

Crosswalk: Previous versus New Foreign Language (PreK-12) Standards

General Information about this Revision:

- This set of standards will help our educators prepare their learners to succeed in the future global workforce, whether capitalizing on technology to access the global community or interacting with people and businesses of many cultural and linguistic backgrounds within our state borders. These align with the Kansans CAN Talking Points of Vision and Flexibility.
- The new standard 1 focuses more on the candidates' language proficiency at acceptable levels to enable the classroom instruction to be conducted primarily in the target language which research and experts in the field indicate is the ideal method. Standards 2-7 focus on the application of language acquisition strategies in the classroom setting. Standard 8 focuses on the professional collaboration and advocacy necessary for 21st century teachers.
- The total number of standards was reduced where they overlapped and a standard specifically addressing assessment was added.
- These standards were developed by a wide range of experts from within various levels of education in Kansas drawing on current language acquisition best practices research and aligned with the Kansas World Language Standards, ACTFL/CAEP Program Standards for the Preparation of Foreign Language Teachers, and InTASC Standards for the Initial Preparation of Teachers of Foreign Languages.

Standard 1

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 2 The teacher of a foreign language is proficient in the foreign language.</p>	<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</p>	<p>Additions to:</p> <p><u>Content Knowledge indicators:</u> Minimal levels of oral proficiency have been identified based on descriptors from the ACTFL Proficiency scale. Minimum proficiency in written interpersonal and interpretive areas have been left to the state for assessment in each language.</p> <p><u>Professional Skills indicators:</u> The previous list of 12 indicators are</p>

	<p>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.</p>	<p>incorporated into New Standard 1 through established proficiency levels. All modes of communication are now divided into functions, including the presentational mode & use of technology.</p>
Standard 2		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 1 The teacher of a foreign language has knowledge in specific areas related to the target language, its literature, and its culture appropriate to the developmental needs and interests of students.</p> <p>Standard 5 The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.</p> <p>Standard 8 The teacher of a foreign language integrates knowledge of and encourages interactions with the local cultures and the general school curriculum through a foreign language.</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>Additions to: <u>Content Knowledge indicators:</u> All content concepts from Standards 1 & 8 have been retained through more concise language. This standard has shifted from a focus on connecting with local cultures to a focus on accessing authentic target language resources wherever they may exist, whether locally or via technology, as there may not be access to a target language culture within the teacher’s community. This standard echoes the 5 C’s of the National Standards in Foreign Language Education: Communication, Cultures, Connections, Comparisons, and Communities.</p> <p><u>Professional Skills indicators:</u> All professional skills</p>

Crosswalk: Pervious versus New Foreign Language PreK-12 standards

		<p>articulated in the previous Standard 1 are present in the new Standard 2.</p> <p>The former Standard 5 was too expansive, covering methods, resources, and classroom management. The new Standard 2 keeps the aspect of selection and application of age-appropriate authentic resources, while the methodology and classroom management aspects went into Standards 3 and 7 respectively.</p>
<h3>Standard 3</h3>		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 3 The teacher of a foreign language demonstrates an understanding of second-language acquisition and its relation to first-language development including the history of second-language education in the United States.</p> <p>Standard 5 The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.</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>	<p>Additions to:</p> <p><u>Content Knowledge indicators:</u> The specificity of the former Standard 3 regarding the history of second-language education and similarities with first-language acquisition has been replaced with the more general objectives of knowledge of a variety of pedagogical approaches and competency in developing focused lessons that skillfully apply selected approaches within the classroom setting.</p> <p><u>Professional Skills indicators</u> The previous list of 4 performance indicators in Standard 3 are incorporated into New Standard 3 indicators. To simplify Standard 5, the new Standard 3 keeps only the aspect of knowledge of</p>

