
MONTCLAIR STATE UNIVERSITY
Program for the Preparation of Teachers of Foreign Languages

**Integration of the American Council for the Teaching of Foreign Languages (ACTFL)
Standards and the MSU Standards**

I. ACTFL Standards (Content Knowledge and Pedagogical Content Knowledge)

1. *Language, Linguistics and Comparisons.*

- a) *Demonstrating Language Proficiency:* Candidates demonstrate a high level of proficiency in the target language, and they seek opportunities to strengthen their proficiency.
- b) *Understanding Linguistics:* Candidates know the linguistic elements of the target language system, recognize the changing nature of language, and accommodate for gaps in their own knowledge of the target language.
- c) *Identifying Language Comparisons:* Candidates know the similarities and differences between the target language and other languages, identify the key differences in varieties of the target language, and seek opportunities to learn about varieties of the target language on their own.

2. *Cultures, Literatures, and Cross-Disciplinary Concepts.*

- a) *Demonstrating Cultural Understandings:* Candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products, and they integrate the cultural framework for foreign language standards into their instructional practice.
- b) *Demonstrating Understanding of Literary and Cultural Texts and Traditions:* Candidates recognize the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of the target cultures over time.
- c) *Integrating Other Disciplines in Instruction:* Candidates integrate knowledge of other disciplines into foreign language instruction and identify distinctive viewpoints accessible only through the target language.

3. *Language Acquisition Theories and Instructional Practices*

- a) *Understanding Language Acquisition and Creating a Supportive Classroom:* Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction.

b) *Developing Instructional Practices that Reflect Language Outcomes and Learner Diversity:* Candidates demonstrate an understanding of language acquisition at various developmental levels and use this knowledge to create a supportive classroom learning environment that includes target opportunities for negotiation of meaning and meaningful interaction.

4. *Integration of Standards into Curriculum and Instruction.*

a) *Understanding and Integrating Standards in Planning:* Candidates demonstrate an understanding of the goal areas and standards of the Standards for Foreign Language Learning and their standards, and they integrate these frameworks into curricula planning

b) *Integrating Standards in Instruction:* Candidates integrate the Standards of Foreign Language Learning and their state standards into language instruction.

c) *Selecting and Designing Instructional Materials:* Candidates use standards and curricular goals to evaluate, select, design, and adapt instructional resources.

5. *Assessment of Languages and Cultures.*

a) *Knowing assessment models and using them appropriately:* Candidates believe that assessment is ongoing, and they demonstrate knowledge of multiple ways of assessment that are age- and level-appropriate by implementing purposeful measures.

b) *Reflecting on assessment:* Candidates reflect on the results of student assessments, adjust instruction accordingly, analyze the results of assessments, and use success and failure to determine the direction of instruction.

c) *Reporting assessment results:* Candidates interpret and report the results of student performances to all stakeholders and provide opportunity for discussion.

6. *Professionalism.*

a) *Engaging in professional development:* Candidates engage in professional development opportunities that strengthen their own linguistic and cultural competence and promote reflection on practice.

b) *Knowing the value of foreign language learning:* Candidates know the value of foreign language learning to the overall success of all students and understand that they will need to become advocates with students, colleagues, and members of the community to promote the field.

II. MSU Standards for Candidates in Initial Teacher Programs

1. Candidates know the subjects they plan to teach and how to teach those subjects to students. (See I above)
2. Candidates understand how children and adolescents learn and develop in a variety of school, family and community contexts, and can provide learning opportunities that support their students' intellectual, social, and personal development.
3. Candidates understand the practice of culturally responsive teaching. They:
 - a. Understand that a person's worldview is profoundly shaped by his or her life experiences, as mediated by factors such as race/ethnicity, social class, gender, and special needs.
 - b. Understand the educability of all children, and that children bring varied talents, strengths, and perspectives to learning.
 - c. Understand the supports for and barriers to culturally responsive teaching in school environments.
 - d. Understand that learners construct knowledge, drawing on prior knowledge and experience.
 - e. Have skills for learning about the diverse students they teach, and the students' families and communities.
 - f. Use knowledge of students and their lives to design and carry out instruction that builds on students' strengths while meeting their needs, taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs.
4. Candidates plan instruction (a) based upon knowledge of subject matter, students, families, communities, and curriculum goals and standards; and (b) taking into account issues of class, gender, race, ethnicity, language, sexual orientation, age, and special needs in designing instruction.
5. Candidates understand critical thinking and problem solving, and create learning experiences that promote the development of students' critical thinking and problem solving skills and dispositions.
6. Candidates understand principles of democracy and plan and carry out instruction that promotes democratic values and communication in the classroom as well as critical reflection on the ideals, dispositions, and processes of democracy.
7. Candidates understand and use multiple forms of assessment to promote the intellectual, social, and physical development of learners and to inform instruction.

8. Candidates create a learning community in the classroom. They:
 - a. Have students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities.
 - b. Establish and maintain appropriate standards of behavior.
 - c. Provide an environment that is safe and conducive to learning.
 - d. Use instructional time effectively.
9. Candidates are reflective practitioners who continually (a) inquire into the nature of teaching and learning, (b) evaluate the effects of their choices and actions on others, and (c) seek out opportunities to grow professionally.
10. Candidates build relationships with school colleagues, families, and agencies in the larger community to support students' learning and well-being.
11. Candidates speak and write English fluently and communicate clearly.
12. Candidates develop dispositions expected of professional educators:
 - a. Belief in the educability of all children.
 - b. Respect for individual and cultural differences, and appreciation of the basic worth of each individual and cultural group.
 - c. Belief that all children bring talents and strengths to learning.
 - d. Attitude that students' strengths are a basis for growth and their errors are opportunities for learning.
 - e. Commitment to using assessment to identify students' strengths and promote students' growth rather than to deny students access to learning opportunities.
 - f. Appreciation for multiple ways of knowing.
 - g. Commitment to the expression and use of democratic values in the classroom.
 - h. Commitment to critical reflection, inquiry, critical thinking, and life-long learning.
 - i. Commitment to the ethical and enculturating responsibilities of educators.
 - j. Belief in the potential of schools to promote social justice, and commitment to being agents of change and stewards of best practice.
 - k. Commitment to teaching.