

VSBPE

DATE: May 1, 2018

ITEM: (06) Modern and Classical Languages endorsement

ITEM: What is the purpose of mentioning specific languages in the (06) Modern and Classical Languages endorsement? Is it to provide testing codes, or is to indicate which languages may be taught in public schools in Vermont?

AGENCY RECOMMENDED ACTION: The VSBPE act to revise Policy N16 to provide clarity to the Office and candidates for the (06) Modern and Classical Languages endorsement.

BACKGROUND:

From time to time, the office routinely fields questions about other languages not listed in the (06) Modern and Classical Languages endorsement. Listing specific languages in the endorsement can give the impression that the VSBPE does not encourage a wide array of languages to be taught in Vermont public schools.

RATIONALE:

Updating endorsements is a lengthy endeavor because of the ICAR/LCAR process. Updating VSBPE Policy is an internal process that can be done relatively quickly and provide the necessary authority to inform candidates and the Office of the Board's intention.

SUPPORTING DOCUMENTS:

VSBPE Policy N16; (06) Modern and Classical Languages endorsement

POLICY N16

Policy On Recommending Foreign Language Candidates In Alternate, Undergraduate, Post-Baccalaureate, And Graduate Degree Foreign Language Programs

To promote a greater diversity of languages taught in Vermont schools, the Vermont Standards Board for Professional Educators encourages approved post-baccalaureate, alternate routes, and graduate programs in foreign language to recommend qualified candidates in a wide variety of foreign languages. The Board will approve post-baccalaureate and graduate degree programs for all modern and classical languages because candidates who are entering these preparation programs have already mastered their target language. This approval will be issued only if candidates complete student teaching in the language of the endorsement sought. During Results Oriented Program Approval (ROPA) Review Visits, review teams will carefully assess preparation programs' entry requirements and processes in addition to the candidates' education coursework and field experiences.

The Board recommends that all candidates entering post-baccalaureate, graduate, and alternate route foreign language programs meet state testing requirements in their target language prior to admission in order to demonstrate proficiency.

Undergraduate preparation programs will continue to be approved for specific languages only. This enables program review teams to assess candidates' preparation in their target languages by reviewing undergraduate coursework.

Adopted: 4/30/09

5440-06 Modern and Classical Languages

The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

In order to qualify for this endorsement, the candidate shall demonstrate the following:

1. Knowledge Standards:

1.1. Demonstrate knowledge of target language. Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

1.2. Demonstrates knowledge of the following:

1.2.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s)

1.2.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)

1.2.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)

1.2.4. The individual and societal advantages of learning another language

1.2.5. The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels

1.2.6. Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.

2. For American Sign Language, in addition to the above:

2.1. Proficiency in receptive and expressive language

2.2. The application of concepts of phonology, syntax, morphology, and pragmatics to the teaching of American Sign Language

2.3. Knowledge of the history, social structure, artistic, and literary contributions of the Deaf culture

2.4. The ability to interpret contemporary lifestyles, customs, and cultural patterns of the Deaf culture in American Sign Language-speaking communities

3. Performance Standards:

3.1. Implements target language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, American Sign Language Teachers Association ASLTA)

3.1.1. Specifically, the educator:

3.1.1.1. Applies knowledge of research-based methods and strategies to design of developmentally-appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds

3.1.1.2. Uses appropriate technologies to enhance instruction and learning.

3.1.1.3. Incorporates authentic materials and media (e.g. music, art, food, film, literature, or print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs

3.1.1.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.

3.1.1.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).

3.1.1.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)

3.1.1.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age

Additional Requirements: A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)

A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels is required.

REQUIRED TESTING: Praxis II subject assessments in the Target Language.

French – Test Code 5174 Spanish – Test Code 5195

German – Test Code 5183 Latin – Test Code 0600

Chinese – Test Code 5665 American Sign Language – Test Code 0632