Candidates seek out information regarding their students' language levels, language backgrounds, and learning styles. They	Candidates recognize that their students have a wide range of language levels, language backgrounds, and learning styles. They attempt to address

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		implement language instruction.	implement a variety of instructional models and techniques to address these student differences.	these differences by using a limited variety of instructional strategies.
	<b>3.b.4. Adapting Instruction to Address Students' Multiple Ways of Learning</b>	Candidates plan for and implement a variety of instructional models and strategies that accommodate different ways of learning.	Candidates identify multiple ways in which students learn when engaged in language classroom activities.	Candidates recognize that students approach language learning in a variety of ways. They identify how individual students learn.
	<b>3.b.5. Adapting Instruction to Meet Students' Special Needs</b>	Candidates anticipate their students' special needs by planning for differentiated alternative classroom activities as necessary.	Candidates implement a variety of instructional models and techniques that address specific special needs of their students.	Candidates identify special needs of their students, including cognitive, physical, linguistic, social, and emotional needs. They recognize that they may need to adapt instruction to meet these special needs.
	<b>3.b.6. Critical Thinking and Problem Solving</b>	Candidates successfully engage their students in creating products and participating in critical thinking and problem-solving tasks.	Candidates implement activities that promote critical thinking and problem-solving skills.	Candidates implement activities that have a limited number of answers and allow little room for critical thinking and/or problem solving.
	<b>3.b.7. Grouping</b>	Candidates differentiate instruction by providing regular opportunities for students to work collaboratively in pairs and small-groups. They teach their students strategies for assuming roles, monitoring their progress in the task, and evaluating their performance at the end of the task, as appropriate.	Candidates differentiate instruction by conducting activities in which students work collaboratively in pairs and small groups. They define and model the task, give a time limit and expectations for follow-up, group students, assign students roles, monitor the task, and conduct a follow up activity, as appropriate.	Candidates teach primarily with large-group instruction. Pair- and small-group activities generally consist of students grouped together but working individually.

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	<b>3.b.8.</b> Use of Questioning and Tasks	Candidates have an approach to planning and instruction that integrates the appropriate design and use of both questioning strategies and task-based activities, based on instructional objectives and the nature of language use that they want to elicit from students.	Candidates recognize that questioning strategies and task-based activities serve different instructional objectives. They use tasks as they appear in their instructional materials.	Candidates use short answer questioning as the primary strategy for eliciting language from students.
<b>No.</b>	<b>Guideline/Standard</b>			
<b>4.</b>	<b>Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</b>			
<b>4.a.</b>	<b>Pre-service teachers will demonstrate an understanding of the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards and use them as the basis for instructional planning.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>4.a.1.</b> Integration of Standards into Planning	Candidates use the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards as a starting point to design curriculum and unit/lesson plans.	Candidates create activities and/or adapt existing instructional materials and activities to address specific <i>World-Readiness Standards for Learning Languages</i> and Michigan standards.	Candidates apply <i>World-Readiness Standards for Learning Languages</i> and Michigan standards to their planning to the extent that their instructional materials do so.
<b>4.b.</b>	<b>Pre-service teachers will integrate the goal areas of the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards in their classroom practice.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>4.b.1.</b> Integration of Standards into instruction	<i>World-Readiness Standards for Learning Languages</i> and Michigan standards are the	Candidates adapt activities as necessary to address <i>World-Readiness Standards for</i>	Candidates conduct activities that address specific <i>World-Readiness Standards for</i>

