

# NBPTS

World Languages  
Other than English

# STANDARDS



**for teachers of students ages 3-18+**

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## World Languages Other than English STANDARDS

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<b>Preface</b> .....	<b>v</b>
<b>Introduction</b> .....	<b>1</b>
<b>Overview</b> .....	<b>5</b>
<b>The Standards</b> .....	<b>7</b>
I. Knowledge of Students .....	7
II. Fairness .....	11
III. Knowledge of Language .....	15
IV. Knowledge of Culture .....	19
V. Knowledge of Language Acquisition .....	23
VI. Multiple Paths to Learning .....	27
VII. Articulation of Curriculum and Instruction .....	31
VIII. Learning Environment .....	35
IX. Instructional Resources .....	39
X. Assessment .....	43
XI. Reflection as Professional Growth .....	47
XII. Schools, Families, and Communities .....	51
XIII. Professional Community .....	55
XIV. Advocacy for Education in World Languages Other than English .....	57
<b>Epilogue</b> .....	<b>61</b>
<b>Standards Committee</b> .....	<b>63</b>
<b>Acknowledgments</b> .....	<b>65</b>



The world-class schools the United States requires cannot exist without a world-class teaching force; the two go hand in hand. Many accomplished teachers already work in the nation's schools, but their knowledge and skills are often unacknowledged and underutilized. Delineating outstanding practice and recognizing those who achieve it are important first steps in shaping the kind of teaching profession the nation needs. This is the core challenge embraced by the National Board for Professional Teaching Standards (NBPTS). Founded in 1987 with a broad base of support from governors, teacher union and school board leaders, school administrators, college and university officials, business executives, foundations, and concerned citizens, NBPTS is a nonprofit, nonpartisan organization governed by a 63-member board of directors, the majority of whom are teachers. Committed to basic reform in education, NBPTS recognizes that teaching is at the heart of education and, further, that the single most important action the nation can take to improve schools is to strengthen teaching. To this end, NBPTS has embarked on a three-part mission:

- to establish high and rigorous standards for what accomplished teachers should know and be able to do;
- to develop and operate a national voluntary system to assess and certify teachers who meet these standards; and
- to advance related education reforms for the purpose of improving student learning.

Achieving this mission will elevate the teaching profession, educate the public about the demands and complexity of accomplished teaching practice, and make teaching a more attractive profession for talented college graduates with many other promising career options.

National Board Certification is more than a system for recognizing and rewarding accomplished teachers, however. It represents both an opportunity to guide the continuing growth and development of the teaching profession and a chance to design new ways to organize and manage schools so as to capitalize on the expertise of accomplished teachers. Together with other reforms, National Board Certification can be a catalyst for significant change in the teaching profession and in education.

## The Philosophical Context

The standards presented here lay the foundation for the World Languages Other than English certificate. They represent a professional consensus on the aspects of practice that distinguish accomplished teachers in this field. Cast in terms of actions that teachers take to advance student achievement, these standards also incorporate the essential knowledge, skills, dispositions, and commitments that allow teachers to practice at a high level. Like all NBPTS Standards, this standards document is grounded philosophically in the NBPTS policy statement *What Teachers Should Know and Be Able to Do*. That statement identifies five core propositions about accomplished teachers:

### 1) Teachers are committed to students and their learning.

Accomplished teachers are dedicated to making knowledge accessible to all students. They act on the belief that all students can learn. They treat students equitably, recognizing the individual differences that distinguish their students from one another and taking account of these differences in their practice. They adjust their practice, as appropriate, on the basis of observation and knowledge of their students' interests, abilities, skills, knowledge, family circumstances, and peer relationships. Accomplished teachers understand how students develop and learn. They incorporate the prevailing theories of cognition and intelligence in their practice. They are aware of the influence of context and culture on behavior. They develop students' cognitive capacity and respect for learning. Equally important, they foster students' self-esteem, motivation, character, sense of civic responsibility, and respect for individual, cultural, religious, and racial differences.

### 2) Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subjects is created, organized, linked to other disciplines, and applied to real-world settings. While faithfully representing the collective wisdom of our culture and upholding the value of disciplinary knowledge, they also develop the critical and analytical capacities of their students.

Accomplished teachers command specialized knowledge of how to convey subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and of strategies and instructional resources that can be of assistance. Their instructional repertoire allows them to create multiple paths to learning the subjects they teach, and they are adept at teaching students how to pose and solve challenging problems.

### 3) Teachers are responsible for managing and monitoring student learning.

Accomplished teachers create, enrich, maintain, and alter instructional settings to capture and sustain the interest of their students. They make the most effective use of time in their instruction. They are adept at engaging students and adults to assist their teaching and at making use of their colleagues' knowledge and expertise to complement their own.

Accomplished teachers command a range of instructional techniques and know when to employ them. They are devoted to high-quality practice and know how to offer each student the opportunity to succeed.

Accomplished teachers know how to engage groups of students to ensure a disciplined learning environment and how to organize instruction so as to meet the schools' goals for students. They are adept at setting norms of social interaction among students and between students and teachers. They understand how to motivate students to learn and how to maintain their interest even in the face of temporary setbacks.

Accomplished teachers can assess the progress of individual students as well as that of the class as a whole. They employ multiple methods for assessing student growth and understanding and can clearly explain student performance to students, parents, and administrators.

## 4) Teachers think systematically about their practice and learn from experience.

Accomplished teachers are models of educated persons, exemplifying the virtues they seek to inspire in students—curiosity, tolerance, honesty, fairness, respect for diversity, and appreciation of cultural differences. They demonstrate capacities that are prerequisites for intellectual growth—the ability to reason, take multiple perspectives, be creative and take risks, and experiment and solve problems.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students, to make principled judgments about sound practice. Their decisions are grounded not only in the literature of their fields but also in their experience. They engage in lifelong learning, which they seek to encourage in their students.

Striving to strengthen their teaching, accomplished teachers examine their practice critically, expand their repertoire, deepen their knowledge, sharpen their judgment, and adapt their teaching to new findings, ideas, and theories.

## 5) Teachers are members of learning communities.

Accomplished teachers contribute to the effectiveness of the school by working collaboratively with other professionals on instructional policy, curriculum development, and staff development. They can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives. They are knowledgeable about specialized school and community resources that can be engaged for their students' benefit and are skilled at employing such resources as needed.

Accomplished teachers find ways to work collaboratively and creatively with parents, engaging them productively in the work of the school.

## The Certification Framework

Using the five core propositions above as a springboard, NBPTS will set standards and offer National Board Certification in nearly 30 fields. These fields are defined by the developmental level of the students and the subject or subjects being taught. The first descriptor represents the four overlapping student developmental levels:

- Early Childhood, ages 3–8;
- Middle Childhood, ages 7–12;
- Early Adolescence, ages 11–15;
- Adolescence and Young Adulthood, ages 14–18+.

The second descriptor indicates the substantive focus of a teacher's practice, allowing most teachers to select either a subject-specific or a generalist certificate. At the Early Adolescence level, for example, teachers can pursue either a generalist certificate or a certificate in English language arts, mathematics, science, or social studies–history. The framework of certificates also includes a generalist certificate at the Early Childhood level

and subject-specific certificates at the Adolescence and Young Adulthood level. In some fields, developmental levels are joined together (e.g., Early Childhood and Middle Childhood/Art) to recognize the commonalities in teaching students at those developmental levels.

## **Standards and Assessment Development**

Following a nationwide search for outstanding educators, a standards committee is appointed for each field. The committees are generally made up of 15 members who are broadly representative of accomplished professionals in their fields; a majority of them are teachers regularly engaged in teaching students in the field in question. Other members are typically professors, experts in child development, teacher educators, and other professionals in the relevant discipline. The standards committees recommend to NBPTS the specific standards for each field, which are then disseminated widely for public critique and comment and subsequently revised as necessary.

Determining whether candidates meet the standards requires performance-based assessment methods that are fair, valid, and reliable and that ask teachers to demonstrate principled, professional judgments in a variety of situations. A general contractor for assessment development, working with standards committee members and members of the NBPTS staff, develops assessment exercises and pilot tests them with small groups of teachers active in the field in question. The assessment process involves two activities: (1) the compilation of a portfolio of practice during the course of a school year; and (2) participation in one day of assessment center activities during the summer.

Teachers prepare their portfolios by videotaping their teaching, gathering student learning products and other teaching artifacts, and providing detailed analyses of their practice. At the assessment center, teachers write answers to questions that relate to content and pedagogy specific to their fields. The portfolio is designed to capture teaching in real-time, real-life settings, thus allowing trained scorers from the field in question to examine how teachers translate knowledge and theory into practice. It also yields the most valued evidence NBPTS collects—videos of practice and samples of student work. The videos and student work are accompanied by commentaries on the goals and purposes of instruction, the effectiveness of the practice, teachers' reflections on what occurred, and their rationales for the professional judgments they made. In addition, the portfolio allows candidates to document their accomplishments in contributing to the advancement of the profession and the improvement of schooling, whether at the local, state, or national level, and to document their ability to work constructively with their students' families.

Teachers report that the portfolio is a professional development vehicle of considerable power, in part because it challenges the historic isolation of teachers from their peers. It accomplishes this by actively encouraging candidates to seek the advice and counsel of their professional colleagues—whether across the hall or across the country—as they build their portfolios. It also requires teachers to examine the underlying assumptions of their practice and the results of their efforts in critical but healthy ways. This emphasis on reflection is highly valued by teachers who go through the process of National Board Certification.

