

Professional Development for Language Teachers

Implementing the Texas Essential Knowledge and Skills for Languages Other Than English

Project ExCELL
Excellence and Challenge: Expectations for Language Learners

*Southwest Educational Development Laboratory
Austin, Texas*

Texas Education Agency

1997

Preface

In January of 1995, the Texas Education Agency (TEA) applied for and received funds from the United States Department of Education's Office for Educational Research and Improvement (OERI). The funds, part of the Fund for the Improvement of Education Program (FIE), were for the development of the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)* and related products, including *Professional Development for Language Teachers: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English*. TEA contracted with the Southwest Educational Development Laboratory (SEDL) to implement the standards project known as Project ExCELL (Excellence and Challenge: Expectations for Language Learners). The Texas State Board of Education adopted the *TEKS for LOTE* in April 1997.

In creating *Professional Development for Language Teachers*, Project ExCELL worked with a writing team, consultants, field reviewers, and advisory committees that included Texas classroom teachers of LOTE, district supervisors of LOTE, university foreign language professionals, business people, and representatives from the community. In addition to drawing on their own expertise, the writers relied on the *TEKS for LOTE* for direction and used the national standards for foreign language learning, professional development documents from other states, data collected from field review, and current research in the field of professional development. Writing team members consulted experts in the area of professional development and they met to debate, review, and revise their products until they were able to reach consensus on what the components of *Professional Development for Language Teachers* should look like. *Professional Development for Language Teachers* reflects high expectations for all teachers, applies to all languages, and takes into account the state and national student standards for the LOTE discipline.

Professional Development for Language Teachers connects the *TEKS for LOTE*, as approved by the Texas State Board of Education, to language teachers already in service. The professional development materials will make it easier for teachers of LOTE to become familiar with the student standards and to revise and adapt their teaching approaches to help all students reach the high standards which the *TEKS for LOTE* outline.

For Project ExCELL, the *TEKS for LOTE* and *Professional Development for Language Teachers* represent steps in a systemic change process. The project also has produced a curriculum framework and teacher education materials. *A Texas Framework for Languages Other Than English* facilitates the task of developing curricular materials that are based on the *TEKS for LOTE*, but are at the same time tailored to the particular needs and characteristics of local school districts and campuses. *Preparing Language Teachers to Implement the TEKS for LOTE* is a useful tool for institutions of higher education that prepare LOTE teachers; not only will prospective teachers become familiar with the proposed *TEKS for LOTE*, but they also will be prepared to teach in ways that make it possible for students to reach the standards.

Project ExCELL hopes to increase the likelihood that efforts to establish and meet high and challenging standards for all Texas students will become a reality in LOTE classrooms across the state.

Acknowledgements

Project ExCELL would like to express its gratitude and appreciation to those whose hard work and dedication made *Professional Development for Language Teachers* a reality.

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Table of Contents

Preface	i
Acknowledgements	ii
Introduction	1
Issues in Professional Development for Language Teachers	3
Teacher Competencies for Professional Development	13
Professional Development Models I-III	41
Model I	43
Case Study Model I	47
Model II	49
Case Study Model II	52
Model III	54
Case Study Model III	56
Glossary	59
References	60

Appendix

A	<i>TEKS for LOTE</i>
B	<i>ACTFL Proficiency Guidelines</i>
C	Resource List

Introduction

This document addresses the professional development of inservice teachers of Language Other Than English (LOTE) relative to the implementation of the *Texas Essential Knowledge and Skills (TEKS for LOTE)*. Descriptions of the contents follow:

Issues Paper

- ❖ is preceded by a one-page abstract
- ❖ provides administrators with information about the importance of strong, research- and TEKS-based professional development for teachers of LOTE
- ❖ gives an overview of the role of the teacher competencies and the models for professional development developed by Project ExCELL

Teacher Competencies for Professional Development

- ❖ is preceded by an introduction that discusses the intent, purpose, and functionality of the competencies
- ❖ describe what teacher of LOTE should know and be able to do relative to the five Program Goals of Communication, Cultures, Connections, Comparisons, and Communities
- ❖ provides language teachers with opportunities for self-evaluation with regard to the competencies

Professional Development Models I-III

- ❖ is introduced by a one-page overview of all three models
- ❖ describes in detail three models for professional development
- ❖ provides case studies for each model that offer an example of what the model could look like when implemented

Glossary, References

Appendices

- ❖ includes the *TEKS for LOTE*, the *ACTFL Proficiency Guidelines*, and an extensive resource list

Issues in Professional Development for Languages Teachers

Abstract

Major changes are in progress in Texas public education as state standards are being implemented and expectations for student performance are being raised. The *Texas Essential Knowledge and Skills* (or *TEKS*), as approved by the Texas State Board of Education, are the manifestation of the Texas standards movement and have been developed for every discipline. Through Project ExCELL (Excellence and Challenge: Expectations for Language Learners), The Texas Education Agency and the Southwest Educational Development Laboratory participated in the development process of the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)*.

In order to keep up with the changes the *TEKS for LOTE* will bring, educators need extensive opportunities for professional development. Teachers of LOTE will need to formulate profession-specific plans, using models for professional development that address their needs for innovation in approaches to teaching and continued growth in language proficiency and cultural knowledge. Teachers of LOTE benefit most from professional development that they help to design and in which they have choices. Project ExCELL recommends models that include mentoring and peer coaching as an integral part of the process. *Teacher Competencies for Professional Development: Implementing the Texas Essential Knowledge and Skills for Languages Other Than English* was developed by Project ExCELL in response to the anticipated needs of LOTE teachers and provides them with a tool for assessing their own professional development needs as they relate to the implementation of the *TEKS for LOTE*.

The models affording the greatest potential for language teachers are: (1) the Mentoring Process (supervised strand), (2) Peer Coaching (guided strand), and (3) the Individually Guided Model (self-directed strand). In essence, the first utilizes an expert presenter whose suggestions are then followed up with mentoring by an accomplished teacher, supervisor, or other colleague. The second combines peer coaching with training by an expert in the field. The third, most appropriate for experienced or geographically isolated teachers, calls for the development and implementation of individual plans with some input from supervisors, colleagues, and/or experts.

Project ExCELL's goal for Texas teachers of LOTE is that they will reflect upon the *TEKS for LOTE* and the *Teacher Competencies for Professional Development* and will develop a clear idea of their own essential and most potentially useful professional development opportunities. By understanding the best professional development models offered by the research literature, they can recognize and secure for themselves the best training opportunities, thus ensuring the finest teaching and greatest possible results for students.

