

Higher Education Teacher Preparation Standards

World Languages grades PreK-12



Kansas leads the world in the success of each student.

WORLD LANGUAGES

Early Childhood through Late Adolescence/Adulthood

PreK-12, adopted September 11, 2024

“**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 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.

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

Content Knowledge

- 1.1.1 CK Candidates are aware of the levels of proficiency of the interpersonal mode of communication.
- 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/signers of the target language.

Professional Skills

- 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.
- 1.1.4 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, sign, fingerreading, and video by demonstrating literal, figurative, and symbolic comprehension.

Content Knowledge

- 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.

Professional Skills

- 1.2.2 PS Candidates as listeners 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 Candidates understand conventional narrative and descriptive texts with a clear underlying structure though comprehension may be uneven. Candidates understand fully and with ease short, non-complex texts that convey basic information and deal with personal and social topics.

Function 3: Present oral, written*, signed, and/or published-signed information to audiences.

Content Knowledge

- 1.3.1 CK In speaking or signing, candidates demonstrate control of vocabulary, grammatical structures, signed-production/pronunciation, and fingerspelling/spelling.

Professional Skills

- 1.3.2 PS Candidates express their own ideas on practical, social, and professional topics in formal and informal registers in the target language. Candidates deliver presentations without reading notes verbatim. Presentations consist of familiar literary and cultural topics and those of personal interest. They speak or sign 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 products, practices, and perspectives 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 products, practices, and perspectives of those cultures.

Content Knowledge

2.1.1 CK Candidates understand cultural realities as dynamic and complex.

2.1.2 CK Candidates understand the need to expand their knowledge base of language, art, religion, politics, daily living and customs, social sciences (e.g. history, geography, economics), literature, and the origins of the target language.

2.1.3 CK Candidates understand the value of first-hand experiences in the target culture.

Professional Skills

2.1.4 PS Candidates develop authentic situations for exploring culture to increase pragmatic, semantic, sociological, and aesthetic understandings.

2.1.5 PS Candidates engage learners in acquiring, updating, and re-evaluating their knowledge of the target culture.

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

Content Knowledge

2.2.1 CK Candidates understand language as dynamic and complex.

Professional Skills

2.2.2 PS Candidates present language and culture in contextually meaningful situations.

2.2.3 PS 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 sources on cultural themes as well as interdisciplinary topics.

Content Knowledge

2.3.1 CK Candidates are aware of developmentally appropriate authentic sources for texts.

Professional Skills

2.3.2 PS Candidates scaffold learners' study of authentic sources, providing

vocabulary or contextual support for comprehension.

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

- 3.1.1 CK Candidates understand how articulated language acquisition models (e.g. FLES, FLEX, immersion) lead to different language outcomes.
- 3.1.2 CK Candidates understand that the language acquisition process is long-range and sequential.

Professional Skill

- 3.1.3 PS Candidates select and employ a language acquisition model appropriate to the learners and the learning context.
- 3.1.4 PS Candidates explain language learning theories and strategies to learners to assist them in becoming better language learners.

Function 2: Apply appropriate and effective instructional methods.

Content Knowledge

- 3.2.1 CK Candidates know a variety of evidence-based instructional methods for teaching language.
- 3.2.2 CK Candidates understand the role that comprehensible input plays in the language acquisition process.

Professional Skills

- 3.2.3 PS Candidates employ appropriate instructional methods to improve learners' specific linguistic skills.
- 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 speaking or signing 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

- 4.1.1 CK Candidates know content standards and how they are organized in the curriculum.
- 4.1.2 CK Candidates know how content standards relate to other disciplines relevant to their learners' interests and levels.
- 4.1.3 CK Candidates know how content builds and relates through short-term and long-term learning experiences.

Professional Skills

- 4.1.4 PS Candidates explicitly communicate objectives to learners and involve learners in identifying pathways to goal achievement.
- 4.1.5 PS Candidates integrate cross-disciplinary skills that engage learners in meaningful application of content knowledge.
- 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

- 4.2.1 CK Candidates understand interpersonal, interpretive, and presentational modes.
- 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.
- 4.2.3 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.

Professional Skills

- 4.2.4 PS Candidates integrate interpersonal, interpretive, and presentational modes in instruction.
- 4.2.5 PS Candidates effectively plan and implement appropriate strategies, resources, and technological tools to meet the instructional goals.
- 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 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.

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

Content Knowledge

5.1.1 CK Candidates understand informal and formal, formative and summative assessments.

5.1.2 CK Candidates know how to design assessments that clearly evaluate critical knowledge or skills and performance levels.

Professional Skills

5.1.3 PS Candidates balance the use of formative and summative assessment to support, verify, and document learning.

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 to demonstrate their knowledge and skill.

5.1.6 PS Candidates prepare learners for assessments and provide 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

5.2.1 CK Candidates know how and when to gather specific data for analysis of learner progress towards 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.

5.2.3 CK Candidates know how to effectively and confidentially report specific descriptive feedback on learners' progress to guide learners' progress toward the learning goals.

Professional Skills

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.

5.2.5 PS Candidates adjust lesson plans based on assessment information and

learner responses.

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 and Diverse Needs

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.