The assessment center exercises are designed to complement the portfolio; validate that the knowledge and skills exhibited in the portfolio are, in fact, accurate reflections of

what candidates know and can do; and give candidates an opportunity to demonstrate knowledge and skills not sampled in the portfolio because of the candidate's specific teaching assignment. For example, high school science teachers assigned to teach only physics in a given year might have difficulty demonstrating in their portfolio a broad knowledge of biology. Given that the NBPTS standards for science teachers place a high value on such capabilities, another strategy for data collection is necessary. The assessment center exercises fill this gap and otherwise augment the portfolio. The exercises sample the breadth of the content knowledge and pedagogy associated with the certificate field through authentic scenarios that allow candidates to confront important instructional matters outside of the classroom. Each candidate's work is examined by trained assessors who are themselves accomplished teachers in the certificate field.

The National Board for Professional Teaching Standards believes that a valid assessment of accomplished practice must allow for the variety of forms sound practice takes. It must also sample the range of content knowledge that teachers possess and must provide appropriate contexts for assessments of teaching knowledge and skill. Teaching is not just about knowing things; it is about the use of knowledge—knowledge of learners and of learning, of schools and of subjects—in the service of helping students grow and develop. Consequently, NBPTS believes that the most valid teacher assessment processes engage candidates in the activities of teaching—activities that require the display and use of teaching knowledge and skill and that allow teachers the opportunity to explain and justify their actions.

In its assessment development work, NBPTS uses technology for assessment when appropriate; ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; establishes procedures to detect and eliminate instances of external and internal bias with respect to age, gender, and racial and ethnic background of teacher candidates; and selects the method exhibiting the least adverse impact when given a choice among equally valid assessments.

Once a certificate has been thoroughly tested and found to meet NBPTS requirements for validity, reliability, and fairness, eligible teachers may apply for National Board Certification. To be eligible, a teacher must hold a baccalaureate degree from an accredited institution; have a minimum of three years' teaching experience at the early childhood, elementary, middle school, or high school level; and, where it is required, hold a state teaching license.

## **Strengthening Teaching and Improving Learning**

A system of National Board Certification that commands the respect of the profession and the public can make a difference in how communities and policy makers view teachers, in how teachers view themselves, and in how teachers improve their practice throughout their careers. National Board Certification has the potential to yield significant results for education, in part because it marks the first attempt to forge a national professional consensus on the characteristics of accomplished practice in each teaching field. The traditional conversation about teacher competence has focused on beginning teachers. The National

Board for Professional Teaching Standards believes that the professional development of teachers only begins the day novice teachers are hired. A new conversation about accomplished practice is essential and should span the entire career of teachers.

Developing standards of accomplished practice has the potential to elevate the teaching profession as the standards make public the knowledge, skills, and dispositions of accomplished teachers. However, making such standards the basis for a system of advanced certification for teachers promises much more. A mechanism that can identify accomplished teachers in a fair and trustworthy manner can accelerate efforts to build more successful school organizations and structures; offer career paths for teachers that will make use of their knowledge, wisdom, and expertise; and give accomplished practitioners the opportunity to achieve greater status, authority, and compensation.

By holding accomplished teachers to high and rigorous standards, National Board Certification has the potential to encourage change along several key fronts.

- Changing what it means to have a career in teaching by recognizing and rewarding accomplished teachers and by making it possible for teachers to advance in responsibility, status, and compensation without having to leave the classroom.
- Changing the culture of teaching by accelerating growth in the knowledge base of teaching; by placing real value on professional judgment and accomplished practice in all its various manifestations; and by encouraging teachers to search for new knowledge and better practice through a steady regimen of collaboration and reflection with peers and others.
- Changing the way schools are organized and managed by creating a vehicle that facilitates the establishment of unique teacher positions, providing accomplished teachers with greater authority and autonomy in making instructional decisions and greater responsibility for sharing their expertise to strengthen the practice of others.
- Changing the nature of teacher preparation and ongoing professional development by laying a standards-based foundation for a fully articulated career development path that begins with prospective teachers and leads to accomplished teachers.
- Changing the way school districts think about hiring and compensating teachers by encouraging administrators and school boards to reward excellence in teaching by seeking to hire accomplished teachers.

Although National Board Certification has been designed with the entire country in mind, each state and locality will decide for itself how best to encourage teachers to stand for advanced certification and how best to take advantage of the expertise of the National Board Certified Teachers in their midst. One of the many examples of state action in support of National Board Certification comes from North Carolina, where legislation has been enacted that provides funds to pay the certification fee for teachers who complete the process. This legislation also funds release time for candidates to work on their portfolios and prepare for the assessment center exercises and provides a salary increase for teachers who achieve National Board Certification. Other states and localities throughout the country have adopted or are in the process of adopting legislative initiatives that acknowledge National Board Certification and offer incentives for certification. In all, there is some form of support for National Board Certification in nearly forty states.

As this growing support at the state and local level suggests, National Board Certification is being recognized as a rich professional development experience. Because National Board Certification provides states and localities with a lever to structure teachers' roles and responsibilities more effectively and to allow schools to benefit from the wisdom of their strongest teachers, National Board Certification can combine with other initiatives to dramatically improve education in the United States.

## The Promise of Instruction in World Languages Other than English

To study another language and culture is to gain an essential preparation for the future. The United States is inextricably linked to economic, social, political, and cultural realities around the world. Possession of the linguistic and cultural insights that come with study of world languages other than English is a requisite for citizens in the twenty-first century who wish to participate in the global community and marketplace and the worldwide neighborhood. The United States must recognize citizens who speak more than one language and who understand other cultures as assets to the nation.

Cultural pluralism continues to characterize and enrich the United States. The diverse student body that finds its way to the nation's schools not only represents exciting challenges to educators but also is a valuable resource that affords the nation an opportunity to maintain and enhance its linguistic and cultural richness. The study of world languages<sup>1</sup> fosters understanding of the intellectual and artistic heritages of other cultures, which ultimately encourages students to come to a better understanding of their own language and culture and their nation's complex cultural heritage.

1 In this document, "world languages other than English" is often referred to simply as "world languages."

## The Educational Context

The profession of teaching world languages other than English is unique for several notable reasons. Teachers must manage intentionally active classrooms in which activity and interchange are encouraged as vital to effective instruction. Instruction in world languages is interdisciplinary in nature—teachers know the language and cultures and also display familiarity with other disciplines. Teachers frequently teach students in multiage instructional settings; for example, a second-year high school class in Spanish might comprise students representing all grade levels, or an elementary school teacher might have two grade levels represented within the population of a single class. Teachers of world languages meet the challenges of classes in which students represent several levels of experience in the language taught. In many schools around the country, the presence of large groups of students who have home backgrounds in the languages taught at school has led to the establishment of special language courses designed to maintain and develop the language abilities of these "heritage" language students.

For many heritage language students, who are often the children of immigrant parents, English is a second language. Teachers of heritage language learners are therefore sensitive to the fact that their classrooms are often second homes to their students, places where students can feel comfortable using their native language and having the culture of their home environment affirmed. Teachers understand that heritage students have varying degrees of proficiency in the target language. They may, for example, be able to converse fluently in idiomatic speech but need more help learning to read and interpret or speak and write in formal language. Teachers provide heritage language learners, and all their students, with a rich and balanced curriculum and instruction that draws connections among languages, literature, history, and the arts to support all dimensions of language learning.

Many teachers of world languages, particularly at the early- and middle-childhood levels, travel from room to room within a school or serve as itinerant teachers at more than

one school. With advances in technology, teachers of world languages now meet the challenges of distance teaching, which offers instruction to students who might not have access to such language instruction in their own schools. Further, the very variety of languages taught makes the field unique. Regardless of level or school structure or learning situation or environment, however, every teacher of world languages upholds high expectations for all students and finds opportunities for student creativity, academic challenge, and personal fulfillment.

Education in world languages other than English has undergone significant changes in recent years; it is a discipline with remarkable energy and vitality that has transformed itself. Instruction in world languages now differs dramatically from traditional language instruction. Practice has broadened from a focus on grammar and memorization drills that fulfill a minimal requirement to a focus on language acquisition to help students function in and respond appropriately to a variety of situations. Strategies today are student centered and focus on real-life competencies that facilitate genuine interaction with others, whether they are within the same class, within the school, within the community, or on another continent. The commitment now is to long sequences of instruction—beginning in early elementary school and continuing through high school and postsecondary educational pursuits—with the goal of fostering lifelong, autonomous language learning. Teachers of world languages play a crucial role—a role that continually changes as research into second-language acquisition evolves.

Many more educational and career opportunities exist today than ever before for people competent in other languages and familiar with other cultures. The demand for people with varied language competencies will continue to grow as the United States becomes more globally dependent. States have strengthened requirements for college admission and for honors diplomas, and parents and students have begun to recognize the value of learning another language and progressing beyond minimal requirements. Students who follow a long, well-articulated, continuous sequence of curriculum that spans all educational levels, from preschool to graduate study, have a distinct advantage. For that reason, instruction in world languages is moving past the traditional pattern of introducing the study to ninth graders, with the majority of pupils enrolling for a two-year instructional sequence. The process is now developmental and long-term. Many middle schools now offer study in world languages, and elementary school programs are becoming increasingly common. Young children may learn world languages daily—or even weekly—in small units of time, or they may learn intensively through immersion programs, where much of the curriculum is delivered in a second language. Such immersion programs in middle schools and high schools are becoming more common.