Issues in Professional Development for Language Teachers

The intent of this section is to familiarize educators with a succinct outline of important considerations in establishing professional development for language teachers who are implementing the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)* and to present the most significant models for use in implementation. While the bibliography in Appendix C lists numerous valuable resources for a broader understanding of the issues, *Professional Development for Language Teachers* summarizes and applies the research to the specific needs of Texas LOTE educators.

Student Standards

The current cycle of school reform and curriculum updating is generating substantial change in many disciplines. Texas teachers of and experts in LOTE, along with teachers and experts in other disciplines, have participated in the process of developing and refining state student standards (the *Texas Essential Knowledge and Skills* or *TEKS*) and new curriculum documents that illustrate what excellent classrooms in that discipline look like and which activities effectively achieve the desired goals. The State Board of Education approved the *TEKS for LOTE* in April 1997; a copy of the *TEKS for LOTE* appears in Appendix A. In order to implement the *TEKS for LOTE* and disseminate information on what teachers need to know and do, an extensive program of professional development is necessary. The LOTE professionals charged with the task of developing guidelines for effective professional development sought advice from experts in the field and carefully investigated the current research literature on professional development.

Languages Other Than English, or LOTE, is the official terminology in Texas for the foreign language discipline.

Features of Professional Development for Teachers of LOTE

Background Statement

The learning and teaching of LOTE is in many ways unlike the learning and teaching of other disciplines where the medium of instruction (i.e., the language) is not necessarily an issue. Because more proficient teachers are usually more effective teachers, language educators need opportunities to grow in language proficiency and in knowledge and awareness of culture(s). Thus, some of their growth opportunities should be in special settings and/or abroad. They also must be familiar with and skilled in the use of a proficiency-oriented approach to instruction.

Opportunities for professional development must expand the teacher of LOTE's language and teaching skills from entry level to increasingly higher levels of proficiency. Those with good proficiency need opportunities to grow in the language. Given the constantly changing nature of language and culture, all teachers of LOTE must have opportunities to update their knowledge and practices. The evolving research base in second language acquisition requires that teachers keep abreast of effective instructional practices. Finally, teachers of languages need special assistance with the challenging task of developing and administering proficiency tests to their students, for it is only with the use of such tests that teachers can effectively measure student progress.

Teachers must be able to adapt to school restructuring. For example, many teachers of LOTE currently need assistance as schools switch to block scheduling; they need to be aware of how they can continue to teach effectively despite challenges such as low language proficiency combined with longer class periods in which students can tire long before the end of class. In addition, teachers of LOTE often must utilize special skills in order to conduct classes where students with varied linguistic proficiencies are found.

Measurable Objectives in Terms of Student Outcomes

Educational research acknowledges the value of the student-centered classroom in results-driven education and advocates a parallel process for professional development. An active learning experience is more effective than passive absorption at an inservice training session. As teachers are intellectually engaged and learn to plan and design their own acquisition of knowledge, they will see the value of and learn how to guide students through the same process. Furthermore, as a teacher changes perspectives or practices and improves content-specific skills, the system itself will undergo change. The targeted beneficiary of all these improvements is the student.

The Teacher as Lifelong Learner

Since teachers are key to the success of reforms, they must improve their competencies to implement the *TEKS for LOTE*. To ensure this ongoing professional growth, we must enhance the experiences of teachers (and, by extension, their students) by encouraging decentralization of responsibility for learning, and thus promoting self-reliance, collaboration, and reflection. In short, teachers, too, have to be viewed as learners and they need to learn together, e.g. in mentoring and coaching one another. The educational system must support, both conceptually and financially, the teachers' endeavors as life-long learners.

Individual Differences

For significant change to occur, each individual teacher's needs must be addressed. The teacher must be involved experientially in the process of development, since, by itself, knowledge of how to change does not mean change will be initiated. For improvement to occur, new skills have to be guided, practiced, and reflected upon in collaboration with colleagues. Clearly, teachers are at different places developmentally; therefore, allowances for various entry levels and individual differences need to be built into the professional development structure. *Teacher Competencies for Professional Development* on page 13 of this publication, includes three developmental levels for teachers: good, better, and exemplary. Objectives must be meaningful to the participant and teacher improvement must be stated in measurable terms of student knowledge, student performance, and motivation. The most successful professional development process acknowledges the student-centered nature of good teaching.

Criteria for Successful Professional Development

Research on adult education guides the professional development models. Such research indicates that adults learn and retain best when:

- goals are realistic and relevant (organizational context and priorities);
- small group work permits application and analysis (team-building and problem-solving);
- a positive self-image is promoted (consideration of learning styles, values and control issues);
- they see results and receive feedback (technical help, interaction with colleagues); and
- ongoing learning opportunities are presented.

Professional development, when conducted along these guidelines, will produce positive results.

Specific Models

Effective Professional Development Models

Participant involvement and personal choice are key characteristics of successful professional development programs and activities. Faculty must take responsibility for identifying needs and determining goals for their own professional growth, and, in the most effective models, for assisting one another. The best models incorporate these features in an appropriate developmental continuum. New faculty and those in larger districts can benefit from a *mentoring process*, i.e., the supervised strand. This model also can serve as an introductory phase for the broad-based presentation of new information to any audience of teachers, e.g., the *TEKS for LOTE*. A second option, *peer coaching*, the guided strand, involves pairing up teachers who have common needs, goals, and interests. These teachers then work collaboratively to assist one another in the growth process; in some cases the more experienced teachers will pair with the less experienced. Use of this model assumes that all the teachers have some experience or preparation and some familiarity with the general goals of their profession and educational program. The third model, the *individually guided model*, the self-directed strand, works well for the experienced teacher, the teacher who has special objectives not necessarily held in common with other teachers, and the teacher who works in total or near total geographical isolation from other teachers of LOTE. These individuals consult appropriate administrators, coordinators, and/or colleagues and pace themselves in the steps they have developed. They read relevant research literature, attend professional meetings, and participate in other development activities.

