

Standard ACTFL	Description ACTFL Standards - 2013 The 2002 edition of ACTFL Standards is applicable to program reports submitted through 2013. CAEP approved a new set of ACTFL standards in Fall 2013. Programs can use either set of standards through Fall 2015. Beginning in Spring 2016, programs submitting reports must use the new 2013 ACTFL Standards.	Courses/Experiences and Assessments
1	Standard 1: Language Proficiency. Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). They comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language, as described above.	SPA 206 Conversational Fluency, SPA 301 Reading and Culture, SPA 310 Special Topics Courses)
2	Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines. Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.	SPA 360 Topics In Grammar (Applied Linguistics), SPA 401 Spanish Language Studies, SPA 492 Senior Capstone, SPA 380 Civilizations of Spain, SPA 381 Civilizations of Latin America, SPA 305, 406, 407 Hispanic Literature and Culture, SPA 410 Introduction to Interpreting

3	<p>Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs. Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.</p>	<p>EME 442 Teaching Foreign Language in Grades P-8, ESE 543: Secondary Methods</p>
4	<p>Standard 4: Integration of Standards in Planning and Instruction. Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms.</p>	<p>EMS 300W Curriculum and Instructional Design, EME 442 Teaching Foreign Language in Grades P-8, SPA 321S Spanish for Social Services (Service Learning), ESE 543: Secondary Methods</p>
5	<p>Standard 5: Assessment of Languages and Cultures – Impact on Student Learning. Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.</p>	<p>EME 442 Teaching Foreign Language in Grades P-8; ESE 543: Secondary Methods, EDF 219</p>

6	<p>Standard 6: Professional Development, Advocacy, and Ethics. Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students to interact successful in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.</p>	<p>SPA 492 Capstone, SPA 321S Spanish for Social Services (Service Learning); EME 442 Teaching Foreign Language in Grades P-8; ESE 543: Secondary Methods</p>
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