Instruction is expanding beyond the most commonly studied languages of French, German, Latin, and Spanish to include Arabic, Cherokee, Chinese, Hawaiian, Hebrew, Italian, Japanese, Korean, Ojibwe, Portuguese, Russian, and Swahili, among others. All are languages of communication among peoples with whom the United States has important relationships in terms of economic ties, strategic interests, and increasing cultural awareness. The study of classical languages also offers students many benefits; the emphasis in the teaching of classical languages, however, is on reading and interpretation rather than on oral communication. The insights into language development, the interaction with ancient civilizations through literature, and the cross-cultural understandings that result are all reasons for renewed interest in the inclusion of classical language instruction in the school curriculum.

The value of language learning goes beyond the practical benefits that focus just on enhanced communicative skills. Language learning helps students develop pathways to thinking that are applicable to all academic endeavors and many nonacademic pursuits. Through language learning, students of all ages become aware of multiple perspectives, which enhances their problem-solving and critical-thinking skills. Education in world languages is a wide-ranging, complex field that positively influences and involves learning in other academic areas. All children profit in their thinking skills by experiencing how another language system operates, how languages influence one another, and how cultures express ideas and develop products. Language learning expands the educational experience of all students by connecting with other disciplines in the school curriculum. The interdisciplinary nature of language education opens doors to information and experiences that enrich students' school and life experiences.

The National Board for Professional Teaching Standards recognizes that over the past decade, through an extensive process of debate, discussion, and self-analysis, the professional community has identified student standards for language learning and has defined accomplished teaching in world languages other than English.<sup>2</sup> Numerous professional organizations have articulated a rich and compelling vision of education in world languages. The NBPTS World Languages Other than English Standards Committee has incorporated many of these principles of instruction into the standards defined for National Board Certification.

2 National Standards Report. *Standards for Foreign Language Learning in the 21st Century*. Lawrence, Kansas: Allen Press, Inc., 1999.

## Developing High and Rigorous Standards for Accomplished Practice

In 1998, a committee of teachers of world languages and other educators with expertise in this field began the process of developing advanced professional standards for teachers of students ages 3 to 18+. The World Languages Other than English Standards Committee was charged with translating the five core propositions of the National Board for Professional Teaching Standards into a standards document that defines outstanding teaching in this field.

This NBPTS standards document describes in observable form what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the World Languages Other than English Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, *World Languages Other than English Standards* will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape

learning. It frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings. And it is subject to revision on the basis of continuing developments in the classroom. The professional judgments that accomplished teachers make also reflect a certain improvisational artistry.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalities characterize the accomplished practice of teachers. The 14 standards that follow are designed to capture the craft, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

## The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it can be described. The examples cited are not meant to represent a handbook on correct practice; they are merely a few of the many examples that could have been cited to describe accomplished teaching.

No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

The 14 standards have been organized around the nexus of education—student learning—and into three categories: (1) teacher actions that are preparatory in nature and that create the conditions for student learning; (2) teacher actions that directly advance student learning; and (3) teacher actions that indirectly support student learning through professional development and outreach initiatives.

The report follows a two-part format for each of the 14 standards:

**I. Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished teacher of world languages. Each standard is expressed in terms of observable teacher actions that have an impact on students.

**II. Elaboration**—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

# World Languages Other than English STANDARDS

(for teachers of students ages 3–18+)

## OVERVIEW

The requirements for National Board Certification in the field of World Languages Other than English are organized into the following 14 standards. The standards have been ordered as they are to facilitate under-

standing, not to assign priorities. They are each an important facet of the art and science of teaching; they often occur concurrently because of the seamless quality of accomplished practice.

### Preparing for Student Learning

#### **I. Knowledge of Students (p. 7)**

Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' competencies and interests as individual language learners.

#### **II. Fairness (p. 11)**

Accomplished teachers of world languages other than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.

#### **III. Knowledge of Language (p. 15)**

Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

#### **IV. Knowledge of Culture (p. 19)**

As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

#### **V. Knowledge of Language Acquisition (p. 23)**

Accomplished teachers of world languages other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching and learning of languages, and draw on this knowledge to design instructional strategies appropriate to their instructional goals.

### Advancing Student Learning

#### **VI. Multiple Paths to Learning (p. 27)**

Accomplished teachers of world languages other than English actively and effectively engage their students in language learning and cultural studies; they use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.

## **VII. Articulation of Curriculum and Instruction (p. 31)**

Accomplished teachers of world languages other than English work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students will move from simple to sophisticated use of languages.

## **VIII. Learning Environment (p. 35)**

Accomplished teachers of world languages other than English create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.

## **IX. Instructional Resources (p. 39)**

Accomplished teachers of world languages other than English select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.

## **X. Assessment (p. 43)**

Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape instruction.

## **Supporting Student Learning**

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### **XI. Reflection as Professional Growth (p. 47)**

Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.

### **XII. Schools, Families, and Communities (p. 51)**

Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.

### **XIII. Professional Community (p. 55)**

Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

### **XIV. Advocacy for Education in World Languages Other than English (p. 57)**

Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

*In the pages that follow, the reader will find full explications of each standard that include discussion of the knowledge, dispositions, and habits of mind that allow teachers in this field to practice at a high level.*

# Standard I: Knowledge of Students

Accomplished teachers of world languages other than English draw on their understanding of child and adolescent development, value their students as individuals, and actively acquire knowledge of their students to foster their students' skills and interests as individual language learners.

Accomplished teachers of world languages other than English create classrooms in which all students can learn a new language. Teachers<sup>3</sup> make decisions about instructional content and strategies based on their knowledge of the learning styles, backgrounds, experiences, and goals of their individual students, as well as on their own knowledge of language acquisition.

## Understanding the Diverse Ways in Which Students Grow and Develop

Accomplished teachers of world languages are keenly aware that young people learn in various ways and at varying paces. They use their knowledge of child and adolescent development in designing and providing appropriate instruction to their students. They recognize and make professional accommodations for variations in students' age levels; cognitive, physical, and motor development; gender; multiple intelligences; and learning styles. Attitude also plays an important role in student success. Students with low self-esteem or little confidence about their ability to learn another language might benefit from extra encouragement from the teacher. Of course, all students can benefit from positive teacher feedback. Teachers might have students work in groups so that they can also benefit from the help and positive reinforcement of their peers. Students who are motivated and confident might work well

independently, using computer software that gives them instant feedback and the ability to pace themselves. Those who teach young children know the importance of working at concrete levels; students might, for example, learn how to play a game native to the culture studied, learn to tell time as they manipulate individual student clocks, or learn children's songs while using hand and body movements. Older students might practice ordering a meal in a restaurant or learn the procedure for making a telephone call from another country. As students mature, teachers provide more abstract and analytical challenges. For example, older students could plan an excursion on the subway of another country or analyze and discuss viewpoints and perspectives from the target culture on the basis of current events.

Teachers are aware that personalizing the language experience is helpful to students because many students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain (which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers) by encouraging open-ended personal expression is a valuable way of enhancing students' cognitive ability, cultural understanding, and linguistic proficiency. Teachers provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability.

Teachers constantly monitor and adjust to students' needs, allowing for individual learners' differences while keeping in focus the

<sup>3</sup> All references to teachers in this report, whether stated explicitly or not, refer to accomplished teachers of world languages other than English.

continuum of language learning. Teachers are also alert to students' social development as they enter adolescence and their relationships with peers and adults change. Accomplished teachers use their knowledge of these student characteristics as assets to enhance learning, to provide opportunities for more autonomous learning and group interaction, and to set the highest goals for all students at all development stages.

### **Understanding the Diverse Backgrounds That Students Bring to the Classroom**

Accomplished teachers learn as much as possible about the backgrounds of their students and use this information to shape instructional decisions. Although class size and teaching load affect the depth of knowledge that teachers can acquire about students, accomplished teachers do their best to understand their students as individuals. The relationships that teachers develop with their students not only support student learning and development but also provide teachers with perspectives by which to view aspects of students' character, values, interests, talents, and goals. Practically everything about the learner is relevant information in language instruction, including the student's cultural, racial, linguistic, and ethnic heritage; religious affiliation; exceptional learning needs; sexual orientation; family setting; socioeconomic status; prior learning experiences; and personal interests, needs, and goals. Accomplished teachers of world languages are particularly sensitive to such cultural, family, and personal distinctions and promote respect for others by modeling respect for the differences among students. They make respect for others the basis for all interactions in the class.

Knowledge of students also includes familiarity with the curricula of their other

academic classes as well as awareness of various aspects of youth culture at home and in areas where the language is studied or spoken; these might include television programs and movies students watch, music they listen to, sports they play, and other activities in which they involve themselves. The accomplished teacher takes this diverse knowledge into account in the daily interactions within the classroom. Teachers thus connect students' experiences with their explorations of world languages, making the classroom activities relevant to students' lives.

Accomplished teachers employ various means of learning about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. They enhance their understanding of students through discussions with family members, other teachers, school counselors, special education teachers, and other educational and administrative staff. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to ensure that they meet both the unique and common needs of all students.

### **Understanding the Diverse Language Experiences That Students Bring to the Classroom**

Accomplished teachers are informed about students' previous language experiences. Teachers recognize that students bring to the classroom a wide variety of language backgrounds, including the experiences of growing up in a monolingual, English-speaking environment; living or traveling abroad; participating in language immersion programs;





## Standard II: Fairness

Accomplished teachers of world languages other than English demonstrate through their practices toward all students their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society, and they set the highest goals for each student.