General Considerations

Support is necessary if teachers are to implement and participate in these models of professional development. Teachers need opportunities to participate, to study, to observe, to mentor, and to travel. Formulating a professional development plan that accommodates the needs of all the teachers in a particular location or district will require much effort, as will the appropriate apportionment of funding. Further, in order to use these models well, many teachers will need training as mentors and/or as peer coaches. Technology such as e-mail, telephone conferences, and audio and videotapes is useful, particularly for the peer coaching and the individually guided models. Teachers of LOTE must consider their professional development activities in the context of their district, their campus, and their language program, as each entity should be creating its own sequence of growth opportunities, but, familiarity with the specific features of professional development, described in *Professional Development for Language Teachers* should lead to greater expertise and confidence in teaching and to improved student performance.

Project ExCELL and Education Service Center 20 have developed *The Teacher Competencies for Professional Development: From Theory to Classroom Practice*. This interactive videotape program implements the individually guided model. To get a copy of the program, contact your local education service center.

Choosing a Model

The three models of professional development recommended here for teachers of LOTE are designed as strands that provide for independently-paced development by individual teachers throughout their careers. The design of the strands constitutes a paradigm shift from the traditional professional development model to a non-linear, individually focused model. It provides for a teacher's fluid passage along a career, weaving through a webbed course of professional development dictated by the teacher's ever-changing individual professional needs and interests and allowing for a variety of paths for expansion, enrichment, remediation, and review, as warranted. Time spent in each strand and the sequence will vary from one teacher to the next, depending on the individual teacher's needs, goals, and growth, together with the recommendations of cooperating supervisors, mentors, and colleagues. Using the knowledge and sample practices charts in the *Teacher Competencies for Professional Development*, teachers can "self-diagnose" and then select a strand from the three professional development models described below. Any of the three models may be appropriate for a given teacher in a given area at a given time.

Initial Training Session

Each of the three models of professional development would benefit from an initial training session. Initial training sessions should be designed to present current knowledge on the learning and teaching of languages. The initial training sessions may cover:

- ❖ the dissemination of theoretical and practical information on the latest trends in effective methodology for second language acquisition
- ❖ research on how students learn
- ❖ classroom-management techniques
- ❖ language-specific training for conducting the class in the language being taught
- ❖ integration of technology into the delivery and practice of language acquisition skills
- ❖ integration of critical content into the language curriculum

Model I: Mentoring Process (Supervised Strand)

Teachers most in need of supervision should select the mentoring process model. After an initial training session, teachers meet regularly with a mentor, trainer, and/or administrator who helps them identify their teaching goals in the context of a learner-centered experience. Since new teachers in a given district come into the job with varied degrees of preparedness for the classroom—some with minimal or no specific university training in second language acquisition, some with a superficial exposure to it, some with outdated training from many years before, some with excellent up-to-date training, and some as experienced teachers transferring from another district—the

initial professional development training sessions are intended to bring all instructors of LOTE to a common ground in their resources and preparedness for successful performance in the classroom.

Teachers will strive to demonstrate an understanding of the *TEKS for LOTE* and the *Teacher Competencies for Professional Development*. In addition, they will address improvement of classroom delivery of mutually agreed-upon teacher competencies. This will be accomplished in three stages: (1) through the development of vignettes that show successful application of the *TEKS for LOTE*, (2) through the incorporation of modeled, *TEKS*-based activities into actual lessons, and (3) through subsequent modifications based on:

- ❖ self observations
- ❖ student feedback and progress
- ❖ peer observation
- ❖ peer coaching

Through these processes, teachers focus on the learner-centered approach to instruction as they strive to improve the achievement and performance of their students.

Training sessions also will include assessment activities such as:

- ❖ review and modification of the individual teacher's goals, activities, and instruction
- ❖ analysis and response to supervisor and student evaluations
- ❖ analysis of the effect of the teacher's activities on the learning and performance of their students

The participants will refine and/or expand their professional development focus or goal and their implementation based on that input and on their reflections and findings.

Model II: Peer Coaching (Guided Strand)

If it has been determined that the second strand of the professional development continuum is most appropriate, teachers will be paired with a peer in the same discipline, preferably in the same district and building or in an adjacent district. The teachers provide one another with mentoring, supervision, guidance, sharing, nurturing, and support in the guided strand.

After an initial training session, the teachers in this strand work with their peers to identify a goal, either individual or group, to work on in their professional development activities. They have become familiar with the *TEKS for LOTE* and the *Teacher Competencies for Professional Development* and use them as a guide as they develop a plan of action for their project and establish some teacher-determined strategies for accomplishing their goal.

In the implementation process, teachers:

- ❖ identify the person responsible for each activity
- ❖ set a timeline with checkpoints for the different steps of the project
- ❖ enumerate the resources needed, such as workshops, research, observation, or small study groups

There is a series of observations, teaching, reteaching, and re-observations at appropriate junctures of data-collection, as well as development of activities, trying, refining, and retrying. Peer observation is ongoing during this implementation phase.

The assessment phase is typically multi-faceted, seeking input from the peer, review of peer lesson plans, completion of the objective, interaction between peers, and subsequent setting of new goals. Because of the individual nature of the projects, there will be some short-, middle-, and long-term projects undertaken in this strand. Part of the assessment process will be the task of determining how many projects will be undertaken to properly “round-out” the individual teacher’s development in this guided strand.

Model III: Individually Guided (Self-directed Strand)

The third model of the professional development process is the individually guided model; it is designed primarily to accommodate experienced teachers. This model allows them to take much more control in the direction of their own development. However, this model also can be useful for those teachers of LOTE who find themselves isolated in a district where there are no other language teachers with whom they can work. An experienced teacher embarking on this strand may have developed an extensive knowledge and comprehension of the *TEKS for LOTE* and the *Teacher Competencies for Professional Development* and may be capable of integrating these into professional development activities. Teachers following this model prefer self-direction and self-initiated learning. The isolated teacher who is seeing the *TEKS for LOTE* for the first time would focus on understanding the *TEKS for LOTE* and incorporating them into classroom activities.

After an initial training session, the phases of activity in this model may include:

- ❖ identification of a focus for improvement of instruction or interest for development (perhaps via a training session)
- ❖ formulation of a plan for implementation
- ❖ outlining of learning activities for growth
- ❖ implementation into classroom assessment
- ❖ sharing of growth through subsequent training of colleagues

Consultation with colleagues and administrators will come into play at several junctures of the strand, such as in the formulation of the plan, in the design of learning activities, in conferences, in coursework, in travel abroad, in research, in observation of master teachers, and (of course) in the assessment of the project. The teacher may be matched with a colleague (or colleagues) at a distant site through electronic communication.

