**Transcript Review Worksheet**

**5440 - 06 – Modern and Classical Languages**

The holder is authorized to teach modern (including American Sign Language) and/or classical

language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement.

**PLEASE NOTE:** If you are seeking additional endorsement in a language other than French, Spanish, German, or Latin, you must take the appropriate ACTFL examination for that language (see [www.languagetesting.com](http://www.languagetesting.com) for more info.). Please review information on the [required passing levels of proficiency for ACTFL tests](https://education.vermont.gov/documents/edu-educator-quality-testing-proficiency-definition).

**For individuals who already hold a Modern and Classical language endorsement and wish to add additional language(s) to their endorsement, only the testing requirements must be met.**

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| Content Topic | College/University | **Course****Name/Number** |
| --- | --- | --- |
| 1.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s) |  |  |
| 1.2 The structure, phonetic system, and different socio-linguistic levels of the target language(s) |  |  |
| 1.3 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) |  |  |
|  |  |  |
| 1.4. The individual and societal advantages of learning another language |  |  |
| 1.5 The developmental process of second language acquisition at the early childhood/elementary **AND/OR** middle/secondary levels  |  |  |
| 1.6 Research-based instructional methods and strategies that develop foreign language communication skills as a process and articulate continuous sequences of instruction across the early childhood/elementary **and/or** middle/secondary instructional levels |  |  |
| 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: 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, and American Sign Language Teachers Association ASLTA). Specifically, the educator: |  |  |
| 3.1. 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. |  |  |
| 3.2. Uses appropriate technologies to enhance instruction and learning. |  |  |
| 3.3. 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. |  |  |
| 3.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication. |  |  |
| 3.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational). |  |  |
| 3.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary). |  |  |
| 3.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age. |  |  |
| **Additional Requirements:** |  |  |
| A majorin a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are be exempt from this requirement.) **Please upload the degree equivalency worksheet if needed. (The equivalent of a major is defined as at least 30 credits, at least nine (9) of which shall be advanced undergraduate courses or higher.)** |  |  |
| 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 5601****Chinese – Test Code 5665** **American Sign Language – Test Code 0632** |  |  |
| 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. (A practicum is defined as sixty hours of supervised field experience.) |  |  |