Accomplished teachers of world languages other than English know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process provide powerful exemplars for young people; therefore, they conscientiously model the kind of behavior they expect from their students. Accomplished teachers foster a positive classroom climate arising from mutual respect among all learners. Fairness and respect for individuals are key to their instructional practice; by valuing all members of the learning community, teachers model and promote their expectation that their students will treat one another equitably and with dignity.

Teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. As an integral part of language instruction, they provide appropriate cross-cultural activities. Teachers, for example, might lead discussions in the target language that explain the coming-out *quinceañera* in Mexico for 15-year-old girls or the “adult day” for 20-year-olds in Japan. Teachers help to increase students’ understanding of the diverse nature of their own and other countries and encourage them to respect and appreciate the products, practices, and perspectives of other cultures and ethnic groups. In such a way, teachers highlight the diversity as well as the commonalities among their learners and build on a source of strength and dynamism for the learning community; however, they also are sensitive to the student who is the only

member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. Teachers also might arrange for students to have electronic pen pals from other countries with whom they can share experiences and unique cultural perspectives. As a result, students acquire a deeper understanding of their own and other cultures while developing cultural sensitivity.

Teachers seek opportunities to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Teachers show their commitment to engage all students in learning about themselves and others through their choice of varied activities—whole class, group, and individual—and of texts for study. They develop and use materials and lessons that reflect the diversity of their learners as well as the multicultural aspect of language itself. For example, in the teaching of Spanish, accomplished teachers discuss with their students the diversity of cultures and peoples within the Spanish-speaking world from Spain to Mexico to Central and Latin America and within the United States.

Accomplished teachers are sensitive to the complexities involved in treating each student

equitably. They make sure that all pupils receive an equitable share of attention and that their assessments of student progress are similarly balanced. Teachers are mindful of and recognize possible misinterpretations of students' responses and actions on the basis of awareness of sexual orientation, family background, cultural and religious beliefs, and socioeconomic status. Teachers show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. They respect the dignity and worth of each student and include each one in the learning community as an important individual and active contributor.

Accomplished teachers believe solidly in the ability of all students to learn world languages. In their instructional decisions, teachers address the exceptional needs of students whose development falls outside the range typical for their age group or who—for a variety of reasons—have difficulty learning. A teacher might secure a Braille dictionary in the target language for a student with a visual impairment or work with a special education teacher to adapt learning tasks for a student with learning disabilities. Teachers create environments that help students learn about one another and understand that all individuals have unique capacities and limitations. They plan, adapt, and implement classroom practices and activities that are individually appropriate, while ensuring that each student becomes an important and valued member of the class. A student with cerebral palsy, for

example, who has difficulty isolating and controlling speech movements may participate in the language classroom, but learning activities and performance expectations would be adapted to the student's abilities. A student in a wheelchair might participate in Total Physical Response (TPR) activities using alternative movements. For a student with a hearing impairment, a teacher might use audio-enhancing technology and special seating to ensure maximum hearing on the part of the student. A student with Down's syndrome might be given adapted lessons involving the color coding of vocabulary words, manipulatives for improving reading comprehension, or oral and aural reinforcement with computer assistance. Teachers demonstrate their confidence in the potential of each student by providing the means for each student to develop this potential. Teachers adapt goals, standards, and objectives to reflect the highest potential of each student.

In striving to accommodate students with exceptional needs teachers seek help, as appropriate, from the students' families and from specialists and support services; they might also procure assistive technology to address students' needs. They design instruction appropriate to the needs and abilities of students with exceptional needs without compromising their commitments to high standards and to providing meaningful classroom experiences.



***Reflections on Standard II:***

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# ***Standard III: Knowledge of Language***

Accomplished teachers of world languages other than English have the ability to function with a high degree of proficiency in the languages they teach, know how the languages work, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

## **Ability to Function in the Languages**

Accomplished teachers of world languages other than English exemplify a high degree of proficiency in the languages they teach. In the case of modern languages, accomplished teachers speak the languages with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics, and they tailor their speech to meet the needs of the different levels of students in their classrooms. They understand the details of speech in standard dialects and can follow the essentials of conceptually and linguistically complex extended discourse in academic or professional settings, lectures, speeches, and reports. Teachers also immerse themselves in the local community where the language is spoken. They can read with considerable comprehension a variety of literary texts and expository prose on unfamiliar subjects. Accomplished teachers can express themselves through formal and informal writings on practical, social, and professional topics.

Accomplished teachers of classical languages read with comprehension and interpret original works in these languages, whether in formal prose, epic or lyric poetry, drama, inscriptions, or even Pompeian graffiti. They select and adapt texts to meet the needs of their students. Although teaching face-to-face

communication is not the primary goal of accomplished teachers of classical languages, they read prose or poetry aloud fluently with appropriate pronunciation, voice inflection, phrase groupings, and attention to metrical structure. They use the languages in the classroom, asking questions orally, paraphrasing in the target language, and giving directions to support the reading of texts. Finally, as necessary to supplement classroom texts, teachers of classical languages can write in the target languages, using forms, phrases, clauses, and styles appropriate to the subject matter.

In the case of languages using ideographs, such as Japanese and Chinese, or non-Roman alphabets, such as Arabic and Hindu, accomplished teachers can read with ease edited, multiparagraph materials of a factual nature, such as explanations and directions, and can also read printed selections, such as personal correspondence, brochures, and a variety of narratives, around which conversational lessons are built. They can read and comprehend a broad range of authentic prose, such as folktales, simple short stories, news items, and Web sites to select appropriate materials for their students to read. To aid in their own comprehension of more complex texts, teachers may use such resources and references as dictionaries and electronic sites that provide language support.

Accomplished teachers of native languages understand the importance of their role in teaching native languages to retain the

true essence of a culture. The teaching of native languages assists cultures in expressing the richness of their culture that cannot be translated into other languages. For example, the Ojibwe language has several ways of expressing “snow” that are more descriptive than the English translation because there is a specific word to indicate “smooth snow” and a different word to communicate “crunchy snow.” Although some native cultures have an alphabetic system to organize their language, as is the case with the Cherokee, very few native languages are written. Native languages embody the oral expression of traditions, which are brought to bear only through explicit preservation and teaching of native languages. Accomplished teachers of native languages ensure that youngsters of native cultures have authentic and numerous opportunities to communicate with their elders. This communication provides the source of many established customs and beliefs for many native cultures.

### **Knowledge of How Language Works**

Accomplished teachers of world languages exhibit a sound knowledge of the language systems of the languages they teach. They understand the structure of language—including sound systems; the rules by which words are formed; and the ways that phrases, clauses, and sentences are structured. Additionally, they are familiar with rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communicative purposes.

Teachers exhibit a deep understanding of the communicative functions of language and of the ways language varies depending on the context and use of the communication. They recognize the demands put on learners by different types of interactions and contacts with

the target language. For example, they know that face-to-face communication among speakers—the interpersonal mode of communication—requires learners to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. They also know that the comprehension of both oral and written texts—the interpretive mode of communication—requires that students develop the ability to understand and interpret a variety of print and nonprint materials in culturally appropriate ways. Finally, they understand that presenting information to audiences in spoken and written formats—the presentational mode—requires learners to acquire authentic patterns and appropriate styles of language for use in communicating with listeners or readers.

To promote and support the overall language and literacy development of heritage language learners, teachers, in conjunction with their heritage learners, select interesting and appropriate reading materials for students. These materials might include historic and contemporary subject matter likely to provoke discussion and encourage additional reading, thus improving students’ knowledge about their heritage, increasing their vocabularies, and promoting higher levels of oral and written proficiency.

Their knowledge of the demands that different types of communication make on learners allows teachers of classical languages, for example, to explain why their studies focus less on the interpersonal mode of communication and more on the interpretive mode, which emphasizes the reading and interpretation of written texts. Similarly, this knowledge allows teachers of heritage speakers, such as those who teach Native American languages, to recognize highly developed interpersonal abilities in their students while gauging their students’ ability to interpret texts and to present information to audiences in formal settings. Accomplished

teachers can explain to administrators and parents to what degree some courses focus on interpretive versus interpersonal abilities; they can describe how extensive reading of literary texts can lead to an understanding of the cultural nuances of meaning in written and spoken language.

Accomplished teachers of world languages know how languages vary geographically, socially, and chronologically. They can, for example, differentiate classical from medieval Latin; help students recognize and understand the differences between standard German and other regional dialects of German; or explain the use of the honorific system in Japanese to indicate the social status of the speakers. In Spanish classes, accomplished teachers can point out differences between the variations of Spanish used in the Americas and peninsular Spanish, citing the differences in pronunciation, vocabulary, and structures of the language. Teachers also help their students understand the historical and linguistic derivation of regional dialects and the misconceptions that

sometimes result. In addition, teachers realize the importance of comparing target language studies with the language system of English.

## Setting Learning Goals

Accomplished teachers of world languages maintain their knowledge of the changing linguistic and cultural norms of the languages they teach and incorporate this knowledge into their instructional decisions. Their teaching strategies and selections of course materials, content, and tasks reflect an awareness of current trends in the development of the target languages. For example, teachers are knowledgeable about words that enter the standard language to designate new technologies, growing areas of common concern such as the environment, products used worldwide, and so forth, while keeping in mind constraints on the use of colloquialisms by second language learners.