The very nature of the individually guided model can have its obvious drawbacks for teachers who are geographically isolated or who have interests for growth in a unique area. However, modern technology addresses these drawbacks by bringing research capabilities right into the home and classroom. E-mail capabilities and access to the WWW facilitate interaction with experts in a specific field who are not otherwise accessible. Video and CD-ROM formats, for which the cost is no longer prohibitive, make good quality authentic materials more readily available. In addition, overall acceptance and recognition of the value of self-motivated professional development should lead to administrators' approving alternatives to the traditional models by allowing for more creative and productive use of professional time, such as reassigned time and individual research. Finally, the sharing of the results and reflections generated from this model of professional development can result in providing professional development seminars for teachers in the mentoring process model of the continuum, and in participating in the peer coaching model.

Summary of All Three Models

In summary, all three types of professional development described in models I-III should follow this process: goal identification, task identification, implementation, assessment, and accounting of results. The adult learner in any strand sets individual goals, experiences professional responsibility and strong self-image, and develops trust in professional sharing, making contacts that provide for an ongoing learning process and that lead to major improvements in the system. This program of professional development is unique in allowing individual focus for inquiry and direction while embracing a coaching aspect that is based on collegial support. This strengthening bond not only buoys the beginning teacher who might otherwise be overwhelmed by high expectations, but also pushes the veteran teacher onward to fulfill new goals.

Action Plan

While many districts and campuses will move quickly to implement the new *TEKS for LOTE* and/or develop new curriculum documents, there should be time for the creation and implementation of a thoughtful action plan. Such a plan should comprise various levels of needs assessment. Initially, administrators, coordinators, department chairs, and faculty should participate in a process of determining needs. The needs addressed would include those of individual teachers, individual departments or campuses, and entire district programs. There would be needs relating to language proficiency, cultural knowledge and proficiency, language teaching skills, peer coaching skills, and knowledge of other content areas, as well as others.

The purpose of the plan is to facilitate teacher understanding of the *TEKS for LOTE*, of student example progress indicators, and of exemplary *TEKS*-driven activities. Such a familiarization activity should assist in needs assessment so that teachers will have a much clearer idea regarding their capabilities to implement the new student standards. Then, all the individuals involved in the process can work together to outline the needs of individuals and programs; to prioritize and sequence the needs identified; to create a timeline; to identify materials, financial resources, and personnel resources; and, ultimately to determine the approaches and models to be used. Issues of support also should be considered. Finally, logistical details, such as when, where, and how the activity will take place, should be addressed. An assessment plan to determine the effectiveness of the professional development and consideration of student results should be developed.

Conclusion

As Texas language educators join the movement to implement student standards via the *TEKS for LOTE*, two questions of great importance have surfaced: (1) what student performances are desired? and (2) what does the classroom in which the *TEKS for LOTE* will be met (and even exceeded) look like? Obviously, those familiar with the proficiency-oriented approaches that underlie the *TEKS for LOTE* and the *Teacher Competencies for Professional Development* see a classroom in which students are actively involved and using their new language to learn content, share experiences and opinions, and function in real-life situations. The students in these classrooms are ones whose linguistic and cultural proficiency grow from level to level and whose knowledge and skills are clearly demonstrable on tests that apply competencies in real-life simulations.

This publication should encourage language educators, administrators, parents of students, and the general public to ask the important questions that need to be addressed in planning effective professional development. The ultimate goal is model classrooms, exemplary teaching and learning, and excellent results in LOTE for all students.

Teacher Competencies for Professional Development

Preparing for 21st Century Language Study

Globalization is a key theme for the 21st century. The study of languages other than English is a vital and natural part of an increasingly connected and ever smaller world. Growing support and appreciation for proficiency in more than one language, both from the general public and the business community, have helped today's students to recognize the value of language study. As a result, enrollment in language courses is on the rise and it seems certain that the future will see more students studying more languages in longer sequences.

Effective language study is focused on communication, facilitating the development of knowledge and skills in language and culture, integrating language acquisition with content from other subject areas, and preparing students to be lifelong learners and users of the skills, information, and insights they gain. Thus language teachers themselves should possess the necessary knowledge and skills to guide students towards these goals. While teachers will enter the profession with an identifiable base level of preparation for their assignments, they will undoubtedly need opportunities to grow professionally beyond that base level and to develop knowledge and skills in areas not included in their preparation for initial certification. They, like their students, will be lifelong learners.

The Texas State Board of Education has adopted content and performance standards that describe what students should know and be able to do as they progress in their study of languages. These standards, the *Texas Essential Knowledge and Skills for Languages Other Than English (TEKS for LOTE)*, are organized around five Program Goals: Communication, Cultures, Connections, Comparisons, and Communities. In order to implement the *TEKS for LOTE*, teachers should have a thorough familiarity with and an understanding of their content. Their own knowledge and skills will include and exceed those outlined in the *TEKS for LOTE* and they will use effective teaching practices that clearly address the Program Goals. For example, if students are expected to “communicate in the language” as is stated in the *TEKS for LOTE* section on Communication, then it follows that teachers will “know the language” themselves and will “understand language pedagogy,” as stated in the Communication Strand of the *Teacher Competencies for Professional Development*.

To review the *TEKS for LOTE*, see Appendix A.

Overview of this Section

Teacher Competencies for Professional Development is designed for use by teachers, language coordinators, administrators, and/or teacher educators as a tool for needs assessment. It is organized around the same five Program Goals as the *TEKS for LOTE*: Communication, Cultures, Connections, Comparisons, and Communities. Within each of the five goal areas, teacher *Core Knowledge* and *Sample Practices* are described for three different teacher competency levels. Case studies that illustrate what the competencies look like in the classroom follow the competencies. The *Teacher Competencies for Professional Development* can serve as a guide for initial and on-going self-assessment of teacher needs for *TEKS*-based professional development and as a basis for planning *TEKS*-based professional development activities.

Defining Teacher Competency Levels

For each Program Goal area, teacher competencies are described at three different levels. The three levels are *good*, *better*, and *exemplary*. *Good* describes the teacher who uses practices like the sample teaching practices at least some of the time. *Better* describes the teacher who uses practices like the sample practices most of the time. *Exemplary* describes the teacher who uses practices like the sample practices almost all of the time.

A Non-Linear Program

The five Program Goals do not follow a linear or sequential program. Teachers may identify professional development needs in any or all of the goal areas. They may be at different levels of competency in the various goal areas at any given point in time. They may choose to focus on one goal area at a time, or they may prefer to attempt developing core knowledge and sample practices under several Program Goals in a given year. Teachers show a general progression toward *exemplary* when they are able to mesh Communication with one or more of the other Program Goals.

