

# COMPETENCIES FOR TEACHERS OF WORLD LANGUAGE, GRADES K-12

In addition to the Arkansas Teaching Standards (ATS) and the competencies for the Teacher Excellence and Support System (TESS), including competencies regarding the knowledge and use of educational technology that reflect the International Society for Technology in Education standards, the teacher of World Languages grades K-12, shall also demonstrate knowledge and competencies in the following areas:

## 1. LANGUAGE PROFICIENCY: INTERPERSONAL, INTERPRETIVE, AND PRESENTATIONAL

ACTFL STANDARD 1

TARGET LANGUAGE PRAXIS (5174,  
5183, 5195, 5601, 5661, 5665)

CONTENT CATEGORIES I, II, IV, AND  
V – LANGUAGE, LINGUISTICS, AND  
COMPARISONS

1.1 Candidates 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.

1.2 Candidates will interpret oral, printed, and video texts of the target language taught by demonstrating literal, figurative, or symbolic comprehension.

1.3 Candidates will present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" (Chinese and Japanese) according to the target language being taught.

## 2. CULTURES, LINGUISTICS, LITERATURES, AND CONCEPTS FROM OTHER DISCIPLINES

ACTFL STANDARD 2

TARGET LANGUAGE PRAXIS (5174,  
5183, 5195, 5601, 5661, 5665)

CONTENT CATEGORY III – CULTURES,  
LITERATURES, AND CROSS-  
DISCIPLINARY CONCEPTS

WLS- ARKANSAS WORLD  
LANGUAGE STANDARDS FOR  
CONTENT-BASED COURSES

2.1 Candidates will demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

2.2 Candidates will demonstrate understanding of linguistics and the changing nature of language and compare language systems.

2.3 Candidates will demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.

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## 3. LANGUAGE ACQUISITION THEORIES AND KNOWLEDGE OF STUDENTS AND THEIR NEEDS

ACTFL STANDARD 3

TARGET LANGUAGE PRAXIS (5174, 5183, 5195, 5601, 5661, 5665)

CONTENT CATEGORIES I, II, IV, AND V – LANGUAGE, LINGUISTICS, AND COMPARISONS

3.1 Candidates will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.

3.2 Candidates will demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

## 4. INTEGRATION OF STANDARDS IN PLANNING AND INSTRUCTION

ACTFL STANDARD 4

4.1 Candidates will demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.

4.2 Candidates will integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.

4.3 Candidates will use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

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## 5. ASSESSMENT OF LANGUAGES AND CULTURES – IMPACT ON STUDENT LEARNING

ACTFL STANDARD 5

5.1 Candidates will design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

5.2 Candidates will reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

5.3 Candidates 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.

## 6. PROFESSIONAL DEVELOPMENT, ADVOCACY, AND ETHICS

ACTFL STANDARD 6

6.1 Candidates will engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

6.2 Candidates will articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century.

6.3 Candidates will demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.