Crosswalk: Pervious versus New Foreign Language PreK-12 standards

		second-language instructional methods.
Standard 4		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
Standard 4 The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development.	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.	Additions to: <u>Content Knowledge indicators:</u> The focus of the new Standard 4 is on understanding the Kansas World Language Standards as well as how learners develop. <u>Professional Skills indicators:</u> Standard 4 emphasizes candidates' ability to plan engaging instructional practices and experiences and sequence and apply instructional skills based on the Kansas World Language Standards. Performance indicators 2, 3, and 4 of the former Standard 4 addressing individual learners' needs have been moved to the new Standard 6 which focuses on Learner Development and Meeting Diverse Needs.
Standard 5		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
No previous standard	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.	Additions to: <u>Content Knowledge indicators:</u> Candidates understand the importance of ongoing authentic formative and summative assessments in a variety of modes Candidates understand the value of reflection on the results of assessments and the adjustment of instruction accordingly.

Crosswalk: Pervious versus New Foreign Language PreK-12 standards

		<p><u>Professional Skills indicators:</u> Candidates can design effective formative and summative assessments. Candidates reflect on and analyze the results of formative and summative assessments to support, verify, and document learning. This standard aligns with ACTFL Standard 5 and InTASC Standard 6 which call for skillful assessments..</p>
Standard 6		
PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 4 The teacher of a foreign language understands how individuals learn and develop and provides foreign learning opportunities that support personal development.</p> <p>Standard 7 The teacher of a foreign language models a variety of effective communication and instructional techniques to address the diverse needs of students.</p> <p>Standard 9 The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures.</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>Additions to: The former Standard 9 knowledge indicators 1-3 about awareness of the diversity of learners’ backgrounds and the candidates’ collaboration with the community to support language learning are now in Standard 6.</p> <p><u>Content Knowledge indicators:</u> Indicators addressing diverse learner backgrounds, levels, and needs were previously split between Standards 4 and 7. They are now combined in Standard 6.</p> <p><u>Professional Skills indicators:</u> Specific IEP and 504 language is now included to ensure candidates are equipped to support learner exceptional requirements. The former standard 7 focused on the</p>

Crosswalk: Pervious versus New Foreign Language PreK-12 standards

		candidate just modeling different modalities in class, but candidates are now expected to plan lessons and provide assessments that enable learners to demonstrate proficiency in different modalities that may better fit their learning styles or abilities.
--	--	--

Standard 7

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 5 The teacher of a foreign language demonstrates knowledge of second-language instructional methods, resources, and classroom management techniques conducive to critical and creative thinking.</p> <p>Standard 6 The teacher of a foreign language motivates both individuals and groups to create a target language learning environment that encourages positive social interaction, active engagement in learning and self-motivation.</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>Additions to: <u>Content Knowledge indicators:</u> All concepts from Standards 5 and 6 have been retained. The portion of the former Standard 5 referring to knowledge of effective classroom management techniques is now located here in Standard 7.</p> <p><u>Professional Skills indicators:</u> The new Standard 7, Function 3 emphasizes candidates' ability to help students learn to work productively and cooperatively towards learning goals - similar to the Kansans CAN outcome of "Working Together." The new standard includes specific language regarding teaching students responsible and respectful technology use in virtual environments.</p>

Standard 8

PREVIOUS STANDARDS	NEW STANDARDS	WHAT CHANGED?
<p>Standard 9 The teacher of a foreign language fosters collaborative relationships within the school system and community, particularly those that reflect diverse languages and cultures.</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>Additions to:</p> <p><u>Content Knowledge indicators:</u> The new Standard 8 includes all of former Standard 9's performance indicators. Functions 1 & 2 in the new standard are new to this document. Function 1 focuses on candidates' awareness of avenues for continued professional development and global partnerships Function 2 requires candidates to be familiar with data sources relevant to the benefits or uses of multilingual education.</p> <p><u>Professional Skills indicators:</u> The candidates use reflective practice and seek further opportunities for personal growth in the target language and culture. The candidate is now asked to become an advocate for multilingual education in the globalization of the 21st century workforce.</p>