The Instructional Sequence

The information in *Teacher Competencies for Professional Development* is intended to be flexible enough to be useful to teachers of all languages in a variety of instructional sequences and programs. The ideal sequence envisioned is the district that offers PreK-12 language instruction, but *Teacher Competencies for Professional Development* presents sample practices appropriate to any instructional sequence. The sample practices are relevant for teachers in foreign language programs, interdisciplinary programs, and immersion or dual language programs, although there are certainly sample practices that will be more important in some programs than in others.

Establishing a Network

Since peer coaching is envisioned as an integral part of professional development in languages, the establishment of a network of experienced and accomplished teachers will be important in any district. Teachers will wish to have and need access to others who have training in the *TEKS for LOTE* and the *Teacher Competencies for Professional Development*. Districts and education service centers may wish to establish a teacher resource bank so that any teacher who is seeking a coach will have an appropriate starting point. The teachers listed in this resource bank should have training in peer coaching and should be committed to coaching other teachers.

For a discussion of peer coaching and the professional development of languages teachers, see “Model II: Peer Coaching” on page 49 of this publication.

Generic Competencies

In addition to the competencies described under each of the five Program Goals, there are generic competencies that cross all the goal areas and are applicable to any effective instruction.

Addressing the Needs of All Students

In order to reach all students, teachers are able to identify learning style preferences in their students, plan lessons for differentiated styles, and, thus, use a large repertoire of teaching techniques. They will use practices that involve students and foster interaction and collaboration and are, therefore, often student-centered and anxiety-reducing. Teachers will constantly try new techniques and expand their repertoire of effective strategies.

Establishing a Meaningful Context

Teachers are able to establish a meaningful context for students in every activity. The context should be linguistic, cultural, thematic, cognitive, and personal so that students will be comfortable, attracted to, and effectively drawn into each activity and will see relationships between classroom materials and real-life applications. Context formation is, of course, a vital step in any teaching activity, but especially in language teaching where the context is also the medium for conducting the class. In language classrooms, context is often all that stands between success and failure, between comprehension and partial or total loss of time and opportunity.

Using Technology

Teachers are familiar with appropriate applications of technology. They will use standard audiovisual equipment and create effective materials for use with the equipment. They will use the Internet and facilitate student use of it for exploration and research projects. They will be aware of and use both traditional and “cutting edge” resources that mesh well with their lessons, such as audiotapes and CDs, videos, and interactive computer programs.

Applying Assessment and Evaluation

Finally, teachers are skilled at assessment and evaluation. They will know how to integrate standards, objectives, activities, and materials with their assessment procedures. They will be familiar with both traditional or formal procedures and alternative approaches to assessment and evaluation (e.g., the use of portfolios). They will be skilled at performance measurement, i.e., proficiency-based assessment formats. They will assess students’ oral proficiency, their comprehension of spoken and written materials, and their written production, all in contextualized formats. They will know how to relate achievement issues to proficiency measures. They will utilize a specified set of criteria and will be able to prioritize and weight them as necessary. They will know how to modify their assessment program according to student progress and individual circumstances. Finally, they will assess the effectiveness of the program through program evaluation.

Anyone using *Teacher Competencies for Professional Development* should consider the four generic categories discussed above as a general foundation and then proceed to the five Program Goals, recognizing that competencies in the generic categories will also vary somewhat from teacher to teacher.

How to Use *Teacher Competencies for Professional Development*

Teacher Competencies for Professional Development describes the core knowledge that every teacher should have to implement the *TEKS for LOTE* and provides sample practices of what teachers need to do. Space is provided for teachers to list additional sample practices for any core knowledge. Teachers should use *Teacher Competencies for Professional Development* as a tool for self-assessment, rating themselves on each sample practice as *good*, *better*, or *exemplary*. Pages are provided to list identified strengths and areas for improvement for each Program Goal as a result of the self-assessment process. The teacher can prioritize the goal areas for improvement, listing a maximum of three, for example. This information could form the basis for personal or district-wide professional development. Teachers who reflect frequently on their practices in order to assess their progress and to continue the process of lifelong learning as a professional should maintain journals of the process or develop portfolios that include evidence of their professional growth.

Teacher Competencies for Professional Development: COMMUNICATION STRAND

Program Goal 1: Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action.

Knowledge and Skills: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

CORE KNOWLEDGE	SAMPLE PRACTICES	YES	NO	UNCERTAIN
<p>The teacher knows the language.</p> <p>This page of the competencies is structured differently from the remainder of the document. Teachers are to signal whether or not they are of a certain proficiency level (Advanced, Advanced-High, or Superior) by choosing “yes”, “no” or “uncertain”. To be considered at a proficiency level, the language user must be able to sustain that performance all of the time; therefore, the scale of “good”, “better”, and “exemplary” does not apply in the same manner as for the other competencies.</p>	<p style="text-align: center;">SAMPLE PRACTICES</p> <p>The teacher of modern languages:</p> <ul style="list-style-type: none"> ✓ as a <u>good</u> practitioner, can use the language for instruction at the Advanced proficiency level in speaking. ✓ as a <u>better</u> practitioner, can use the language for instruction at the Advanced-High proficiency level in speaking. ✓ as an <u>exemplary</u> practitioner, can use the language for instruction at the Superior proficiency level in speaking. <p style="background-color: #e0e0e0; padding: 5px;">For a complete description of proficiency levels, see the <i>ACTFL Proficiency Guidelines</i>, included in Appendix B. Teachers can use the proficiency descriptions informally to determine their level of proficiency.</p> <p><i>Additional Sample Practices:</i></p> <p><i>NOTE: The teacher is encouraged to follow the model above for self-assessment in writing, reading, and listening.</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows the language.</p>	<p>The teacher of classical languages:</p> <ul style="list-style-type: none"> ✓ demonstrates comprehension of authentic texts (prose and poetry) of various authors through instruction. ✓ uses the skills of listening, speaking, and writing in instruction to reinforce the skill of reading in students. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows the language.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ conducts class in the language at an appropriate level for all students. ✓ uses the language to the maximum extent possible, providing comprehensible input and strategies to facilitate comprehension. ✓ uses knowledge of the subsystems of the language, such as syntax (including grammar), lexicon, and phonology, to develop communication skills in students. ✓ demonstrates knowledge of dialectal and sociolinguistic variations. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands language pedagogy as it relates to the teaching of the student standards, the <i>Texas Essential Knowledge and Skills for Languages Other Than English</i>.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ maintains a clear focus on communication as the primary goal of language learning by: <ul style="list-style-type: none"> ● using experiences and activities to develop students' <i>interpersonal</i> communication skills, i.e., direct oral or written communication between individuals who come into interactive contact; ● using experiences and activities to develop students' <i>interpretive</i> communication skills, i.e., the receptive communication skills of listening, reading, and viewing; ● using experiences and activities to develop students' <i>presentational</i> communication skills, i.e., one-way communication for an audience of listeners, readers, or viewers. ✓ implements the concept of a balanced curriculum that integrates the skills of listening, speaking, reading, writing, viewing, and showing with a knowledge of culture. ✓ facilitates and emphasizes meaningful communication through: <ul style="list-style-type: none"> ● maximal student participation; ● diagnostic use of students' linguistic errors; ● learning of grammar in a communicative approach; ● activities that provide a real-world context. 			

Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ adapts the classroom to students’ needs by: <ul style="list-style-type: none"> ● using knowledge of learning and communication strategies ● selecting, adapting, and creating materials and activities to support students’ progress through Novice, Intermediate, and Advanced checkpoints ✓ applies current research related to language learning pedagogy. ✓ presents a clear rationale for pedagogical choices that address students’ differences, diversity, and special needs. ✓ assesses in an ongoing manner students’ progress in their interpersonal, interpretive, and presentational communication skills. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND (continued)

SELF-ASSESSMENT: COMMUNICATION STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: CULTURES STRAND

Program Goal 2: Knowledge of other cultures provides the context for understanding the connections among the practices (what people do), products (what people create), and the perspectives (how people perceive things) of those cultures. Students use this knowledge to increase their understanding of other cultures as well as to interact with members of those cultures.

Knowledge and Skills: The student gains knowledge and understanding of other cultures.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher has a thorough understanding of the culture(s) associated with the language and knows about the connections among the practices, products, and perspectives of the culture(s).</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ portrays the culture(s) accurately by: <ul style="list-style-type: none"> ● using culturally appropriate materials (visuals, realia, oral and written texts); ● embedding appropriate cultural contexts into language instruction; ● conducting activities (discussions, role plays, presentations) that prompt an understanding of the culture(s) and of the impact this knowledge can have on the way students interact with members of another culture. ✓ applies knowledge of the culture(s) being studied to help students recognize how the practices (patterns of behavior) and products (tangible and intangible things people create) reflect the perspectives (attitudes and values) of the culture(s). <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the relationship between the practices and the perspectives of the culture(s) being studied as it concerns, for example:</p> <ul style="list-style-type: none"> ❖ family life ❖ social interactions ❖ leisure pursuits ❖ involvement with work ❖ religion/beliefs ❖ societal hierarchies 	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ integrates concepts of cultural practices into language instruction (e.g., everyday patterns of behavior that represent the knowledge of “what to do when and where” in the culture(s). ✓ promotes an understanding of cultural practices and of the relationship between cultural practices and perspectives through activities in which students: <ul style="list-style-type: none"> ● obtain information from visuals, realia, oral and written texts; ● participate in age-appropriate cultural activities (games, songs, storytelling, dramatizations); ● use appropriate verbal and non-verbal behavior in common classroom interactions and in daily activities among peers and adults. ✓ prepares students to make observations and analyze the relationship between cultural practices and perspectives through activities in which students: <ul style="list-style-type: none"> ● identify and describe cultural practices as experienced in a dramatization or as viewed in a videotape; ● form hypotheses about how practices relate to cultural perspectives; ● find information about how practices reveal perspectives (interviews, readings, etc.). <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the relationship between the products and the perspectives of the culture(s) as it concerns, for example:</p> <ul style="list-style-type: none"> ❖ products used in daily life (e.g., culinary items, religious artifacts, clothing) ❖ works of art (e.g., literature, the visual arts and architecture, drama, music, film) ❖ non-artistic institutions (e.g., government, systems of transportation, use of technology, systems of education, legal practices) 	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ integrates concepts of cultural products into language instruction (e.g., tangible and intangible things people create such as a painting, a pair of chopsticks, a dance, a system of education). ✓ promotes an understanding of cultural products and of the relationship between cultural products and perspectives through activities in which students: <ul style="list-style-type: none"> ● identify tangible products of the culture(s) such as foods, toys, dress, types of dwellings; ● explore ways in which cultural products are required or justified by the underlying beliefs and values of the culture(s). ✓ prepares students to make observations and analyze the relationship between cultural products and perspectives through activities in which students: <ul style="list-style-type: none"> ● experience or read about expressive products of the culture(s) such as songs, selections from literature, and types of artwork; ● investigate the function of utilitarian products of the culture(s) (household items, clothing); ● find information about how products reveal perspectives (interviews, readings, etc.). <hr/> <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND (continued)

Core Knowledge	Sample Practices	Good (some of the time)	Better (most of the time)	Exemplary (almost all of the time)
<p>The teacher understands the pedagogy of teaching culture as it relates to the <i>Texas Essential Knowledge and Skills for Languages Other Than English</i>.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ embeds authentic culture in communication by using culture as lesson content and designing lessons around cultural themes/perspectives. ✓ uses appropriate cultural behavior in the classroom (e.g., gestures, greetings). ✓ uses a variety of media to promote an understanding of cultural products, practices, and perspectives. ✓ provides opportunities for students to experience, analyze, and create cultural practices and products (age-appropriate games, songs, literature, art, dramatizations, etc.). ✓ designs meaningful learning experiences whereby students discover, observe, and analyze the connections among cultural practices, products, and perspectives through activities such as role plays, games, artifact study, group discussions, presentations, and projects. ✓ uses assessment activities that provide evidence of students' knowledge of culture(s), including how that knowledge can have an impact on the way they interact with members of another culture. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND (continued)

SELF-ASSESSMENT: CULTURES STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: CONNECTIONS STRAND

Program Goal 3: Knowledge of other languages and cultures provides the tools and context for connecting with other subject areas. Students use the language to acquire information and reinforce other areas of study.