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

Content Knowledge

6.1.1 CK Candidates describe the physical, cognitive, emotional, and social development-of PreK-12 learners.

6.1.2 CK Candidates know how to identify diverse learners' language levels, language backgrounds, learning styles, exceptionalities, and interests.

6.1.3 CK Candidates understand how culture and diversity can affect learners' communication in the classroom.

Professional Skills

6.1.4 PS Candidates access professional partners, family, community, and online resources to implement relevant learning experiences suitable to diverse learners.

6.1.5 PS Candidates use multiple forms of communication, models, and representations of concepts and skills.

6.1.6 PS Candidates provide opportunities for learners to demonstrate knowledge and skills in a variety of products, practices, and perspectives.

6.1.7 PS Candidates access specialized professionals (e.g. special educators, related service providers, language learning specialists, media specialists, etc.) to design and deliver appropriate and effective learning experiences to meet diverse learner needs.

Function 2: Address individual needs of learners with exceptionalities.

Content Knowledge

6.2.1 CK Candidates know IEP, 504, and/or other learner plan accommodations.

6.2.2 CK Candidates know evidence-based instructional strategies to support the needs of individual learners.

Professional Skills

6.2.3 PS Candidates provide accommodations.

6.2.4 PS Candidates use differentiated instruction.

Standard 7: Creating a Supportive Learning Environment

Candidates create a safe and supportive learning environment that fosters active learning and positive social interaction.

Function 1: Create a safe and supportive environment.

Content Knowledge

7.1.1 CK Candidates know how to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

Professional Skills

7.1.2 PS Candidates manage the learning environment to actively and equitably engage all learners in self-directed and collaborative learning experiences.

7.1.3 PS Candidates organize, allocate, and coordinate resources of time, space, and learners' engagement in an equitable manner.

7.1.4 PS Candidates promote positive face-to-face and virtual interaction.

Function 2: Foster learning through engaging activities.

Content Knowledge

7.2.1 CK Candidates understand the relationship between learning and engagement.

7.2.2 CK Candidates know a variety of evidence-based instructional strategies related to language learning.

Professional Skills

7.2.3 PS Candidates develop learning experiences that actively engage learners in developing their language skills.

7.2.4 PS Candidates promote responsible use of interactive technologies.

Function 3: Build positive relationships within the classroom.

Content Knowledge

7.3.1 CK Candidates know how to design learning experiences that build learner self-direction and ownership of learning.

7.3.2 CK Candidates know how to help learners work productively and cooperatively with each other to achieve learning goals.

Professional Skills

7.3.3 PS Candidates collaborate with learners, families, and colleagues to build a safe, positive learning environment.

7.3.4 PS Candidates collaborate with learners to develop respectful interactions.

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 linguistic, cultural, and pedagogical competence and promote reflection.

Content Knowledge

8.1.1 CK Candidates understand the value of collaborative growth through interactions.

8.1.2 CK Candidates understand the importance of maintaining and advancing their skills.

8.1.3 CK Candidates know how to use a variety of self assessment and problem-solving strategies to analyze and reflect.

Professional Skills

8.1.4 PS Candidates engage in structured professional learning opportunities.

8.1.5 PS Candidates continue to develop second-language skills.

8.1.6 PS Candidates seek professional, community, and technological resources as support for analysis, reflection, and problem solving.

Function 2: Advocate for the acquisition and learning of languages and cultures.

Content Knowledge

8.2.1 CK Candidates know how to access current research and data about the benefits of second language acquisition and learning.

8.2.2 CK Candidates know how to access resources and data relevant to the importance of second language acquisition and learning in the current global community.

8.2.3 CK Candidates understand the importance of ongoing alliances to promote the goal of language acquisition and learning.

Professional Skills

8.2.4 PS Candidates use technological tools and a variety of communication strategies to build local and global learning communities.

8.2.5 PS Candidates promote the value of second language acquisition and learning by sharing relevant data with stakeholders.

8.2.6 PS Candidates disseminate advocacy messages to all stakeholders in support of language acquisition and learning.

Function 3: Collaborate ethically and equitably with all stakeholders.

Content Knowledge

8.3.1 CK Candidates understand schools as organizations within a historical, cultural, political, and social context and know how to collaborate to support

learners.

8.3.2 CK Candidates understand that collaboration among stakeholders enhances student learning.

Professional Skills

8.3.3 PS Candidates engage professionally with stakeholders to build a shared vision, establish expectations, and communicate progress toward shared goals.

8.3.4 PS Candidates seek appropriate opportunities to advocate for learners, strengthen the learning environment, and enact positive system changes.

Glossary:

See Gallaudet University student standards for L1: <https://aslstandards.org/glossary/>.

Finger reading: The act of receiving (or comprehending) a fingerspelled word (C-A-T) or lexicalized sign (B-A-N-K). (<https://aslstandards.org/glossary/>)

Fingerspelling: The act of producing or creating a word or other expression by rendering its written form letter by letter in a manual alphabet. (<https://aslstandards.org/glossary/>)

Publish / published: Use of published in ASL refers to any media that is compressed and edited via video software (e.g., QuickTime, YouTube, etc.). It is not to be confused with published usage in English referring to written work on paper or printed. (<https://aslstandards.org/glossary/>)

*Written includes print and published-signed.

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