### *Reflections on Standard III:*

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# Standard IV: Knowledge of Culture

## Standard IV

As an integral part of effective instruction in world languages other than English, accomplished teachers know and understand the target cultures and target languages and know how these are intimately linked with one another.

In addition to experience with the target language, accomplished teachers of world languages other than English acquaint students with the richness of the cultures of the languages studied. Throughout a sequence of language learning, teachers provide opportunities to help shape students' understanding of how culture and language interact. They acquaint students with key cultural traits and concepts and help them to synthesize and interpret this information in sensitive and meaningful ways. Students learn about important contemporary and historical issues, significant works of literature and art, cultural attitudes and priorities, everyday life, and social institutions. For example, a teacher might use a reproduction of El Greco's *Burial of the Count of Orgaz* to portray the role of the Church in the Golden Age of Spain. Similarly, a map showing ethnic diversity in Eurasia might help a teacher discuss why Russian is the primary language of interethnic communication in that region. For young children, a teacher might use a videotape of a social event representative of the target culture to demonstrate how children interact with other children and adults. Such a process enriches language instruction and becomes a catalyst for cross-cultural understanding.

Accomplished teachers of world languages strive to increase students' sensitivity to others and to foster an appreciation of other cultures. They know how the target cultures compare with the cultures of the United States and with the cultures of their

multiethnic classroom populations. Teachers recognize that certain universal traits characterize all cultures and transcend cultural boundaries, yet they also demonstrate their awareness that although each culture is unique in its specific context, cultures generally embody great diversity. Teachers respect the dignity of disparate cultural groups within a commonly shared language and understand their impact in the pluralistic society of the United States. For example, many variations exist between and within the cultures of the Americas and Spain; similarly, French-speaking cultures in Africa, North America, the South Pacific, and Europe embody wide diversity; and Latin speakers in Rome during the first century C.E. led lives very different from those of Latin speakers in the western provinces of the Roman Empire and those in North Africa. The accomplished teacher knows how to provide a range of cultural experiences that reveal the diversities among speakers of the language taught. For Arabic, Chinese, or German, the cultural variations may deal with dialects and the differences between spoken and written languages. These differences may reflect geographic variations that have historical, as well as political, significance. Students of accomplished teachers come to appreciate the concept of culture as neither monolithic nor static and realize that developing insights into cultural phenomena—whether of one's own culture or of another region—is a life-long process.

Accomplished teachers of world languages enable students to learn about contemporary societies and their pasts and to interact with target cultures through a variety of means. For example, a teacher of German might have students read a poem by Goethe in addition to a contemporary work by an Afro-German author. Teachers know the importance of new technologies to support and extend their students' learning. They use these technologies in their practice, accessing articles from foreign publications, for example, and using them as the basis for units of study. Teachers provide a mosaic of authentic materials and resources dealing with target cultures that includes literary as well as nonliterary sources, such as artifacts and guest speakers. Where possible, they bring into the classroom products, practices, and perspectives of the target cultures that can be found locally, and they encourage students to explore the target cultures within their own community. For example, teachers might share a videotape of a local ethnic festival or suggest that students visit ethnic markets or restaurants in the area. They carefully match these resources to the age and developmental levels of students.

Accomplished teachers exhibit familiarity with the daily life and heritage of the target language cultures and are acquainted with such aspects of culture as current events, history, literature, performing and visual arts, intellectual movements, beliefs and values, and geography. They broaden their own knowledge of culture by keeping abreast of contemporary cultural developments through the media; by participating in courses, conferences, lectures, and workshops; and by

visiting museums, attending concerts and performances, and reading appropriate literature. Also, accomplished teachers take advantage of opportunities to arrange travel and study abroad for themselves and possibly their students in regions whose language is the target language or, in the case of classical languages, in areas of the world where those languages were used. When circumstances do not permit travel, accomplished teachers introduce their students to the target culture by using the Internet. To create a lesson in which students explore cultural similarities and differences, for example, a French teacher might research information on masks from tribes in Senegal, from Inuit Amerindians in Quebec, and from Mardi Gras celebrations in New Orleans. As necessary, teachers seek funding and other means of support from such sources as scholarships, professional organizations, embassies, or grant foundations and fellowships to create opportunities for cultural investigations that might include independent research, Internet use, formal instruction, visits with host families, or the hosting of exchange students or teachers. In such ways, accomplished teachers enable themselves and their students to develop firsthand experience with target cultures and learn to communicate their knowledge of culture as insiders. Such a perspective allows teachers and students to compare and contrast home cultures with target cultures and to expand their awareness of other cultures while providing insights into their own.







# ***Standard V: Knowledge of Language Acquisition***

Accomplished teachers of world languages other than English are familiar with how students acquire competence in another language, understand varied methodologies and approaches used in the teaching of languages, and draw upon this knowledge to design instructional strategies appropriate to their instructional goals.

**Standard  
V**

Accomplished teachers of world languages other than English apply their knowledge of the processes by which new languages are acquired to construct classroom environments in which effective and purposeful language learning occurs. Their knowledge of language acquisition takes into account the interrelationships of language and culture and the ways that language functions in a variety of settings outside the classroom. Teachers are familiar with research on second-language acquisition; they understand that language learning takes time; and they are mindful that learners acquire language in predictable developmental patterns and sequences of acquisitions, at different rates, and in different ways. Accomplished teachers know, for example, that students undergo a “silent period” when learning a new language where they absorb more information than they are capable of reproducing. Teachers also realize that some learners are highly visual or highly analytical, whereas others rely on their ability to imitate and reproduce language that they hear. Teachers understand that characteristics such as age, stage of cognitive development, learning styles, attitudes toward the target language, motivation, affect, cultural background, learning strategies, and other factors influence the learning process in complex ways. Teachers use their knowledge of second-language acquisition to create a learning atmosphere that offers students access to language in a supportive climate that builds on each student’s abilities and strengths.

Teachers use knowledge of second language acquisition to make principled decisions for instruction and select approaches that are consistent with what is known about how learners acquire language in an instructional setting. They are familiar with methodologies and strategies—including the use of technology—and a variety of classroom activities that are effective in the teaching and learning of second languages; these approaches include standards-based, content-based, and proficiency-based instruction.

Accomplished teachers understand that their students must acquire a wide range of competencies that includes various components of the linguistic system—the use of grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings. Further, teachers acknowledge the importance of cultural knowledge in enabling students to communicate appropriately. A teacher might have some pupils without second-language experience and others who are advanced speakers but have no experience in reading or writing the target language; the accomplished teacher understands what it means to be communicatively competent in another language and designs instructional strategies for these two groups of language learners.

To develop instructional frameworks for effective language learning, accomplished teachers apply methodologies and strategies that

reflect theories of second-language acquisition. Accomplished teachers seek information on current theories and research—and their applications—through familiarity with professional literature and through participation in professional organizations, professional development activities, and advanced course work. Continually reflecting on their classroom practice, teachers make adjustments as they evaluate theories and research in second-language acquisition within the context of their own instructional programs.

Teachers understand that second-language acquisition is a constructive and interactive process; they therefore create situations in which students learn to negotiate meaning with the teacher, with one another, and with texts. Many language structures taught early in programs require extensive exposure in the language before students acquire them; teachers therefore provide input-rich environments, meaningful and contextualized lessons, opportunities for collaborative work, and frequent opportunities for students to show that they can perform in culturally appropriate ways. For

example, fourth-grade students in Maryland studying local geography could do so in Chinese, learning the Chinese characters for the items commonly found on a map (e.g., mountains, rivers, forests) and working in pairs to produce brush paintings of the characters and drawings to illustrate the words. They could then compare the geographic features of a city in China with those of Annapolis and conclude the unit by taking an imaginary trip and discussing the landscape with Chinese professors and public officials, using proper titles and forms of address. In making instructional decisions in the context of their knowledge of theories of second-language acquisition, teachers always take into consideration the needs and experiences of their students, local and state guidelines, state and national student standards, and an understanding of the importance of articulation across levels of instruction.



### ***Reflections on Standard V:***

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# ***Standard VI: Multiple Paths to Learning***

Accomplished teachers of world languages other than English actively and effectively engage their students in language learning and cultural studies; they use a variety of teaching strategies to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking.

Accomplished teachers of world languages other than English are passionate and serious about their field; they exhibit a contagious enthusiasm in their teaching. Students perceive through their teachers' example that language learning is an important academic subject as well as a source of enjoyment and gratification—an endeavor that is intrinsically rewarding and essential to success in a pluralistic society.

Accomplished teachers bring to their practice a vision of excellence and a method of achieving it; they communicate to all students a vision for their success that students might not have for themselves. Teachers possess knowledge of students as individuals, and they cultivate this knowledge to engage students and to structure learning activities that stretch and build on students' interests and experiences. Using a variety of instructional approaches within an articulated sequence of instruction, teachers set high expectations for all students and move students to more accomplished levels of performance.

Accomplished teachers make purposeful instructional choices that are based on study, research, and experience. They deliberately incorporate local, state, and national student goals for learning world languages other than English into curriculum choices, teaching decisions, lesson planning, and the delivery of instruction. Accomplished teachers facilitate learning by recognizing and responding to learners' varied needs, interests, abilities, developmental levels, and backgrounds; they

organize learner-centered instruction using a repertoire of various strategies and activities to address the diverse learning styles and needs of students. Accomplished teachers design effective lessons that divide learning into manageable steps and consistently give students multiple opportunities to communicate in the target language; teachers thus set the stage for meaningful interaction with the target culture. Their instruction differentiates content, process, and product to meet the readiness levels, the interests, and the learning styles of all students.