Knowledge and Skills: The student uses the language to make connections with other subject areas and to acquire information.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the connections between languages and other disciplines.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ connects the study of languages to other disciplines by looking to other subject areas for content, curriculum resources, and motivation. ✓ draws upon colleagues from other disciplines for support and collaboration to design activities that reinforce and expand knowledge among disciplines. ✓ creates learning experiences and activities that allow students to integrate language knowledge and skills with other subject areas. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher is able to link the study of languages to other disciplines or subject areas.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ supports curriculum connections to other disciplines by using relevant materials in the language and incorporating content that helps students increase their communicative competency to include academic language. ✓ provides opportunities within the language discipline for students to use the language in another subject area (e.g., to research a topic). ✓ helps to develop students' higher order thinking skills by designing learning experiences that encourage students to think in and use the language in conjunction with content from other disciplines. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands formal interdisciplinary programs.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ investigates ways of connecting with and supplementing the curricula of other disciplines by becoming familiar with the knowledge base of those disciplines. ✓ uses curricular themes and resources that can be transferred from other disciplines into the language classroom. ✓ uses the content of other disciplines in a natural, embedded, constant, and ongoing fashion as part of the language curriculum. ✓ creates connections by planning and teaching with teachers in other disciplines. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows strategies for teaching content through the medium of the language (e.g., in immersion programs and content-based courses).</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ ensures student comprehension and expands student language production through the use of speech that focuses on meaning while incorporating visuals, manipulatives, and role-play. ✓ sequences instruction to proceed from the concrete to the abstract to ensure student success with all content. ✓ ensures student mastery of language required for the content and promotes learning of language compatible with the content. ✓ uses assessment activities that provide evidence of students' ability to use the language to explore other disciplines. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND (continued)

SELF-ASSESSMENT: CONNECTIONS STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: COMPARISONS STRAND

Program Goal 4: Learning another language enhances one's understanding of the nature of language and culture. Students use this knowledge to compare languages and cultures, and to expand insight into their own language and culture.

Knowledge and Skills: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows how to compare and contrast the features of languages (e.g., syntax, lexicon, phonology, non-verbal communication, etc.)</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ facilitates students' comparisons and contrasts of linguistic features of the language studied with their own by, for example: <ul style="list-style-type: none"> ● exploring how languages use word order, inflection, and other linguistic features to signal meaning; ● providing opportunities to observe and use formal and informal language; ● developing an understanding of cognates and idioms; ● helping students discover the role of connotation in understanding the meaning of words. ✓ guides students to compare and contrast the usage and meaning of non-verbal communication (e.g., gestures) in the language studied with their own. ✓ utilizes student errors (e.g., first language interference, over-generalizations) to direct and/or inform learning. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the similarities and differences between the target culture(s) and that of the United States.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ fosters awareness of the cultural connotations of vocabulary. ✓ analyzes with students various features of the languages to link them to the practices, products, and perspectives of their respective cultures. ✓ facilitates student comparisons and analyses of cultural perspectives as seen through the practices of the cultures. ✓ facilitates student comparisons and analyses of cultural perspectives as seen through products of the cultures. ✓ uses assessment activities that provide evidence of students' ability to compare linguistic features of the language being studied and their own, as well as the practices, products, and perspectives of the culture(s) being studied and their own. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands how the language and the target culture(s) have affected and have been affected by other languages and cultures.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ increases student awareness of the interrelationships between and among languages and cultures. ✓ guides students to trace the interaction between languages and cultures. ✓ facilitates independent research on the interaction between languages and cultures. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the universality of stereotyping and is familiar with the stereotypes associated with the culture(s) being studied.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ introduces students to character traits of the culture(s) and contrasts them with stereotypes. ✓ compares a culture's self-view with another's stereotype of that culture(s). ✓ discusses the possible origins of specific stereotypes that cultures have about one another. ✓ creates and shares activities which enhance knowledge of the culture(s) and reduce stereotyping. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

SELF-ASSESSMENT: COMPARISONS STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: COMMUNITIES STRAND

Program Goal 5: Learning languages other than English increases opportunities for participating in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives, and to meet the career demands of the 21st century successfully.

Knowledge and Skills: The student participates in communities at home and around the world by using languages other than English.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows ways to access and use the language and its cultural resources beyond the school setting.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ informs students about and guides independent participation in opportunities to use the language outside the classroom (e.g., through contests, research projects, events of ethnic organizations, or opportunities abroad—travel, study, or work). ✓ incorporates into lessons guest speakers, real-world materials reflective of the language and culture, and information on using the language outside the classroom. ✓ uses classroom and extra-classroom learning experiences and activities to practice using the language and culture in real-world situations. ✓ creates opportunities to use the language beyond the school setting (e.g., through service projects, student exchanges, or school-sponsored cultural events). ✓ integrates technology (e.g., the Internet) into the curriculum to enable students to use the language in real-world contexts by connecting students to language users in other parts of the world. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNITIES STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows how to use the language for lifelong learning, personal enrichment, and career development.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ motivates students to independently pursue personal enrichment activities using the language (e.g., travel, research, reading, networking). ✓ provides experiences and implements learning activities where language skills are used for personal enrichment (e.g., participation in social, civic, and avocational events). ✓ helps students discover how the language and culture can be used in various careers and shows students where and how they may access this information (e.g., uses career situations and business literature / forms in classroom activities). ✓ assists students in finding applications for the language in job settings (e.g., internship programs). ✓ brings local and area resources and resource persons into the classroom to advise and interest students in career applications for languages. ✓ encourages students to see themselves as world citizens and helps them understand that language proficiency is an asset that will help them function successfully in the world community. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNITIES STRAND (continued)

SELF-ASSESSMENT: COMMUNITIES STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Professional Development Models I-III

The primary audience for these models is Texas teachers of LOTE with varying degrees of preparedness for the classroom and those involved in the training of these teachers. An overview of the three models is provided below; detailed outlines of each model are on the following pages.

OVERVIEW OF MODELS

MODEL	AUDIENCE	KEY CHARACTERISTICS
Model I: Supervised	<ul style="list-style-type: none"> ❖ first-year teachers ❖ alternatively certified teachers ❖ teachers with a need to improve instruction ❖ teachers adding a field 	use of trainer, mentor, mentee
Model II: Guided	<ul style="list-style-type: none"> ❖ somewhat experienced teachers (generally teachers beyond their probationary period) 	peer coaching
Model III: Self-directed	<ul style="list-style-type: none"> ❖ experienced teachers ❖ isolated teachers 	individually guided and designed

UNDERLYING ASSUMPTIONS FOR IMPLEMENTATION OF THE MODELS

- improvement of student achievement is the goal;
- people learn most effectively when they have a need to know or a problem to solve;
- people working closest to the job best understand what is required to improve their performance;

- teachers transfer learned skills to the classroom when they are involved in a professional development process; and
- teachers are lifelong learners.