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	focus of classroom practice.	<i>Learning Languages</i> and Michigan standards.	<i>Learning Languages</i> and Michigan standards to the extent that their instructional materials include a connection to standards.
<b>4.b.2. Integration of Three Modes of Communication</b>	Candidates use the interpersonal, interpretive, and presentational framework as the basis for engaging learners actively in communication.	Candidates design opportunities for students to communicate by using the three modes of communication in an integrated manner.	Candidates understand the connection among the three modes of communication and focus on one mode at a time in communicative activities.
<b>4.b.3. Integration of Cultural Products, Practices, Perspectives</b>	Candidates use the products-practices-perspectives framework (3Ps) as the basis for engaging learners in cultural exploration and comparisons.	Candidates design opportunities for students to explore the target language culture(s) by making cultural comparisons by means of the 3Ps framework.	Candidates understand the anthropological view of cultures in terms of the 3Ps framework and refer to one or more of these areas in their classroom practice and comparisons of cultures.
<b>4.b.4. Connections to Other Subject Areas</b>	Candidates design a content-based curriculum and collaborate with colleagues from other subject areas. They assist their students in acquiring new information from other disciplines in the target language.	Candidates design opportunities for students to learn about other subject areas in the target language. They obtain information about other subject areas from colleagues who teach those subjects.	Candidates make connections to other subject areas whenever these connections occur in their existing instructional materials.
<b>4.b.5. Connections to Target Language Communities</b>	Candidates engage learners in interacting with members of the target language communities through a variety of means that includes technology, as a key component of their classroom practice.	Candidates provide opportunities for students to connect to target language communities through the Internet, email, social networking and other technologies.	Candidates introduce target language communities to the extent that they are presented in their existing instructional materials.

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<b>4.c.</b>	<b>Pre-service teachers will use the <i>World-Readiness Standards for Learning Languages</i> and Michigan standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>4.c.1.</b> Selection and Integration of Authentic Materials and Technology	Candidates use authentic materials and technology to drive standards-based classroom practice. They integrate multiple resources, including a variety of authentic materials and media, to engage students actively in their learning and enable them to acquire new information.	Candidates identify and integrate authentic materials and technology to support standards-based classroom practice. They help students to acquire strategies for understanding and interpreting authentic texts available through various media.	Candidates primarily use materials and technology created for classroom use or available as an ancillary to the textbook program, whether or not they are authentic or appropriate for standards-based practice.
	<b>4.c.2.</b> Adaptation and Creation of Materials	An integral part of candidates' planning is to adapt materials to make standards-based learning more effective.	Candidates adapt materials as necessary to reflect standards-based goals and instruction when materials fall short.	Candidates use instructional materials that have been developed commercially.
<b>No.</b>	<b>Guideline/Standard</b>			
<b>5.</b>	<b>Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources</b>			
<b>5.a.</b>	<b>Pre-service teachers will design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</b>			
	<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
	<b>5.a.1.</b> Plan for Assessment	Candidates share their designed assessments and rubrics with students prior to beginning instruction.	Candidates design and use authentic performance assessments to demonstrate what students should know and be able to do following	Candidates use assessments provided in their textbooks or other instructional materials without regard for student

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		instruction.	performance after instruction.
<b>5.a.2. Formative and Summative Assessment Models</b>	Candidates design a system of formative and summative assessments that measures overall development of proficiency in an ongoing manner and at culminating points in the total program, using technology where appropriate to develop and deliver assessments.	Candidates design and use formative assessments to measure achievement within a unit of instruction and summative assessments to measure achievement at the end of a unit or chapter.	Candidates recognize the purposes of formative and summative assessments as set forth in prepared testing materials.
<b>5.a.3. Interpretive Communication</b>	Candidates design and use assessment procedures that encourage students to interpret oral and printed texts of their choice. Many of these procedures involve students' developing self-assessment skills to encourage independent interpretation. Candidates incorporate technology-based delivery and analysis systems where available and appropriate.	Candidates design and use authentic performance assessments that measure students' abilities to comprehend and interpret authentic oral and written texts from the target cultures. These assessments encompass a variety of response types from forced choice to open-ended.	Candidates use interpretive assessments found in instructional materials prepared by others. The reading/listening materials with which they work tend to be those prepared for pedagogical purposes.
<b>5.a.4. Interpersonal Communication</b>	Candidates have had training or experience conducting and rating interpersonal assessments that have been developed according to procedures that assure reliability such as the MOPI (Modified Oral Proficiency Interview) or state-designed	Candidates design and use performance assessments that measure students' abilities to negotiate meaning as listeners/speakers and as readers/writers in an interactive mode. Assessments focus on tasks at students' levels of comfort but pose some	Candidates use interpersonal assessment measures found in instructional materials prepared by others.

