STANDARDS FOR SECOND LANGUAGE TEACHERS

Introduction

The second language standards describe the knowledge, skills and characteristics beginning teachers must have to meet expectations for quality instruction in North Carolina schools. They reflect a strong emphasis on target language competence and cultural knowledge; a dedication to a philosophy of pedagogy that serves the needs of all students; an appreciation and respect for diversity; and the importance of continued professional development. This document also serves to align standards for initially licensed K-12 teachers with both the national and state standards documents: Standards for Foreign Language Learning: Preparing for the 21st Century and the North Carolina Standard Course of Study (NCSCS).

The Second Language Teacher Standards is a companion document to the Core Standards for the teaching profession, Every Child's Teacher in North Carolina. The Core Standards outline the generic knowledge, skills and characteristics that every teacher should possess. The Second Language Teacher Standards add to the Core Standards by specifying what is unique to second language teachers. This document does not apply to teachers of Latin or English as a Second Language.

The teachers’ communicative competence is central to the attainment of instructional goals as defined by the NCSCS. Teachers function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills. Second languages are used to talk about content, to interact with the community, to compare with one's own language and to gain knowledge and understanding of target language cultures.

Teachers understand the multiplicity of cultures within the target language communities. They use their knowledge of cultural products and practices to develop student insights into the perspectives held by speakers of the target language.

Teachers of second languages understand the importance of a long sequence of second language instruction, but are also prepared to adapt to the reality of multiple entry points of language programs. They understand the importance of careful articulation within the second language curriculum and across levels of instruction. They also connect second language instruction to other curricular areas. Teachers use their knowledge of second language acquisition theory to develop and adapt varied activities to meet the needs of students. They use a wide variety of strategies to assess programs and student progress.

The nature of second language instruction affirms the value of diversity, leading students to an appreciation of similarities and differences. Teachers acknowledge that second language learning is appropriate for all students. They value the contributions of heritage language learners. Teachers vary instruction and assessment to meet the needs of all students.

Teachers of second languages are strong advocates and seek opportunities to promote second language education in the school and the community. They understand that maintaining and enhancing language skills and cultural knowledge are crucial to their continued professional development.
Standards and Indicators

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<tr>
<th>Standard 1: Teachers demonstrate target language competency commensurate with their role as second language models. They function effectively in interpersonal, interpretive and presentational modes using listening, speaking, reading and writing skills.</th>
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<tr>
<td>Indicator 1: Teachers demonstrate an understanding of the main ideas and most details of conversations, oral presentations, and audio or video recordings by native speakers.</td>
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<td>Indicator 2: Teachers converse with a high degree of linguistic accuracy on familiar topics, make oral presentations in social or work situations, and are understood without difficulty by native speakers.</td>
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<td>Indicator 3: Teachers read general texts on the literal, interpretive and critical levels, and they rephrase, summarize, critique or make personal application of the material read.</td>
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<td>Indicator 4: Teachers write clearly, correctly, and effectively in formal and informal styles on familiar topics for varied purposes and audiences.</td>
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<th>Standard 2 Teachers demonstrate understanding of the basic linguistic components of the target language (e.g., units of sound, grammar, vocabulary, syntax, pragmatics and discourse).</th>
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<tr>
<td>Indicator 1: Teachers identify and produce the basic sound units and prosodic features (i.e., stress, rhythm, linking phenomena and intonation) of the target language.</td>
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<td>Indicator 2: Teachers explain the basic grammatical and syntactic units of the target language.</td>
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<td>Indicator 3: Teachers demonstrate an understanding of the structured nature of target language vocabulary (e.g., word families, derivations, antonyms and synonyms).</td>
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<td>Indicator 4: Teachers demonstrate how language features are used to carry out communicative needs and how language use is defined by social context.</td>
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<th>Standard 3: Teachers demonstrate familiarity with cultures represented by the target language as they relate to products (e.g., foods, games, literature and laws), practices (e.g., customs, patterns of social interactions) and perspectives (e.g., beliefs, values and ideals).</th>
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<td>Indicator 1: Teachers demonstrate an understanding that differences exist in language use among geographical and socio-cultural groups in such areas as vocabulary, pronunciation, intonation and level of formality.</td>
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<td>Indicator 2: Teachers demonstrate an understanding that culture and language constantly change, as a result of political, economic and social conditions.</td>
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<td>Indicator 3: Teachers explain everyday cultural practices and products in places where the target language is spoken, and they dispel stereotypical images associated with those cultures.</td>
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Indicator 4: Teachers understand the perspectives of target cultures as represented by a range of practices and products.

