

Foreign Language

I. Knowing the Content

The professional education program provides evidence that Foreign Language certification candidates complete a program of studies the same as the academic content area courses and required electives of a major in a bachelor's degree in a foreign language. The program shall require candidates to demonstrate their knowledge of and competence in teaching the fundamental concepts of foreign language to elementary, middle, and secondary school students (K-12) including:

I.A. Interpersonal communication (speaking and writing) in the target language at the advanced level including:

- engaging in formal and informal conversations,
- providing and obtaining information,
- expressing feelings and emotions,
- exchanging opinions

I.B. Interpretive communication (listening, reading, viewing) at the advanced level including:

- written, spoken, and visual language on a variety of topics and in authentic texts,
- main ideas and important details,
- using comprehension and interpretation strategies,
- socio-cultural nuances

I.C. Presentational communication (speaking and writing) at the advanced level including presenting information, concepts and ideas to an audience of listeners or readers on a variety of topics, using the target language

I.D. Structure of the language including demonstrating knowledge of advanced grammar and the linguistic aspects of the target language, including phonology, morphology, semantics and syntax. Candidates in classical languages will, in addition, demonstrate knowledge of dialectology/sociolinguistics and etymology

I.E. Culture including the relationship between the perspectives (value systems, attitudes, and beliefs of people from a target culture), products (things, both tangible and intangible, that are produced by members of a culture – e.g., tools, foods, literature, laws, music, systems of education) and practices (patterns of social interaction – e.g., what to do, when, where and how) of the target culture(s) studied

I.F. Immersion including the major developments and characteristics of a selected country(ies) where the target language is the official language including:

- geography, history and economics,
- religious and political systems,
- literature, fine arts and other cultural symbols

II. Performances

The professional education program provides evidence of the candidates' participation in sequential and developmental field experiences and student teaching, under the supervision of college personnel and cooperating teachers who are well trained, have interpersonal skills and demonstrated competence in teaching. The program also provides evidence that the criteria and competencies for exit from the Foreign Language certification program are assessed in coursework, field experiences and student teaching and require candidates to demonstrate their knowledge and competence in fostering student learning through:

II.A. Management of the instructional environment including:

- communicating to students the rules of the classroom,
- conducting lessons at an appropriate pace,
- engaging students in learning,
- managing large and small group learning activities,
- providing a positive learning environment,
- promoting appropriate student behavior

II.B. Planned instruction including:

- developing sequential lesson plans with clear objectives and appropriate instructional strategies that address various learning styles and disabilities,
- developing a plan, congruent with the PA Academic Standards and an existing curriculum, appropriate to elementary, middle, and high school levels,
- accessing and developing resources and materials, including multimedia, necessary to achieve the instructional objectives,
- utilizing professional guidelines such as the Standards for Foreign Language Learning, the ACTFL Proficiency Guidelines, and the ACTFL Performance Guidelines for K12

II.C. Implementation of instruction including:

- articulating objectives to students,
- using the target language to the maximum extent possible in the classroom,
- implementing teaching strategies that meet the needs of students at elementary, middle, and high schools,
- implementing instructional techniques to engage students and guide their learning,
- integrating teaching strategies that assist learners to develop the three modes of communication: interpersonal, interpretive, presentational,
- integrating language with culture,
- integrating multimedia technology in instruction,
- teaching structural components of the language for meaningful communication,
- providing avenues for students to use the target language outside of the classroom setting,
- integrating instructional techniques which help students to gain sociolinguistic competence and communicate appropriately in various target culture contexts

II.D. Evaluation of instruction including:

- monitoring student progress in target language communication and cultural understanding using a variety of appropriate assessment means,
- monitoring student progress in developing the three modes of communication: interpersonal, interpretive, presentational,
- using strategies to enable students to self-assess and monitor their own progress,
- interpreting the results of student performance and modify instructional strategies accordingly,
- developing strategies to reflect upon instructional effectiveness,
- providing clear and useful feedback to students on their progress and areas for improvement

III. Professionalism

The professional education program provides evidence that Foreign Language Education candidates demonstrate knowledge of and competence in fostering professionalism in school and community setting including:

III.A. Professional organizations, professional journals, conferences, and other resources for on-going professional development

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Establishing and maintaining collaborative relationships with colleagues of the elementary, secondary and higher education levels to improve student learning

III.D. Communicating effectively with parents or guardians, other agencies and the community at large to support learning by all students

III.E. Recognizing the importance of life-long professional development including:

- maintenance and enrichment of proficiency in the target language, awareness of important changes in Foreign Language pedagogy