



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

BRIAN J. WHISTON  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** October 27, 2015  
**TO:** State Board of Education  
**FROM:** Brian J. Whiston, Chairman  
**SUBJECT:** Approval of the Michigan Standards for the Preparation of Teachers of World Languages

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) is being presented with the proposal for adoption of new Standards for the Preparation of Teachers of World Languages. These standards will replace Michigan's current Standards for the Preparation of Teachers of Arabic (Modern Standard), Chinese (Mandarin), French, German, Greek, Hebrew, Italian, Japanese, Latin, Other World Languages, Polish, Russian and Spanish as the guiding set of standards for initial teacher preparation in world language instruction and will serve as the standards to support professional development of in-service teachers. These standards will also form the basis for revised standards in American Sign Language and Anishinaabemowin, which will require different guidance for assessing language proficiency than the other languages in which Michigan teachers may be endorsed.

The World Language Advisory Committee (WLAC), composed of representatives from Michigan's public and independent teacher preparation programs in world languages and the Michigan World Language Association (MIWLA), met over the past two years to update Michigan's Standards for the Preparation of Teachers of World Languages. This action was motivated by the 2013 update of the American Council on the Teaching of Foreign Languages (ACTFL) and the 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. Attachment A provides details on the process of development of the proposed standards, including feedback received during a period of public comment. Attachment B is the proposed Michigan Standards for the Preparation of Teachers of World Languages.

The standards were submitted for SBE review at its October 13, 2015, meeting and for approval at the November 10, 2015, meeting.

It is recommended that the State Board of Education approve the Michigan Standards for the Preparation of Teachers of World Languages, as presented to the Board October 13, 2015, and as described in the Superintendent's memorandum dated October 27, 2015.

**STATE BOARD OF EDUCATION**

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# **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 representatives 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 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 SBE 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 (MDE) 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" (Standard 2.d) 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 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.

Public comment on the proposed standards was solicited in May and June of 2015. An announcement of the public comment period was distributed in the MDE Weekly Official Communication email (Memo #052-15) on May 14, and the Michigan World Language Association (MIWLA) also sent two announcements to its membership soliciting comments on May 18 and June 5. The public comment period ended on June 14 at 5:00 PM, and five official comments were received by MDE. Three of the comments expressed strong support for the standards as written, with particular support offered for the proficiency levels specified in Standard 1.

A fourth comment expressed disappointment that the standards did not require a study abroad experience to give candidates an immersive first-hand experience in another country's language and culture. MDE notes that while the previous Standards for Preparation of Teachers of World Languages did not require a study abroad or cultural immersion experience, the new standards do recognize the value of teacher candidates having first-hand experiences living and studying in another culture for strengthening their understanding of culture and proficiency in the target language. Acceptable performance indicators for standard 2.a specify that "[c]andidates gain personal experience to support academic language study by spending planned time in a target culture or community." While this could be accomplished in the context of a study abroad experience, MDE recognizes that not all educator preparation institutions have the capacity to facilitate international programming and not all teacher candidates have the resources to accommodate such an experience. Furthermore, MDE recognizes that increasing levels of linguistic and cultural diversity across Michigan afford the possibility of adequately satisfying this standard without leaving the state.

A fifth comment expressed concern that the new standards do not ensure adequate preparation to enable World Language-certified teachers to teach subject matter content in their target language effectively. While Standard 2 establishes the

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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>

expectation that “[c]andidates demonstrate understanding of the multiple content areas that comprise the field of world language studies” and “demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics,” MDE emphasizes that the purpose of these standards is to establish the knowledge and skills necessary to increase children’s global competence by learning how to speak, read, write and listen in a world language, as well as by gaining an understanding of the world cultures associated with the target language. A world language endorsement by itself does not qualify a teacher to provide content area instruction (such as in mathematics or science) in the target language. In order to be qualified to provide content area instruction in a language other than English, teachers should possess an endorsement in the specific content area to be taught and either possess a Bilingual Education (Y\_) endorsement in the target language or be able to demonstrate appropriate proficiency in the target language.