Indicator 5: Teachers understand and model culturally appropriate social behaviors (e.g., bartering, ceremonies and interpersonal relationships) in places where the target language is spoken.

Indicator 6: Teachers analyze historical and contemporary literatures and the arts in order to explain the cultural practices and perspectives of the people of the target cultures.

Standard 4: Teachers demonstrate insight into how the target language and cultures compare to the students' language(s) and culture(s).

Indicator 1: Teachers identify similarities and differences among cultures as they compare and contrast North American cultures with the target cultures.

Indicator 2: Teachers understand that one's own cultural orientation affects the perception of another culture, and they avoid perpetuating cultural misperceptions.

Indicator 3: Teachers provide examples of mutual influences across languages and cultures.

Indicator 4: Teachers compare and contrast distinctive features of English with those of the target language.

Standard 5: Teachers demonstrate familiarity with current theories in second language acquisition, human cognitive development and brain research.

Indicator 1: Teachers identify the distinct ways in which children, young adolescents, adolescents and adults learn second languages.

Indicator 2: Teachers apply developmentally appropriate language learning strategies in the classroom.

Indicator 3: Teachers implement instructional strategies that reflect current second language acquisition theory.

Indicator 4: Teachers apply literacy theory to the teaching of reading and writing in the second language.

Standard 6: Teachers create and manage a classroom environment conducive to second language learning.

Indicator 1: Teachers use the target language as the principal medium of instruction and classroom management.

Indicator 2: Teachers provide frequent opportunities for students to use the target language in
structured and creative practice within an authentic context.
Indicator 3: Teachers consider the emotional, physical and intellectual needs of the student as they impact second language learning.

Indicator 4: Teachers demonstrate the ability to modify visual and physical aspects of the classroom to facilitate and enhance language learning.

Indicator 5: Teachers provide exposure to native speakers, including peer models, in person and/or through multimedia sources.

Standard 7: Teachers employ multiple strategies to engage students actively and effectively in learning the target language and cultures.

Indicator 1: Teachers motivate students through authentic communicative learning activities.

Indicator 2: Teachers provide opportunities for students to understand cultural and linguistic diversity.

Indicator 3: Teachers construct and implement varied activities to enable students to function in interpersonal, interpretive and presentational modes using listening, speaking, reading, and writing within a relevant cultural context.

Indicator 4: Teachers demonstrate the ability to differentiate between major and minor errors. They know how and when to make corrections, provide feedback and allow for delayed response.

Indicator 5: Teachers identify opportunities for students to practice their developing second language skills outside of the classroom setting.

Indicator 6: Teachers assist students in making links to local and/or distant target language communities.

Standard 8: Teachers identify, select, adapt and use a wide variety of instructional resources and technology to enhance students’ learning and to provide access to the target language and cultures.

Indicator 1: Teachers incorporate appropriate and authentic realia, manipulatives, print and non-print materials into second language instruction. (The term “realia” refers to any kind of authentic materials such as menus, calendars, actual artifacts such as ‘molinillo’ or ‘fleur de lys”, movie tickets, board games, flags, plastic food, cards [playing cards as well as birthday cards, etc.], stamps, bills and coins, newspapers and magazines, metric tape, thermometers, etc. This term is widely understood by the foreign language community.)

