

Kansas Educator Preparation Program Standards for Foreign Language Grades PreK-12

“Learners” are defined as children including those with disabilities or exceptionalities, who are gifted, and students who represent diversity based on ethnicity, race, socioeconomic status, gender, language, religion, and geographic origin.

Standard 1: Language Proficiency: Interpersonal, Interpretive, and Presentational

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 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.

Function 1: Speak in the interpersonal mode of communication at the minimum levels described above.

| Content Knowledge | Professional Skills |
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| 1.1.1 CK Candidates are aware of the levels of proficiency of the interpersonal mode of communication. | 1.1.3 PS Candidates initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to complications or unforeseen events. |
| 1.1.2 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to have direct and virtual contact with native speakers of the target language. | 1.1.4 PS Candidates engage in a variety of formal and informal conversations on practical, social, professional, and abstract topics, using native-like discourse strategies in the target language. |

Function 2: Interpret printed texts, speech, and video by demonstrating literal, figurative, and symbolic comprehension.

| Content Knowledge | Professional Skills |
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| 1.2.1 CK Candidates understand the importance of maintaining and advancing skills by creating opportunities for self and learners to encounter authentic nonfiction texts, web content, videos, and literature. | 1.2.2 PS As listeners, candidates understand short conventional narration and description with a clear underlying structure, though comprehension may be uneven. The listener understands the main facts, distinctive viewpoints, and some supporting details. |
| | 1.2.3 PS For readers of target languages that use a Roman alphabet, including classical languages, candidates understand conventional narrative and descriptive texts with a clear underlying structure though comprehension may be uneven. For readers of target languages that use a non-Roman alphabet or characters, candidates understand fully and with |

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| | ease short, non-complex texts that convey basic information and deal with personal and social topics to which the reader brings personal interest or knowledge. |
| Function 3: Present oral and written information to audiences of listeners or readers. | |
| Content Knowledge | Professional Skills |
| 1.3.1 CK In oral communications, candidates demonstrate control of vocabulary, grammatical structures, and pronunciation. | 1.3.3 PS Candidates express their own ideas in written and oral forms on practical, social, and professional topics in formal and informal registers in the target language. |
| 1.3.2 CK In written communications, candidates demonstrate control of vocabulary, grammatical structures, and spelling. | 1.3.4 PS Candidates deliver oral presentations without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. They use extralinguistic support as needed to facilitate audience comprehension. |

Standard 2: Cultures, Linguistics, Literatures, and Interdisciplinary Concepts

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.

Function 1: Demonstrate understanding of cultures relevant to the target language and facilitate comparison of cultures through the perspectives, products, and practices of those cultures.

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| Content Knowledge | Professional Skills |
| 2.1.1 CK Candidates understand cultural realities as dynamic and complex. | 2.1.4 PS Candidates develop authentic situations for exploring culture to increase pragmatic, semantic, sociological, and aesthetic understandings. |
| 2.1.2 CK Candidates understand the need to expand their knowledge base of language, history, geography, economics, art, religion, politics, daily living and customs, social sciences, literature, and the origins of the target language. | 2.1.5 PS Candidates engage learners in acquiring, updating, and re-evaluating their knowledge of the target culture. |
| 2.1.3 CK Candidates understand the value of first-hand experiences in the target culture. | |

Function 2: Demonstrate an understanding of linguistics, the dynamic nature of language, and language systems.

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| Content Knowledge | Professional Skills |
| 2.2.1 CK Candidates understand language as dynamic and complex. | 2.2.2 PS Candidates present language and culture in contextually meaningful situations. |

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| | 2.2.3 Candidates facilitate comparison and contrast of learners' knowledge of language with the target language. |
| Function 3: Use the national and state standards and current technology to select, adapt, and integrate authentic literary and informative sources on cultural themes as well as interdisciplinary topics. | |
| Content Knowledge | Professional Skills |
| 2.3.1 CK Candidates are aware of developmentally appropriate authentic sources for literary and informative texts. | 2.3.2 PS Candidates scaffold learners' study of authentic resources, providing vocabulary or contextual support for comprehension. |

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| Standard 3: Language Acquisition Theories and Instructional Methods for Second Language Learning | |
| 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. | |
| Function 1: Demonstrate an understanding of the theories of second language acquisition. | |
| Content Knowledge | Professional Skill |
| 3.1.1 CK Candidates understand how articulated language acquisition models (e.g. FLES, FLEX, immersion) lead to different language outcomes. | 3.1.3 PS Candidates select and employ a language acquisition model appropriate to the learners and the learning context. |
| 3.1.2 CK Candidates understand that the language acquisition process is long-range and sequential. | 3.1.4 PS Candidates explain language learning theories and strategies to learners to assist them in becoming better language learners. |
| Function 2: Applies appropriate and effective instructional methods. | |
| Content Knowledge | Professional Skills |
| 3.2.1 CK Candidates know a variety of research-based instructional methods for teaching language. | 3.2.3 PS Candidates employ appropriate instructional methods to improve learners' specific linguistic skills. |
| 3.2.2 CK Candidates understand the role that comprehensible input plays in the language acquisition process. | 3.2.4 PS Candidates provide meaningful target language input (ACTFL goal is 90%) and scaffold instruction to assist learners in understanding this input. |
| | 3.2.5 PS Candidates present specific information on gestures and rhythmic properties and how to negotiate meaning. |

3.2.6 PS Candidates immerse learners in target language communication through informative, directive, expressive, imaginative, and other interactive means.