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	instruments.	challenges.	
<b>5.a.5. Presentational Communication</b>	Candidates create and use presentational tasks that develop students' abilities to self-assess, which includes self-correction and revision in terms of audience, style, and cultural context. They encourage students to write or to speak on topics of interest to the students.	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products created after a drafting process and look at how meaning is conveyed in culturally appropriate ways. They create and use effective holistic and/or analytical scoring methods.	Candidates use interpersonal assessment measures found in instructional materials prepared by others.
<b>5.a.6. Cultural Perspectives</b>	Candidates design assessments of problem-solving tasks in content areas of interest to students and possibly on topics not familiar to the teacher.	Candidates devise assessments that allow students to apply the cultural framework to authentic documents. Student tasks include identifying the products, practices, and perspectives embedded in those documents.	Candidates assess isolated cultural facts.
<b>5.a.7. Integrated Communication Assessments</b>	Candidates design standards-based performance assessments for their students based upon models available in literature or from professional organizations.	Candidates use existing standards-based performance assessments (e.g., integrated performance assessments) that allow students to work through a series of communicative tasks on a particular theme (e.g., wellness, travel). They evaluate performance in a global manner.	Candidates recognize that assessments can lead students from one mode of communication to another (e.g., a reading task to written letter to a discussion) but they tend to score the subsets of skills.
<b>5.a.8. Assessments Reflect a</b>	Candidates design assessments	Candidates assess what	Candidates cite the role of

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<p>Variety of Models Designed to Meet Needs of Diverse Learners</p>	<p>that allow all students to maximize their performance. Assessments drive planning and instruction by focusing on what students can do. Results are used to improve teaching and track student learning.</p>	<p>students know and are able to do by using and designing assessments that capture successful communication and cultural understandings. They commit the effort necessary to measure end performances.</p>	<p>performance assessment in the classroom and attempt to measure performances. They rely on discrete-point or right-answer assessments.</p>	
<p><b>5.b.</b></p>	<p><b>Pre-service teachers will reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</b></p>			
	<p><b>Element</b></p>	<p><b>Target</b></p>	<p><b>Acceptable</b></p>	<p><b>Unacceptable</b></p>
	<p><b>5.b.1.</b> Reflect</p>	<p>Candidates teach students to reflect upon their performances in a global and an analytical fashion.</p>	<p>Candidates observe and analyze the results of student performances to discern global success and underlying inaccuracies.</p>	<p>Candidates interpret assessments as correct/incorrect student response.</p>
	<p><b>5.b.2.</b> Adjust Instruction</p>	<p>Candidates use assessment results for whole group improvement and to help individual students identify the gaps in their knowledge and skills.</p>	<p>Candidates use insights gained from assessing student performances to conduct whole group review and then to adapt, change, and reinforce instruction.</p>	<p>Candidates use assessment results to conduct whole group remediation or review.</p>
<p><b>5.b.3.</b> Incorporate Results and Reflect on Instruction</p>	<p>Candidates design assessments and use results to improve teaching and student learning. They use technology where appropriate to collect data and report results and to enhance or extend instruction.</p>	<p>Candidates incorporate what they have learned from assessments and show how they have adjusted instruction. The commitment to do this is established in their planning.</p>	<p>Candidates use assessments that can be scored quickly and mechanically, whether in person or with the use of technology. Assessment is viewed as an end in and of itself.</p>	
<p><b>5.c.</b></p>	<p><b>Pre-service teachers will 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.</b></p>			

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Element	Target	Acceptable	Unacceptable
<b>5.c.1.</b> Interpret and Report Progress to Students	Candidates identify ways of involving students in understanding testing procedures and scoring mechanisms so that students gain confidence in self-assessment and in planning for personal growth.	Candidates interpret and report accurately the progress students are making in terms of language proficiency and cultural knowledge. They use performances to illustrate both what students can do and how they can advance.	Candidates report student progress in terms of grades, scores, and information on discrete aspects of language or cultural facts.
<b>5.c.2.</b> Communicate with Stakeholders	Candidates communicate to audiences in the schools and community how assessment reflects language proficiency and cultural experiences. Candidates report assessment results in a way that is tailored to particular groups of stakeholders.	Candidates report student progress to students and parents. They use appropriate terminology and share examples that illustrate student learning. Candidates report assessment results accurately and clearly.	Candidates identify the stakeholders and their roles and interests in assessment of student progress. Candidates find short-cut ways to report assessment results.
<b>No.</b>	<b>Guideline/Standard</b>		
<b>6.</b>	<b>Professional Development, Advocacy, and Ethics</b>		
<b>6.a.</b>	<b>Pre-service teachers will engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</b>		
Element	Target	Acceptable	Unacceptable
<b>6.a.1.</b> Awareness of Professional Learning Communities	Candidates identify and participate in multiple professional learning communities.	Candidates identify and participate in at least one pertinent professional learning community.	Candidates are aware of professional organizations.