Indicator 2: Teachers use research skills, technology and resources (e.g., online and print materials, e-mail and software programs) in first and second languages. They also provide opportunities for students to make use of these skills and resources.

Standard 9: Teachers understand the sequential nature of the second language curriculum and articulate the instructional program accordingly.
Indicator 1: Teachers develop language specific curricula based on the generic framework of the Standard Course of Study.

Indicator 2: Teachers recognize the complexities resulting from multiple entry points within the second language program and incorporate knowledge about their students' prior second language experiences into their instruction.

Indicator 3: Teachers demonstrate an understanding of the simple to complex or familiar to unfamiliar progression of topics, content and language in the sequential curriculum.

Indicator 4: Teachers demonstrate an understanding of horizontal (within a level) and vertical (level to level) curricular articulation.
Standard 10: Teachers link the skills and knowledge between the broader curriculum and second language instruction.

Indicator 1: Teachers recognize the importance of collaborating with teachers across the curriculum in order to incorporate concepts and knowledge from other subject areas at the appropriate grade level into second language instruction.

Indicator 2: Teachers seek to maximize the transfer of cognitive, academic and communicative skills between first and second languages.

Standard 11: Teachers implement assessment strategies that are aligned with instruction. They address all second language modalities (i.e., listening, speaking, reading and writing) and culture in order to measure student achievement and proficiency.

Indicator 1: Teachers recognize that assessment has a variety of purposes for the second language program, including monitoring student learning, reporting student progress and achievement, and evaluating instruction.

Indicator 2: Teachers demonstrate knowledge of a variety of assessment instruments, including paper-and-pencil tests and alternative assessments such as portfolios, and oral and written performance assessments. They understand the importance of using multiple strategies to measure student progress, achievement and second language proficiency.

Indicator 3: Teachers strive to assess students within an authentic context.

Standard 12: Teachers affirm that second language learning is appropriate for all students regardless of ability, language background, race, ethnicity, gender, religion and other cultural factors.

Indicator 1: Teachers demonstrate an understanding that students learn second languages in different ways, and they vary instruction to address individual learning styles and abilities.

Indicator 2: Teachers acknowledge that special needs students can learn a second language.

Indicator 3: Teachers collaborate with special support personnel when modifying instruction to meet the needs of those students.

Indicator 4: Teachers model respect for the differences among students to foster a positive classroom climate that promotes second language learning for all students.

Standard 13: Teachers recognize the unique contributions of heritage language learners (students with home backgrounds in languages other than English) and adapt curriculum and
instruction to meet their needs.

Indicator 1: Teachers identify the particular instructional needs of heritage learners and integrate these learners into the second language program.

Indicator 2: Teachers select materials that will enhance instruction for heritage learners.

Indicator 3: Teachers create opportunities for heritage learners to share their language and their cultural experiences.

Standard 14: Teachers maintain and enhance their linguistic and cultural skills beyond the classroom.

Indicator 1: Teachers acknowledge the importance of experiencing target cultures firsthand and of the need to expand and continually update cultural knowledge.

Indicator 2: Teachers engage in ongoing language practice and exploration of cultures by traveling to places where the language is spoken, by participating in activities in local communities, by continuing formal education through coursework, and/or by using technology to access the target language and cultures.

Standard 15: Teachers understand and communicate the value of learning languages other than English to students, colleagues, administrators, parents and the community at large.

Indicator 1: Teachers advocate for a long continuous sequence of second language instruction and understand the importance of collaboration among second language teachers at all levels.

Indicator 2: Teachers recognize how educational decisions are made, how those decisions affect second language programs and how to represent the second language program in the decision-making process.

Indicator 3: Teachers stay abreast of local, state and/or national legislation and policies affecting the teaching of second languages.

Indicator 4: Teachers communicate the benefits of second language study for diverse groups of students.

Indicator 5: Teachers seek opportunities to promote second language education.

Indicator 6: Teachers foster constructive relationships with parents, colleagues, school administrators, local governing boards and state and national policy makers in order to promote the value of second language education for all students.