In designing instruction for students with exceptional needs, teachers provide them with opportunities to communicate in the target language, using methods that capitalize on these students' strengths. For example, a student with autism who does not respond well to over-stimulation might be provided with learning activities in a calm, well-ordered environment so that he or she can be successful. Computer-assisted instruction could be used to allow flexibility in the pacing of instruction, benefiting both proficient students who need acceleration and students who require slower pacing or additional practice.

Accomplished teachers do, however, make midcourse adjustments in their instruction as necessary. They take advantage of unexpected opportunities that arise when classroom discourse suggests another path to follow, accelerating or decelerating the pace or shifting focus in response to students'

**Standard  
VI**

performance; teachers recognize and seize upon such teachable moments to provide meaningful instruction. Teachers provide appropriate transitions from one activity to the next and encourage learners to make connections between tasks in the present lesson and the overall goals of the instructional program, thus linking the lesson at hand to the continuum of language learning.

Teachers provide students numerous and challenging ways to enter into learning experiences that will engage them actively in decision-making processes that initiate individual learning and facilitate independence. Teachers might allow students to participate in setting goals and determining the ways to achieve such goals; such an approach fosters students' success and involvement and helps them make sense of their learning. Accomplished teachers of world languages challenge their students cognitively at both the individual and the group level by asking questions that disclose problem-solving abilities and allow students to synthesize knowledge in order to derive solutions. Teachers might, for example, have students work at a computer individually or in groups to develop proficiency with the target language in situations that give the students opportunities to exchange information, express thoughts and ideas, and build subject-matter knowledge. At all levels of instruction, teachers involve students in the highest levels of thinking: discovery, critique, analysis, synthesis, and creation. Accomplished teachers know that through multiple paths to learning, students recognize and accept the value of their own participation in language acquisition; become independent, expectant learners; and take responsibility for their own learning.

Because accomplished teachers know that language instruction cannot occur in isolation from other academic work or from real-life experiences, they help students discover and explore connections to other academic

disciplines and to their own lives; teachers thus place language education within a larger context that is meaningful to their students. Effective teaching of world languages is interdisciplinary in its approach and shifts the focus of learning from classroom language activities to the broader experiences of the students to make the point that language acquisition is an ongoing process contributing to lifelong learning. Whenever possible, teachers provide opportunities to use the target language beyond the classroom, for example, by using technologies to reinforce and extend students' experiences. Teachers give students the tools to compare the target language and cultures with their own and with other languages and cultures. They help students understand how language systems operate, how languages and cultures influence one another, and how varied cultures express ideas. They offer students interesting materials and challenging topics and ideas they can discuss, compare, or analyze using their competencies with the new language. Teachers may use social issues, current events, athletic events, religion, music, the arts, food, folk tales, and literature to acquaint students with the cultures under investigation and to integrate other aspects of students' learning.

Teachers draw from across the curriculum, incorporating concepts from science, technology, literature, social studies, mathematics, and the arts to enrich language learning and also to expand students' knowledge in other areas. Accomplished teachers stay abreast of what their students are studying in other classes so that they can choose readings in the target language that relate to the curricula of other courses in terms of subject, style, theme, or genre. Teachers of young children might use folk tales and other age-appropriate readings to reinforce or extend concepts taught in mathematics, science, and English language arts. Early- and





# ***Standard VII: Articulation of Curriculum and Instruction***

Accomplished teachers of world languages other than English work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students will move from simple to sophisticated use of languages.

Accomplished teachers of world languages other than English understand that instruction in languages and cultures must occur within a well-articulated, continuous sequence of curriculum that spans all educational levels, from preschool to graduate study and beyond. Therefore, teachers work to establish and maintain programs in world languages that begin in elementary school and continue in a long, uninterrupted sequence of curriculum-based instruction that builds level upon level. Although in most school systems, instruction in world languages other than English is not available to students in a continuous sequence from early childhood through adolescence and young adulthood, accomplished teachers strive to provide a seamless transition of language development. Through this curriculum, students attain high levels of language and cultural proficiency and gain unique insight into the content of other disciplines that relate to the languages and cultures they study.

Accomplished educators know the structures and functions of the languages that are introduced, enhanced, and reviewed at each level of the curriculum. This process of “spiraling” curriculum and instruction not only includes communication but also embraces cultures, connections to other disciplines, comparisons of languages and cultures, and community experiences. Accomplished teachers know how to ensure that students progress through this process of building communicative and cultural competence, which is key to successful language use. They incorporate

subject matter from other disciplines into the sequential curriculum in continuous and developmentally appropriate ways. For example, if elementary school students have studied migratory birds with peers in Mexico, the middle school Spanish teacher might continue units that further such content-based learning in science and social studies. They work to communicate about and collaborate on curriculum development with other teachers of the same language at their own and other levels and at other schools; they discuss, plan, and implement quality instructional programs. This communication could take the form of visits to classes, the sharing of student work, collaboration on assessments, teaching exchanges, and joint field trips. Such collaboration ensures the ever-expanding competence of students in languages and cultures.

Accomplished teachers actively seek knowledge about all students’ prior language experiences. They use this knowledge to design course content, plan instruction and assessment, and collaborate with parents and colleagues to ensure appropriate placement. For example, increasingly, students bring a home or heritage language to the classroom. It is the responsibility of teachers to be knowledgeable about heritage language students’ backgrounds so that they can plan for their instruction, place them in appropriate classes, and adjust curriculum to best meet students’ needs. Teachers also seek knowledge about students with exceptional needs in their classes and work with resource teachers or

**Standard  
VII**







# ***Standard VIII: Learning Environment***

Accomplished teachers of world languages other than English create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target languages occurs and in which students learn actively.

Accomplished teachers of world languages other than English create classrooms in which all students take pride in their growing language proficiency and in their increasingly adventurous explorations of new languages. Teachers establish stimulating and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Illuminating their practice is teachers' concern for their students as individuals, a function of their understanding of the needs of the class as a whole. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, their students are constructively engaged in sustained activity and express their active, spirited involvement in and appreciation for language learning. Effective language classrooms are lively, vital, and exciting places where meaningful communication in the target languages and cultures occurs and where students take responsibility for their learning.

Teachers set the highest goals for all students, at all developmental levels, and communicate these high expectations to their students, confident that the students will meet them when goals are set appropriately and the conditions for learning foster significant achievement. Teachers take advantage of the initial excitement, inquisitiveness, and wonder of new language learners and develop strategies, materials, and opportunities to maintain this enthusiasm throughout the language-learning experience. For students

who enter the classroom with low expectations for their own language learning, accomplished teachers move them toward increased proficiency in the language-learning process. Teachers readily celebrate students' accomplishments, knowing the value of positive, personal responses to students' efforts. Accomplished teachers look for ways to validate student learning and knowledge, perceiving their role as facilitators of learning. They extend to every student the opportunity to succeed, encouraging and believing in each one. Teachers thus frame their practice in a positive, caring manner that recognizes, respects, and values the abilities and knowledge of each student.

Teachers effectively manage resources, including instructional time; they establish orderly and workable learning routines that maximize student time on task. Students know what is expected of them and feel confident and willing to participate. Accomplished educators of world languages know when to extend time devoted to an activity and, just as important, when to stop or curtail an ineffective activity. To help maintain a task-oriented environment, teachers clearly communicate what students are to do; teachers provide purposeful and focused explanations and demonstrations during instruction, and they cue students clearly and accurately as necessary. Teachers know when and how to employ instructional cues to elicit student response; they also understand the function of timely and effective

**Standard  
VIII**

reinforcement. Concise, positive teacher responses guide learners toward self-direction, deeper learning, and optimal development of their competencies.

Accomplished teachers use the physical setting of their classrooms as an effective tool of instruction. In a classroom dedicated to the teaching of world languages, appropriate props, posters, photographs, artifacts, and visuals—including many created by students through the use of technology—pique students' interest and promote their involvement in dynamic language learning. Student access to technology is an important component of the learning environment. The physical arrangement of space, equipment, and furniture in such a classroom supports both collaborative and independent student work. Teachers who must teach in a variety of classrooms, through careful selection of equipment, artifacts, and realia, demonstrate their ability to create transportable language- and culture-learning environments.

Teachers know that language learning is not a passive process; students have to participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students are engaged in using the target language in a variety of interactive tasks. Teachers incorporate cooperative-learning experiences effectively, planning student-to-student or small-group activities in which students have the need and the motivation to communicate with each other. These activities may begin with partner-practice, role play, debates, interviews, structured writing, peer editing, and computer-mediated activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications, debates, and presentations.

Accomplished teachers establish classroom cultures of trust and mutual respect that support and encourage students to take risks. Students in such classrooms feel positive that they can meet challenges with success; they want to proceed and are eager to learn. These students learn by doing, by trying out language, and by using language creatively to serve communicative needs. As experts in their field and experienced observers of students, accomplished educators in world languages other than English know when to praise and when to push; they know when to challenge and when to ease demands; they understand when to cajole and when to correct. They know that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as lifelong participation in language learning; accomplished teachers therefore offer students numerous opportunities for demonstrating their expertise. Teachers understand that young language learners are natural risk takers. Teachers provide numerous opportunities for genuine achievement that encourages students to strive to do their best throughout their language-learning experience. Accomplished teachers motivate students with exceptionalities to take risks in their second language, resulting in success, improved self-esteem, and enthusiasm for language learning. In attempting new instructional strategies, teachers themselves are risk-takers, understanding that without ventures, they gain nothing; they thus model for their students a willingness to take chances and learn from experience.







