Standards for Second Language Teacher Candidates

The Standards for Second Language Teacher Candidates reflect the content standards for 21st century modern foreign language educators in North Carolina public schools. The standards add to the NC Professional Teaching Standards by specifying what is unique to second language teachers, covering practices as suggested by leading professional organizations, especially the American Council for the Teaching of Foreign Languages (ACTFL). Modern foreign language teachers empower K-12 students to function proficiently as global citizens in the 21st century. Modern foreign language teachers integrate the diversity of target cultures into instruction. They understand the importance of a sequential K-12 learning process and the existence of multiple entry points in second language instruction. Teachers acknowledge that second language learning is appropriate for all students. They value the contributions of heritage language learners.

Standard 1: Second language teacher candidates demonstrate a high proficiency level in all modes of communication (presentational, interpretive, and interpersonal).

Second Language teacher candidates communicate efficiently and effectively in formal and informal styles on familiar topics for varied purposes and audiences. They also demonstrate awareness of language as defined by social contexts. Second language teacher candidates:

- use language in functional and meaningful situations with a high degree of linguistic accuracy.
- understand the process involved in improving language proficiency and continue to develop and maintain their high levels of proficiency in the language.
- understand and apply linguistic features of the target language.
- utilize various types of texts for personal and academic applications on the literal, interpretive, or critical levels.

Standard 2: Second language teacher candidates integrate knowledge of socio-cultural products, practices, and perspectives into instruction.

Second Language teacher candidates demonstrate that they understand the connections among the perspectives of a culture and its practices and products to integrate the cultural framework for modern foreign language standards into instructional practices within and beyond the school setting. Second language teacher candidates:

- integrate target cultures and the importance of multi-cultural study into instruction.
- acknowledge the relationship between language and society.
- understand the perspectives of target cultures as represented by a range of practices and products.
- demonstrate that culture and language constantly evolve.
- promote cross-cultural understanding.

Standard 3: Second language teacher candidates demonstrate familiarity with current theories in second language acquisition and research.

Second Language teacher candidates develop a variety of instructional practices that incorporate pertinent research in teaching and learning in the field. In this manner, modern foreign language teacher candidates focus on proficiency-oriented outcomes and produce articulated models that address the needs of diverse language learners. Second language teacher candidates:
- implement age-appropriate pedagogical techniques pertaining to second language instruction.
- implement current best practices that reflect second language acquisition theory.
- recognize the complexities resulting from multiple entry points within the second language sequence.
- incorporate knowledge about their students’ backgrounds in order to differentiate instruction in second languages.

**Standard 4: Second language teacher candidates differentiate instruction for the diverse needs of heritage language learners.**

Second Language teacher candidates recognize the unique contributions of heritage language learners. Teacher candidates adapt curriculum and instruction to meet these learners’ needs. Second language teacher candidates:

- identify the particular instructional needs of heritage learners and integrate these learners into the second language program.
- select materials that enhance first-language instruction for heritage learners, taking into account available program models.
- provide opportunities for heritage learners to share their language and their cultural experiences.