Standard 4: Planning and Instruction

Candidates plan, sequence, and apply a variety of appropriate instructional strategies to develop learners' knowledge and skills towards meeting the Kansas World Language Standards.

Function 1: Demonstrate understanding of the Kansas World Language Standards and sequence learning experiences appropriately.

| Content Knowledge | Professional Skills |
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| 4.1.1 CK Candidates know content standards and how they are organized in the curriculum. | 4.1.4 PS Candidates explicitly communicate objectives to learners and involve learners in identifying pathways to goal achievement. |
| 4.1.2 CK Candidates know how content standards relate to other disciplines relevant to their learners' interests and levels. | 4.1.5 PS Candidates integrate cross-disciplinary skills that engage learners in meaningful application of content knowledge. |
| 4.1.3 CK Candidates know how content builds and relates through short-term and long-term learning experiences. | 4.1.6 PS Candidates systematically plan lessons and units with short term and long term goals. |

Function 2: Integrate the goals of the state standards in the design of engaging instructional practices and classroom experiences.

| Content Knowledge | Professional Skills |
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| 4.2.1 CK Understand <i>interpersonal, interpretive, and presentational</i> modes of communication. | 4.2.4 PS Candidates integrate 3 modes of communication in instruction. |
| 4.2.2 CK Candidates know how to evaluate a range of evidence-based instructional strategies, resources, and technological tools for quality, accuracy, and effectiveness. | 4.2.5 PS Candidates effectively plan and implement appropriate strategies, resources, and technological tools to meet the instructional goals. |
| 4.2.3 CK Candidates understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem framing and solving, invention, memorization and recall) and how these processes can be stimulated. | 4.2.6 PS Candidates engage all learners in developing higher level questioning and meta-cognitive processes, asking questions that serve different purposes (e.g. probing for understanding, helping learners articulate their ideas, stimulating curiosity, and developing their own questions). |
| | 4.2.7 PS Candidates vary their role in the instructional process (e.g. instructor, facilitator, coach, audience) in relation to the content and purposes of the learning experience. |

Standard 5: Assessment of Learning

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.

Function 1: Design and use ongoing authentic performance assessment using a variety of assessment models appropriate for all learners.

| Content Knowledge | Professional Skills |
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| 5.1.1 CK Candidates understand the range, types, and purposes for summative and formative assessments. | 5.1.3 PS Candidates balance the use of formative and summative assessment to support, verify, and document learning. |
| 5.1.2 CK Candidates know how to design assessments that clearly communicate critical knowledge or skills and performance levels. | 5.1.4 PS Candidates design assessments that align with learning objectives and methods while avoiding bias that can distort results. |
| | 5.1.5 PS Candidates design a variety of assessments to allow learners multiple ways of demonstrating their knowledge and skill. |
| | 5.1.6 PS Candidates prepare learners for assessments and make accommodations in assessments and testing conditions appropriate for all learners. |

Function 2: Reflect on and analyze the results of assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.

| Content Knowledge | Professional Skills |
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| 5.2.1 CK Candidates know how and when to gather specific data for analysis of learner progress towards objectives. | 5.2.4 PS Candidates engage learners in assessing their own learning and use this to support learners in developing objectives and pathways to progress toward specific objectives. |
| 5.2.2 CK Candidates know how to aggregate and disaggregate formative and summative data, identify patterns, and plan for scaffolding, enrichment, or acceleration for individuals or groups of learners. | 5.2.5 PS Candidates adjust lesson plans based on assessment information and learner responses. |
| 5.2.3 CK Candidates know how to effectively and confidentially report specific descriptive feedback on learners' progress and scores guide learners' progress toward the learning goals. | 5.2.6 PS Candidates collaborate with colleagues in using summative data to evaluate instruction and to inform grade level or content area planning at the building or district level. |

Standard 6: Learner Development & Meeting Diverse Needs

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.

