

Crosswalk: 2017 versus 2024 World Languages PreK-12 Program Standards

General Information about this Revision:

- Expanded to include American Sign Language (ASL)
- Updated language

Standard 1

2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational</p> <p>Candidates in foreign language teacher preparation programs possess proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts both in written and oral forms at a minimum level. Minimum level of oral proficiency for French, German, Hebrew, Italian, Portuguese, Russian, & Spanish is “Advanced Low” as measured by the</p>	<p>Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational</p> <p>Candidates in world language teacher preparation programs possess proficiency in the target languages they will teach. They possess receptive and productive skills in the target language at a minimum proficiency level that equates to Advanced-Low on the ACTFL rating scale or 3+ on the ASLPI rating scale.</p>	<ul style="list-style-type: none"> ● Expanded to include ASL. ● Updated language.

<p>ACTFL Proficiency scale, “B2” in the European Frameworks, or “2” on the FSI/ILR scale, or the equivalent. Minimum level of oral proficiency for Arabic, Chinese, Japanese, and Korean is “Intermediate High” as measured by the ACTFL Proficiency scale, “B1” in the European Framework or “1+” on the FSI/ILR scale, or the equivalent. Minimum proficiency in written interpersonal and interpretive areas will be the cut off scores determined by the state for the assessment in each language.</p>		
<p>Standard 2</p>		
<p>2017 STANDARDS</p>	<p>2024 STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts</p> <p>Candidates select and make accessible authentic and relevant perspectives, products, and practices from the target culture appropriate to the developmental needs and interests of learners.</p>	<p>Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts</p> <p>Candidates select and make accessible authentic and relevant products, practices, and perspectives from the target culture appropriate to the developmental needs and interests of learners.</p>	<ul style="list-style-type: none"> • Expanded to include ASL. • Updated language.
<p>Standard 3</p>		

2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning</p> <p>Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.</p>	<p>Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning</p> <p>Candidates demonstrate an understanding of the principles of language acquisition at different stages of learner development and use this knowledge to create linguistically and developmentally appropriate learning experiences.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
Standard 4		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?
<p>Standard 4: Planning and Instruction</p> <p>Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.</p>	<p>Standard 4: Planning and Instruction</p> <p>Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
Standard 5		
2017 STANDARDS	2024 STANDARDS	WHAT CHANGED?

<p>Standard 5: Assessment of Learning</p> <p>Candidates design formative and summative assessments using authentic target language materials, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.</p>	<p>Standard 5: Assessment of Learning</p> <p>Candidates design formative and summative assessments using authentic sources, real-world tasks, and a variety of modes to evaluate learning. Candidates reflect on results of assessments to adjust instruction and communicate results to learners for goal setting.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
<p>Standard 6</p>		
<p>2017 STANDARDS</p>	<p>2024 STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 6: Learner Development & Meeting Diverse Needs</p> <p>Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide foreign language learning opportunities that address the diverse needs of learners.</p>	<p>Standard 6: Learner Development and Diverse Needs</p> <p>Candidates understand patterns of child and adolescent development, recognize individual differences in learners' learning profiles, and provide world language learning opportunities that address the diverse needs of learners.</p>	<ul style="list-style-type: none"> Expanded to include ASL. Updated language.
<p>Standard 7</p>		
<p>2017 STANDARDS</p>	<p>2024 STANDARDS</p>	<p>WHAT CHANGED?</p>

<p>Standard 7: Creating a Supportive Learning Environment</p> <p>Candidates create a safe and supportive learning environment motivating learners to engage in positive social interaction and active learning.</p>	<p>Standard 7: Creating a Supportive Learning Environment</p> <p>Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.</p>	<ul style="list-style-type: none"> ● Expanded to include ASL. ● Updated language.
<p>Standard 8</p>		
<p>2017 STANDARDS</p>	<p>2024 STANDARDS</p>	<p>WHAT CHANGED?</p>
<p>Standard 8: Professional Development, Advocacy, and Ethics.</p> <p>Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.</p>	<p>Standard 8: Professional Development, Advocacy, and Ethics.</p> <p>Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.</p>	<ul style="list-style-type: none"> ● Expanded to include ASL. ● Updated language. ●