

# Competencies for Teachers of World Language, Grades K-12

2023

In addition to the Arkansas Teaching Standards, the teacher of any World Language, grades K-12, shall demonstrate knowledge and competencies in the following areas:

<p><b>1. Language Proficiency: Interpersonal, Interpretive, and Presentational</b></p> <p><i>ACTFL STANDARD 1</i></p> <p><i>Target Language Praxis, (5174, 5183, 5195, 5601, 5661, 5665)</i></p> <p><i>Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons</i></p> <p><i>AR-DLS Anchor Standards for Reading and Writing- AR Disciplinary Literacy Standards</i></p>	<p>1.1 Candidates will speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.</p> <p>1.2 Candidates will interpret oral, printed, and video texts of the target language taught by demonstrating literal, figurative, or symbolic comprehension.</p> <p>1.3 Candidates will present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" (Chinese and Japanese) according to the target language being taught.</p>
<p><b>2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</b></p> <p><i>ACTFL STANDARD 2</i></p> <p><i>Target Language Praxis, (5174, 5183, 5195, 5601, 5661, 5665)</i></p> <p><i>Content Category III – Cultures, Literatures,</i></p>	<p>2.1 Candidates will demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.</p> <p>2.2 Candidates will demonstrate understanding of linguistics and the changing nature of language, and compare language systems.</p> <p>2.3 Candidates will demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>

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<p><i>and Cross-disciplinary Concepts</i></p> <p><i>WLS- Arkansas World Language Standards for Content-Based Courses</i></p> <p><i>AR-DLS Anchor Standards for Reading and Writing- AR Disciplinary Literacy Standards</i></p>	
<p><b>3. Language Acquisition Theories and Knowledge of Students and Their Needs</b></p> <p><i>ACTFL STANDARD 3</i></p> <p><i>Target Language Praxis, (5174, 5183, 5195, 5601, 5661, 5665)</i></p> <p><i>Content Categories I, II, IV, and V – Language, Linguistics, and Comparisons</i></p>	<p>3.1 Candidates will demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p>3.2 Candidates will demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>
<p><b>4. Integration of Standards in Planning and Instruction</b></p> <p><i>ACTFL STANDARD 4</i></p>	<p>4.1 Candidates will demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.</p> <p>4.2 Candidates will integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for</p>

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	<p>Learning Languages (2015) and their state standards in their classroom practice.</p> <p>4.3 Candidates will use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.</p>
<p><b>5. Assessment of Languages and Cultures – Impact on Student Learning</b></p> <p><i>ACTFL STANDARD 5</i></p>	<p>5.1 Candidates will design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p> <p>5.2 Candidates will reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p> <p>5.3 Candidates will interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.</p>
<p><b>6. Professional Development, Advocacy, and Ethics</b></p> <p><i>ACTFL STANDARD 6</i></p> <p><i>GUIDE for Life</i></p>	<p>6.1 Candidates will engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p> <p>6.2 Candidates will articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century.</p> <p>6.3 Candidates will demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.</p>