

**TO:** Professional Standards Committee

**SUBMITTED BY:** Terry Reilly, Programs Coordinator for Preservice Educator Quality

**ITEM FOR ACTION:** (06) Modern and Classical Languages

**RECOMMENDED ACTION:**

The Vermont Standards Board for Professional Educators votes to accept the revised (06) Modern and Classical Languages endorsement.

**MOTION:**

I, \_\_\_\_\_, move that the VSBPE accept and approve the recommendation that the Vermont Standards Board for Professional Educators votes to accept the revised (06) Modern and Classical Languages endorsement.

**BACKGROUND INFORMATION:**

Per the direction of the Vermont Standards Board for Professional Educators AOE personnel convened stakeholders from the Modern and Classical Languages educator field to revise the Modern and Classical Language endorsement. Per best practice, teachers present were vetted for licensure in the endorsement area. Additionally, stakeholders came as representatives of their field from different state and nationally affiliated associations. Current national standards were referenced in the revision process, most notably The American Council on the Teaching of Foreign Language's 5C's. The 5C's (Communication, Cultures, Connections, Comparisons, Communities) stress the application of learning a language beyond the instructional setting. The goal is to prepare learners to apply skills and understandings to bring a global competence to their future careers and experiences.

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## (06) Modern and Classical Languages Crosswalk

Purpose: To identify changes to the newly revised (06) Modern and Classical Languages endorsement

Change	Previous wording	New wording
<p>In description of <i>Knowledge Standards</i> – change in language from <i>foreign</i> to <i>target</i> in inclusion of reference to American Council of the Teaching of Foreign Languages, American Classical League and the American Sign Language Teachers Association.</p>	<p>Demonstrates knowledge of foreign language and language education concepts and skills delineated in current national professional standards and in Vermont's Framework of Standards and Learning Opportunities, including:</p>	<p>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).</p>
<p>In description of <i>Performance Standards</i> – change in language from <i>foreign</i> to <i>target</i> in inclusion of reference to American Council of the Teaching of Foreign Languages, American Classical League and the American Sign Language Teachers Association.</p>	<p>Implements a foreign language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national professional standards and in Vermont's Framework of Standards and Learning Opportunities.</p>	<p>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)</p>
<p>Under <i>Performance Standards</i> - inclusion of the use of technology</p>		<p>Uses appropriate technologies to enhance instruction and learning.</p>

Change	Previous wording	New wording
Under <i>Performance Standards</i> - added emphasis of interdisciplinary connection and mention of all modes of communication.	Focuses teaching on the development of cross-cultural and linguistic competence through critical thinking and communicative activities	Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).
Under <i>Performance Standards</i> – addition of advocacy.		Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age

Other minor changes in the revised endorsement are limited to language/verbiage changes.

## (06) Modern and Classical Languages (Revised October 2016)

*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
4. Additional Requirements:
- 4.1. 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.)
  - 4.2. 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

Revised by Patrick Halladay, Jennifer Luck, Paul Mackin, Joe Marcil, Erika Lindberg, Leanne Morton,  
Sigrid Olson,

Jill Prado, Terry Reilly, and Simone Skerritt on October 3, 2016

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