# ***Standard IX: Instructional Resources***

Accomplished teachers of world languages other than English select, adapt, create, and use appropriate resources to help meet the instructional and linguistic needs of all their students and foster critical and creative thinking among them.

Accomplished teachers of world languages other than English enrich and deepen the array of resources available to them by looking beyond textbooks to consider how they might employ a wide variety of source materials to benefit students. Within their instructional repertoire, accomplished teachers evaluate and choose from among a variety of appropriate materials and resources; they then monitor the instructional effectiveness of each. Teachers use and adapt as necessary authentic materials and realia to enhance students' understanding of the target language and cultures. They select materials that represent various aspects of the target culture. For example, a Portuguese teacher might select literary texts or music that shows the African influence on the language. They might avail themselves of human resources such as guest speakers or use various media with content appropriate to the developmental levels of their students and selected to fit into the context of educational and curricular goals. As necessary, accomplished teachers create instructional materials that broaden the experiences of their students. Their purposeful use of resources enhances language acquisition, encourages insight into cultures and language systems, and maximizes opportunities to use the target language in context.

Accomplished teachers expand their base of instructional resources by using technology to support sound teaching practices and to offer students opportunities to explore important ideas, concepts, and theories. For example, students at all levels can use

multimedia systems to create projects in the target language. Or, a teacher might use a foreign-language news broadcast as the basis for a lesson or lessons that could vary according to the language competence of the students.

Technological advances make target languages and cultures from around the world available to individual classrooms. Whereas printed materials, audiotapes, records, and videotapes are traditional instructional resources, the newest generation of instructional materials includes the Internet, software, CD-ROMs, and laser discs. These resources allow students to interact with native speakers, view authentic documents, conduct research in the target language, and investigate matters of personal interest. Students might write to pen pals, access current news updates, view the online collections of famous museums, acquire transportation schedules, and gather hotel information—all in the target language. For example, to augment students' comprehension, a teacher of Japanese may access through the Internet a live satellite image map to discuss weather in Japan. As much as possible, teachers tailor the use of such technology to students' interests and language abilities. A French teacher, for example, might create an interdisciplinary lesson incorporating math and business skills in which students use Web sites to convert francs and euros to dollars to make a multinational price list of items from an online French catalog. When used effectively and

**Standard  
IX**

## World Languages Other than English Standards

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integrated into the curriculum and the learning environment, these technologies help students solidify links between language learning and the real world, strengthen their linguistic skills, establish interaction with peers around the world, and learn about contemporary as well as ancient cultures and everyday life in the target country or culture.

Accomplished teachers are also familiar with technologies to assist planning, assessment,

record keeping, and research. If applicable, teachers might participate in and contribute to new forms of distance learning through such means as fiber-optic delivery and video teaching.



### ***Reflections on Standard IX:***

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# Standard X: Assessment

Accomplished teachers of world languages other than English employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to monitor student learning, to assist students in reflecting on their own progress, to report student progress, and to shape instruction.

Teachers view assessment as an integral part of their instruction that benefits both the teacher and the student—not just as a process by which to determine grades. Teachers assess students to gain perspective on their ability to apply knowledge to real situations and to make connections among various forms of knowledge. They also assess students to give them clear and meaningful feedback to use to improve their abilities. Teachers monitor students’ ability to synthesize and evaluate knowledge; their readiness to grasp new ideas, theories, and concepts; their ability to connect and digest various forms of knowledge; and their awareness of the complexities of the target language and cultures. Accomplished teachers of world languages design, implement, and then assess their instructional programs in a constant process of invention, review, and evaluation. Within their curricular framework, accomplished teachers choose from a range of assessment instruments to meet students’ needs.

Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies and choose among them to gauge student progress. They give students opportunities to succeed in a variety of tasks that allow learners to demonstrate growth and progress in ways that traditional assessments might not. Authentic assessments enable students to show what they know and can do in the language by requiring them to fulfill real-world tasks in culturally appropriate ways. For example, students may be asked to provide information about the

target culture in response to questions typical of visitors from other countries, or they may be asked to create brochures about their own communities for an international visitors’ center. When appropriate, teachers create their own tools for assessment, such as videotapes, demonstrations, and exhibitions. Other nontraditional assessments might include drawings and dramatic performances. Accomplished teachers seek good matches among methods, instructional goals, and students’ abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

Using formative and summative evaluations as well as formal and informal assessments, teachers willingly reshape their instructional planning to meet program objectives and the needs of their students and to set high yet realistic goals for students. Formal instruments might include competency tests that incorporate both language and culture; informal assessments can be as simple as comprehension checks. Formative assessment strategies might include listening and reading comprehension tests, whereas portfolios, projects, or oral proficiency interviews are examples of summative assessments. Teachers analyze assessment results and make adjustments to curriculum and instruction consistent with their findings. Every student assessment derives from the goals and directions of the instructional program. Thus, assessment indicates when to re-teach, when to refine, when to move forward, and when to apply learning; this continuing modification of instruction

enables teachers to maximize student learning and work most effectively toward target outcomes.

In making assessment meaningful, teachers often seek student involvement in designing methods of assessment; they might, for example, give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers know that developing their students' ability to assess their own progress is important to fostering their growth as independent, reflective learners. When students assess their own performance, teachers use these

evaluations as another source of information for constructing profiles of student progress and performance.

Teachers use assessment results to provide specific information to students, parents, other educators, and school officials about the learner's progress and performance. To that end, accomplished teachers employ appropriate methods for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs.



***Reflections on Standard X:***

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# ***Standard XI: Reflection as Professional Growth***

Accomplished teachers of world languages other than English continually analyze and evaluate the quality of their teaching in order to strengthen its effectiveness and enhance student learning.

Accomplished teachers of world languages other than English participate in a wide range of reflective practices. Effective reflection reinforces a teacher’s creativity, stimulates personal growth, contributes to content knowledge and classroom skill, and enhances professionalism. Teachers who set the highest standards for themselves as they reflect on their practice cultivate the attribute of refined professional judgment and contribute positively to their profession in ways that have benefit beyond the individual classroom.

For accomplished teachers, every classroom experience provides an opportunity for reflection and improvement. Teachers know that the demands of their craft change over time and, indeed, with each class and each student. They view each class session as another opportunity to improve the quality of their teaching, the conduct of their classroom, and the enhancement of their professional vision. No matter how well a procedure goes, the reflective professional believes that it can be improved or altered to better meet students’ needs. Accomplished teachers analyze their own experience, regularly reflecting on their successes as well as on their setbacks in the classroom; to this end, they might annotate their lesson plans or keep a reflective journal. As careful observers of students, teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning. Always open to innovation, they examine their students’ needs in relation to the lesson at hand as well as to long-term objectives. By developing

the habit of introspective self-assessment, teachers challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice.

Accomplished teachers continually work to increase the depth and breadth of their knowledge of content, of the cognitive development of their students, and of current practices in language instruction. Teachers recognize that instruction in world languages other than English is an evolving field; they therefore avail themselves of the most recent research in making their curricular and instructional decisions. They are up-to-date on issues of foreign language research and conversant in current professional literature, and—because they function within a framework and a process of study and reflection that permits them to assess current research—they apply this knowledge as necessary to their own instructional programs. Teachers willingly conduct research on their own, in an informal or a formal manner, through innovative approaches to teaching. They pursue and explore topics in which they have limited knowledge and expertise. They stay abreast of relevant technological advancements and are familiar with how technology assists in instructional planning, record keeping, and a variety of other tasks. They avail themselves of technology and the electronic world to update their own knowledge, communicate with their colleagues, participate in debates, and contribute to the profession. Such personal study strengthens professionalism and enables teachers to articulate rationales for their actions and decisions.

**Standard  
XI**







# ***Standard XII: Schools, Families, and Communities***

Accomplished teachers of world languages other than English work with colleagues in other disciplines, with families, with members of the school community, and with the community at large to serve the best interests of students.

Accomplished teachers of world languages other than English are integral members of their learning communities who contribute purposefully to the professional culture in their schools. They know that effective teachers do not work in isolation; they share the responsibility with their teaching colleagues to improve the instructional program of the school and to foster the success of all students. Accomplished teachers honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. Teachers establish partnerships with colleagues throughout the school to emphasize their commitment to the well-being of the institution as a whole. They participate actively in the development of interdisciplinary lessons or programs of instruction. They coordinate instruction in world languages with the total school curriculum and integrate other academic curriculum into language instruction. At the same time, accomplished teachers aggressively seek opportunities to integrate language instruction into all of the school's academic pursuits, clarifying for colleagues the significance of the program. They actively influence professionalism in the school as they work to establish and sustain a community of learners.

Teachers understand that active, involved, and informed families create a network that supports vital, effective language programs. They enlist the aid of families as partners in the education of their children, using a variety of direct communications such as presentations at meetings with parent organizations,

telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Accomplished teachers can use family and community resources to assist instruction or lead special activities by having, for instance, a parent teach Chinese writing, a businessperson discuss working in another country or with an international firm, or a Peace Corps volunteer share personal experiences with language and culture. Teachers could enlist families as partners through student exchanges in which families host students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction.