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<p><b>6.a.2.</b> Lifelong Commitment to Professional Growth</p>	<p>Candidates identify long-term professional development goals and outline a process for pursuing them with potential providers (e.g., state professional organizations) to meet these needs.</p>	<p>Candidates identify immediate professional development needs and pursue opportunities to meet them.</p>	<p>Candidates articulate the rationale for ongoing professional development.</p>
<p><b>6.a.3.</b> Inquiry and Reflection as a Critical Tool for Professional Growth</p>	<p>Candidates systematically engage in a process of inquiry for analyzing student work and planning future instruction. They identify potential areas for classroom-based action research to inform practice.</p>	<p>Candidates frame their own reflection and research questions and show evidence of engaging in a process of inquiry to improve teaching and learning.</p>	<p>Candidates recognize the potential of reflective practices as an essential tool to becoming an effective practitioner. They rely mostly on input from others to frame their reflection questions.</p>
<p><b>6.a.4.</b> Seeking Professional Growth Opportunities</p>	<p>Candidates develop a plan for their induction to the profession and identify multiple pathways for pursuing professional growth and development.</p>	<p>Candidates seek counsel regarding opportunities for professional growth and establish a plan to pursue them.</p>	<p>Candidates consider suggestions that mentors make regarding candidate’s own professional growth.</p>
<p><b>6.b.</b></p>	<p><b>Pre-service teachers will articulate the role and value of languages and cultures in preparing all students to interact successfully in the global community of the 21st century. They also 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.</b></p>		
<p><b>Element</b></p>	<p><b>Target</b></p>	<p><b>Acceptable</b></p>	<p><b>Unacceptable</b></p>
<p><b>6.b.1.</b> Develop an Advocacy Rationale for Language Learning</p>	<p>Candidates develop and articulate a rationale for language learning that includes the cognitive, academic, affective and economic benefits to students in today’s global</p>	<p>Candidates develop a rationale for advocating the importance of language learning.</p>	<p>Candidates realize the importance of developing a rationale for supporting language learning.</p>

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	society.		
<b>6.b.2.</b> Access, Analyze and Use Data to Support Language Learning	Candidates access multiple sources of data and synthesize findings to prepare a coherent rationale for language learning for multiple audiences.	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.	Candidates identify the main sources (both print and online) for accessing language-specific data.
<b>6.b.3.</b> Recognize the Importance of Collaboration and Building Alliances for Advocacy that Support Increased K-12 Student Learning	Candidates demonstrate evidence that they have initiated efforts to collaborate with students, colleagues and other stakeholders to advocate for increased K-12 student learning in languages and cultures.	Candidates provide evidence of participating in at least one professional and/or social network designed to advocate for the increase of K-12 student learning in languages and cultures.	Candidates understand the importance of professional and social networks and the role they play in advocacy efforts to increase K-12 student learning in languages and cultures.
<b>6.c.</b>	<b>Pre-service teachers will 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</b>		
<b>Element</b>	<b>Target</b>	<b>Acceptable</b>	<b>Unacceptable</b>
<b>6.c.1.</b> Become a Member of the Profession	Candidates accept invitations to professional learning communities (e.g., members of the language department, online learning communities, language-specific associations and special interest groups [SIGs]) and volunteer to assume different supporting roles in these organizations.	Candidates shadow officers and members in professional learning communities and avail themselves of programs sponsored by these organizations.	Candidates are aware of professional learning communities and the benefits that they offer along their career pathway.
<b>6.c.2.</b> Successful Interaction in Professional Settings	Candidates assume leadership roles and demonstrate	Candidates demonstrate appropriate conduct when	Candidates demonstrate satisfactory conduct when

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		exemplary conduct in performing these in a variety of professional settings.	interacting in various and more challenging professional contexts.	interacting in predictable professional contexts.
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