### **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 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 initial and additional 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 appropriate to all levels of certification.

### 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 in grades K-5 without additional elementary certification or endorsements or any other subjects in grades 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>	
6-12		<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>

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Standards for the Preparation of Teachers of

**World Languages (FA-FS)**

**World Languages (FA-FS) 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>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.</p>
	<p><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>

	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.	
<b>1.b.</b>	<b>Pre-service teachers will interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.</b>	
	<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>	<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>Elements</b>	<b>Acceptable Performance Indicators</b>
	<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. Interpersonal and Presentational Communication: Writing</b>	<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>
<b>No.</b>	<b>Guideline/Standard</b>	
<b>2.</b>	<p><b>Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</b></p> <p><b>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></p>	
<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. Cultural Knowledge</b>	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

<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.

		cultures.
	<b>2.a.2. Cultural Experience</b>	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. Language System: Phonology (P), Morphology (M), Syntax (SN), Semantics (SM)</b>	<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 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. Rules for Sentence Formation, Discourse, Sociolinguistic and Pragmatic Knowledge</b>	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. Changing nature of language</b>	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.
<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.

No.	Guideline/Standard									
3.	<p><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>									
3.a.	<p><b>Pre-service teachers will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</b></p> <table border="1" data-bbox="283 659 1906 1325"> <thead> <tr> <th data-bbox="283 659 688 727">Elements</th> <th data-bbox="688 659 1906 727">Acceptable Performance Indicators</th> </tr> </thead> <tbody> <tr> <td data-bbox="283 727 688 938">3.a.1. Language Acquisition Theories</td> <td data-bbox="688 727 1906 938">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.</td> </tr> <tr> <td data-bbox="283 938 688 1182">3.a.2. Target Language Input</td> <td data-bbox="688 938 1906 1182">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.</td> </tr> <tr> <td data-bbox="283 1182 688 1325">3.a.3. Negotiation of Meaning</td> <td data-bbox="688 1182 1906 1325">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.</td> </tr> </tbody> </table>		Elements	Acceptable Performance Indicators	3.a.1. 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.	3.a.2. Target Language Input	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.	3.a.3. Negotiation of Meaning	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.
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3.a.3. Negotiation of Meaning	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.									
	3.a.4. Meaningful Classroom Interaction	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.
<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>Elements</b>	<b>Acceptable Performance Indicators</b>
	<b>3.b.1.</b> Theories of Learner Development and Instruction	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.
	<b>3.b.2.</b> Understanding of Relationship of Articulated Program Models to Language Outcomes	Candidates describe how world language program models (e.g., FLES, FLEX, immersion) lead to different language outcomes.
	<b>3.b.3.</b> Adapting Instruction to Address Students' Language Levels, Language Backgrounds, Learning Styles	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.
	<b>3.b.4.</b> Adapting Instruction to Address Students' Multiple Ways of Learning	Candidates identify multiple ways in which students learn when engaged in language classroom activities.
	<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. Grouping</b>	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. Use of Questioning and Tasks</b>	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 (2015)</i> 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>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>

	<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>	
	<b>Elements</b>	<b>Acceptable Performance Indicators</b>
	<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	
5.	<p><b>Assessment of Languages and Cultures</b></p> <p>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, 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.</p>	
5.a.	<p>Pre-service teachers will design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	
	<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	Candidates design and use assessments that capture how well students speak and write in planned contexts. The assessments focus on the final products

	Communication	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 Meet Needs of Diverse Learners	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 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 students to interact successfully 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	Candidates identify and participate in at least one pertinent professional learning community.

	Communities	
	<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 Learning	Candidates select appropriate data sources to develop products in support of language learning for designated audiences.
	<b>6.b.3.</b> Recognize the Importance of Collaboration and Building Alliances for	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.

	Advocacy that Support Increased K-12 Student Learning	
6.c.	<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.