Aware that exigencies of family structure frequently affect academic performance, teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Accomplished teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Teachers treat families with respect and understanding, realizing that parents' prior experiences with language instruction often frame their expectations of and attitudes toward the education of their children. Involvement with families offers teachers opportunities to gain insight into parents' expectations and aspirations for their children. Teachers communicate with parents about their children's accomplishments, successes, and needs for

**Standard  
XII**







# Standard XIII: Professional Community

Accomplished teachers of world languages other than English contribute to the improvement of instructional programs, to the advancement of knowledge, and to the practice of colleagues in language instruction.

Accomplished teachers of world languages other than English function as members of a professional teaching and learning community. Teachers demonstrate their informed commitment to their profession in a variety of ways. They contribute to the quality of their peers' practice and benefit from their collaboration with colleagues, administrators, university faculty, and other members of the profession.

At the school level, accomplished teachers take on the leadership responsibilities in the language department and in the school. They are team players who contribute to the intellectual quality of their profession by acting as resources for colleagues in various ways. They might work with another teacher on a lesson plan; share materials and expertise with their peers; observe and coach other teachers in their role as mentors or master teachers; or analyze and develop curriculum for their department. Accomplished teachers also collaborate with learning specialists to identify and meet the needs of exceptional students.

Accomplished teachers seek opportunities to collaborate with colleagues at many levels of instruction and at various educational institutions to strengthen and enhance a coherently articulated program of instruction from early childhood through adolescence and young adulthood. They cooperate with postsecondary education institutions in the preparation of new teachers for the field and volunteer to supervise student teachers or to

serve as mentors. They might also collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs or research projects, or they might teach postsecondary classes or enrichment courses for colleagues. They might serve on evaluation teams for local, state, or regional program reviews.

Accomplished teachers of world languages are members of professional organizations,<sup>4</sup> or they might demonstrate their dedication to the profession in other ways. For instance, they might participate in efforts to address and solve policy issues related to language instruction; attend seminars, conferences, and workshops; propose, design, and carry out staff development opportunities; contribute to the review, revision, or design of curriculum guidelines; make presentations at professional meetings; or serve on education policy committees or councils. They participate, when possible, in professional electronic forums and share experiences with their colleagues, thereby furthering the knowledge base in language education and tightening the professional network.

In summary, accomplished teachers take leadership roles within the profession, sharing their accumulated knowledge and strengthening the quality of practice of all teachers.

<sup>4</sup> Among these groups are the American Council on the Teaching of Foreign Languages, the American Association of Teachers of French, the American Association of Teachers of German, the American Association of Teachers of Spanish and Portuguese, the American Association of Teachers of Italian, the American Classical League, the American Philological Association, the Modern Language Association, the American Council of Teachers of Russian, the Chinese Language Association of Secondary-Elementary Schools, the National Council of Japanese Language Teachers, and the National Network for Early Language Learning.

Standard  
XIII





# ***Standard XIV: Advocacy for Education in World Languages Other than English***

Accomplished teachers of world languages other than English advocate both within and beyond the school for the inclusion of all students in long-range, sequential programs that also offer opportunities to study multiple languages.

Accomplished teachers actively seek and participate in opportunities to promote education in world languages other than English. As advocates for effective language instruction for all students, accomplished teachers strive to broaden the knowledge base of those who study languages and cultures, making clear to professional colleagues the importance of world languages as a central part of the academic curriculum. Accomplished teachers advocate for education in world languages in the community at large; they promote the study of languages in general as well as the languages they teach.

For their advocacy efforts to succeed, accomplished teachers must be familiar with historical events and prevailing attitudes related to languages that have shaped and continue to influence the field. This historical perspective on the part of the teachers, in addition to their knowledge of contemporary issues, legislation, and current policies affecting education in world languages, is essential to the development and implementation of quality, long-sequence programs.

Accomplished teachers become advocates for their field and their profession by helping increase public awareness of the goals and benefits of learning world languages. They foster constructive relationships with colleagues, school administrators, local governing boards, and state- and national-level policymakers. For example, they might

organize film festivals, language clubs, international assemblies, honor societies, or language and cultural competitions. They might plan and direct student activities in the local community as well as in the international community, such as student performances, student exchanges, and study abroad. Or they might make presentations on world languages other than English and international issues to local civic groups, businesses, or government organizations. Accomplished teachers thus seek out and promote links between language education and programs that advance the development of multilingualism, multiculturalism, and multiliteracy. To advocate the benefits of instruction in world languages, teachers employ their best communication abilities as proactive spokespersons for their profession.

Accomplished teachers recognize general misconceptions about language teaching and acquisition, and they work to make sure the public understands that language learning involves much more than survival skills at basic levels. For example, although current school policy in general tends to regard two years of instruction as sufficient for “mastery” of a language, teachers communicate to the public realistic expectations of the time required for effective learning. Accomplished teachers communicate to various audiences that language acquisition is an enterprise that promotes intellectual







The National Board for Professional Teaching Standards recognizes that not all teachers of world languages other than English practice in ideal environments with well-equipped classrooms, reasonable class sizes, or even physically conducive surroundings. Despite such challenges, however, accomplished teachers practice successfully and enrich the lives of students with diverse needs, backgrounds, and abilities, in a multitude of teaching contexts, using a range of different pedagogical approaches.

The 14 standards in this report represent a professional consensus on the characteristics of accomplished practice in the teaching of world languages and provide a profile of the accomplished teacher. Although the standards are challenging, they are upheld every day by teachers like the ones described in these pages, who inspire and instruct the nation's youth and lead their profession. By publishing this document and offering National Board Certification to teachers of world languages, NBPTS aims to affirm the practice of the many teachers who meet these standards and challenge others to strive to meet them. Moreover, NBPTS hopes to bring increased attention to the professionalism and expertise of accomplished language educators and in so doing, pave the way for greater professional respect and opportunity for these essential members of the teaching community.

In addition to being a stimulus for self-reflection on the part of teachers at all levels of performance, *World Languages Other than English Standards* is intended to be a catalyst for discussion among administrators, staff developers, and others in the education community about accomplished practice in this field. If these standards can advance the conversation about accomplished teaching, they will provide an important step toward the NBPTS goal of improving student learning in United States schools.



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The development of the NBPTS *World Languages Other than English Standards*, the basis for National Board Certification for teachers of world languages other than English, represents a momentous achievement. These standards are the result of the tenacious efforts of educators, the majority of whom are classroom teachers, who gathered to forge a consensus about the characteristics of accomplished practice in this field. *World Languages Other than English Standards* is a result of the committee's unrelenting dedication to improve teaching and learning by identifying and what accomplished teachers should know and be able to do.

The World Languages Other than English Standards Committee, an energetic and committed group of educators assembled by the National Board for Professional Teaching Standards, led the effort to articulate and develop standards for this field. In the course of constructing the standards for accomplished practice in its field, the committee exhibited the creativity, collegiality, and professionalism that are the hallmarks of accomplished teachers. The uniqueness of the world languages field was evident in the personalities and contributions of these extraordinary educators. In particular, the leadership of Chair Thomas Keith Cothurn and Vice Chair Marcia Rosenbusch prompted the group to achieve its mission in developing substantial standards that are representative of the field. This noble and substantial endeavor was supported by Frances Pettigrew, who proved to be an able and talented facilitator.

The work of the World Languages Other than English Standards Committee was guided by numerous individuals; among them, the Standards and Professional Development Working Group of the NBPTS Board of Directors, a diverse group of educators who reviewed the standards document at various points in its development, made suggestions about how it could be strengthened, and gave its approval to publish the final version. Representing the NBPTS Board of Directors as a liaison to the World Languages Other than English Standards Committee was Barbara Pope Bennett, whose knowledge and enthusiasm made her a valuable advisor and friend to the standards committee and staff. She contributed significantly to the work of the committee and was helpful in representing its views at NBPTS board meetings.

Hundreds of individuals not directly associated with NBPTS aided the development of *World Languages Other than English Standards*. Teachers of world languages and other scholars, state and local officials, and representatives of disciplinary organizations reviewed a draft of the standards document when it was disseminated nationwide during a public comment period.

Many staff members and consultants to NBPTS also deserve thanks for helping to make the publication of *World Languages Other than English Standards* possible. Chuck Cascio, former Vice President for Certification Standards and Teacher Development, shepherded the standards from their inception through their adoption by the NBPTS Board of Directors. Jacqueline Olkin, former Manager for Certification Standards and Teacher Development, supervised the writing and editing of the standards; she also planned and assisted in facilitating standards committee meetings. Writing credits go to Kent Harris, consultant to NBPTS, who wrote the later drafts of the standards document. Teachers-in-Residence Mary Lease and Maria Telesca assisted in the editorial process, contributing a fresh perspective on the document. Administrative Assistant Glowena Harrison ably supported the work of the standards committee, coordinating travel, mailings, and the preparation of meeting materials. Consultant Angela Duperrouzel was a dependable and enthusiastic on-site coordinator for the standards committee meetings.

In presenting these standards for accomplished teachers of world languages, the National Board for Professional Teaching Standards recognizes that this publication would not have evolved without the considerable contributions of numerous individuals and institutions. On behalf of NBPTS, I extend my thanks to all of them.

Michael Knab  
Manager, Certification Standards



## The core propositions of the National Board for Professional Teaching Standards

- 1) *Teachers are committed to students and their learning.*
- 2) *Teachers know the subjects they teach and how to teach those subjects to students.*
- 3) *Teachers are responsible for managing and monitoring student learning.*
- 4) *Teachers think systematically about their practice and learn from experience.*
- 5) *Teachers are members of learning communities.*