Function 1: Monitor progress and adjust instruction to address learner strengths and weaknesses.

| Content Knowledge | Professional Skills |
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| 6.1.1 CK Candidates describe the physical, cognitive, emotional, and social developmental characteristics of K-12 learners. | 6.1.4 PS Candidates access professional partners, family, community, and online resources to implement relevant learning experiences suitable to the age, gender, culture, skills, and interests of the learners. |
| 6.1.2 CK Candidates know how to identify individual learner's language levels, language backgrounds, learning styles, exceptionalities, and interests. | 6.1.5 PS Candidates use multiple forms of communication, models, and representations of concepts and skills. |
| 6.1.3 CK Candidates understand how cultural and gender differences can affect communication in the classroom. | 6.1.6 PS Candidates provide opportunities for learners to demonstrate knowledge and skills in a variety of products and performances. |
| | 6.1.7 PS Candidates access specialized professionals (e.g. special educators, related service providers, language learning specialists, media specialists) to design and deliver appropriate and effective learning experiences to meet unique learning needs. |

Function 2: Address individual needs of learners with exceptionalities and meet the requirements specified by law.

| Content Knowledge | Professional Skills |
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| 6.2.1 CK Candidates know where to locate documentation of I.E.P. or 504 plans and the specific requirements for accommodations. | 6.2.3 PS Candidates confidentially provide all necessary accommodations. |
| 6.2.2 CK Candidates know a variety of instructional strategies to support the needs of individual learners with exceptionalities. | 6.2.4 PS Candidates employ scaffolding techniques effectively. |

Standard 7: Creating a Supportive Learning Environment

Candidates create a safe and supportive learning environment motivating learners to engage in positive social interaction and active learning.

Function 1: Create a safe and supportive environment.

| Content Knowledge | Professional Skills |
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| 7.1.1 CK Candidates understand how learner diversity can affect communication and know how to communicate effectively in differing environments. | 7.1.3 PS Candidates manage the learning environment to actively and equitably engage all learners in collaborative and self-directed learning experiences. |
| 7.1.2 CK Candidates know how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures. | 7.1.4 PS Candidates organize, allocate, and coordinate resources of time, space, and learners' attention in an equitable manner. |
| | 7.1.5 PS Candidates promote positive face-to-face interaction among students as well as in virtual environments. |

Function 2: Motivate learning through engaging activities.

| Content Knowledge | Professional Skills |
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| 7.2.1 CK Candidates understand the relationship between motivation and engagement. | 7.2.3 PS Candidates develop age-appropriate learning experiences that actively engage learners in developing their language skills.. |
| 7.2.2 CK Candidates know a variety of age-appropriate engaging instructional strategies related to language learning. | 7.2.4 PS Candidates promote responsible use of interactive technologies to develop language skills locally and globally. |

Function 3: Develop positive working relationships within the classroom.

| Content Knowledge | Professional Skills |
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| 7.3.1 CK Candidates know how to design learning experiences that build learner self-direction and ownership of learning. | 7.3.3 PS Candidates collaborate with learners, families, and colleagues to build a safe, positive learning climate. |
| 7.3.2 CK Candidates know how to help learners work productively and cooperatively with each other to achieve learning goals. | 7.3.4 PS Candidates collaborate with learners to develop respectful interactions between individuals and between members within groups. |

Standard 8: Professional Development, Advocacy, and Ethics. Candidates will represent World Languages professionally and ethically, collaborating with all stakeholders.

Function 1: Engage in continuous professional learning opportunities to strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice.

| Content Knowledge | Professional Skills |
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| 8.1.1 CK Candidates understand the value of collaborative growth through interactions with colleagues and specialists. | 8.1.4 PS Candidates engage in structured individual and group professional learning opportunities. |
| 8.1.2 CK Candidates understand the importance of maintaining and advancing their skills. | 8.1.5 PS Candidates continue language investigations to enhance knowledge and skills specific to development of second-language acquisition. |

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| 8.1.3 CK Candidates know how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on practices. | 8.1.6 PS Candidates actively seek professional, community, and technological resources as support for analysis, reflection, and problem solving. |
| Function 2: Advocate for the learning of languages and cultures by all students | |
| Content Knowledge | Professional Skills |
| 8.2.1 CK Candidates know how to access current research and data about the benefits of second language acquisition. | 8.2.4 PS Candidates use technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues. |
| 8.2.2 CK Candidates know how to access resources and data relevant to the importance of second language acquisition in the 21st century global community. | 8.2.5 PS Candidates promote the value of second language acquisition by sharing relevant data significant to learner goals. |
| 8.2.3 CK Candidates understand the importance of ongoing alliances to promote the goal of language acquisition for all P-12 students. | 8.2.6 PS Candidates disseminate advocacy messages to all stakeholders in support of language acquisition. |
| Function 3: Collaborate ethically and equitably with all learners, families, colleagues, and community stakeholders for learner growth. | |
| Content Knowledge | Professional Skills |
| 8.3.1 CK Candidates understand that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity among these spheres interferes with learning. | 8.3.3 PS Candidates engage professionally with stakeholders to build a shared vision, establish expectations, and communicate progress toward shared goals. |
| 8.3.2 CK Candidates understand schools as organizations within a historical, cultural, political, and social context and know how to work with others across the system to support learners. | 8.3.4 PS Candidates seek appropriate opportunities to advocate for learners, strengthen the learning environment, and enact positive system changes. |