The training portion of professional development will:

- be teacher-centered and self-evaluative
- provide hands-on opportunities for participants to become familiar with the *TEKS for LOTE* (e.g., identifying *TEKS for LOTE* components that are/are not demonstrated in examples of student work)

MODEL I MENTORING PROCESS (SUPERVISED STRAND)

Model I is supervised professional development for instructional improvement designed collaboratively by a trainer, a mentor, and a mentee. The activities described below should be ongoing and should accompany each observation occurring for the remainder of Model I's process. However, use of this cycle should begin only after the initial training activities described are completed, since the quality of the mentoring cycle activities is dependent on information and perspectives gained from training activities.

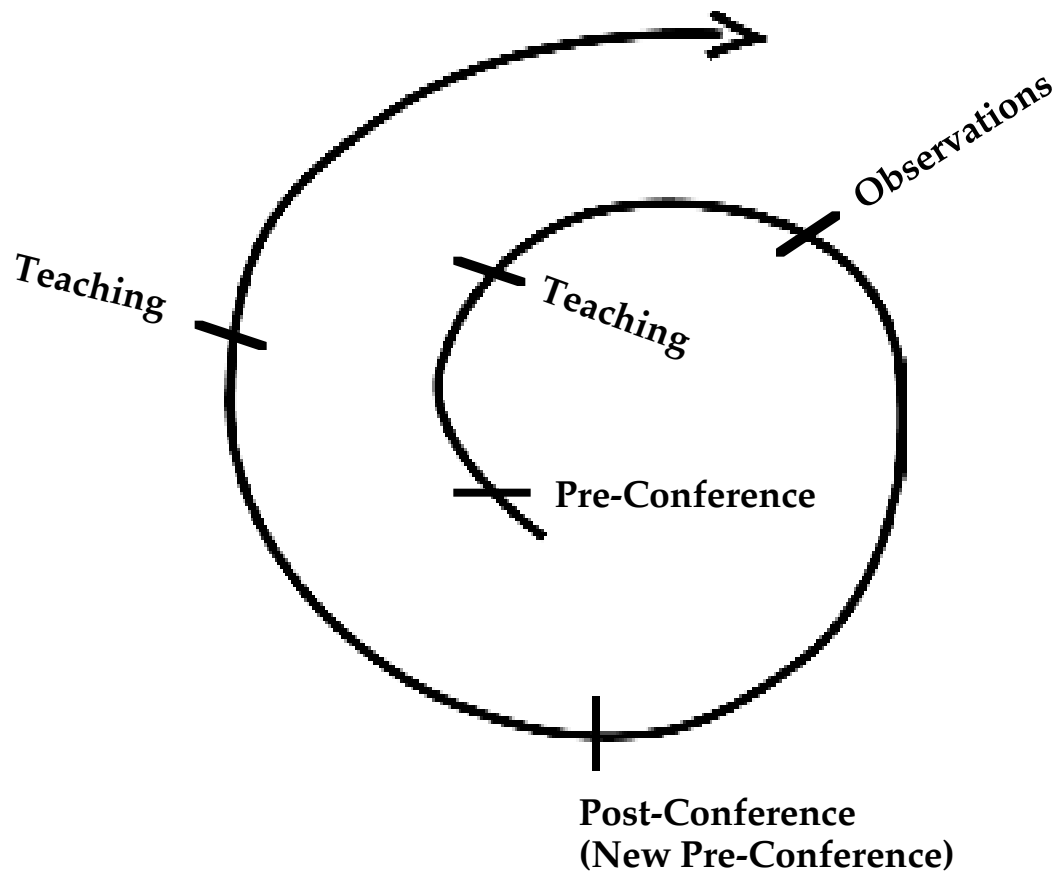


Illustration: Professional Development Cycle for Model I

Mentoring Cycle for Participants

1. Pre-conference

- ❖ set goals
- ❖ discuss objectives for lesson to be observed
- ❖ specify data to be collected and discuss the method for collection of the data

2. Teaching/Observation

- ❖ collect data
- ❖ list observable behaviors of students that demonstrate that the objectives of the lesson have been met

3. Post-reflective Conference

- ❖ determine if the objective of the lesson was achieved
- ❖ share data and discuss significance
- ❖ evaluate improved student achievement
- ❖ revise goals

Goals of Model I

1. This model will address the professional development needs of first year teachers, alternatively certified teachers, teachers with a new assignment or grade level, and teachers with a need to improve classroom effectiveness skills.

2. Texas teachers of LOTE and their administrators will be familiar with the *TEKS for LOTE* and will demonstrate understanding of them in their teaching/supervision of teachers.

3. Texas teachers of LOTE and their administrators will understand and be able to use the *Teacher Competencies for Professional Development* to determine their professional growth needs.

4. Through training and the mentoring process, Texas teachers of LOTE will identify appropriate teaching goals and will address improvement of TEKS-driven instruction through the development of innovative instructional practices and curriculum at the local level. They will demonstrate progress in achieving these goals and, consequently, will help to improve the achievement of students.

Key Characteristics of the Mentoring Process

- ❖ Mentors are experienced and accomplished teachers/administrators.
- ❖ Reflection upon and analysis of lessons with the observer will improve instruction and the mentee's ability to analyze and evaluate future efforts.
- ❖ A match between a LOTE teacher/administrator and a LOTE teacher in need of professional development is established.
- ❖ A match between mentors and mentees who are teaching the same language is preferred; however, mentors and mentees may teach different age levels, language levels, or may be assigned to a different campus or district. Communication may occur and professional development objectives may be met through the use of e-mail, fax, telephone, and/or audio/videotapes of classes.

- ❖ The mentee may be assigned an additional campus mentor to assist in matters such as school culture, classroom management, or logistics.
- ❖ Mentors understand the distinction between supervision and mentoring.
- ❖ Incentives are provided for mentors (time, money, materials).
- ❖ Ongoing support training is provided for the mentor and mentee.
- ❖ Sufficient time is provided for the mentoring process.

Implementation

Phases of the Activity

A. Pre-training

1. Individual needs are established.
2. Matching of effective mentors and mentees occurs.
3. A trainer provides a comprehensive introduction to the *TEKS for LOTE* and *Teacher Competencies for Professional Development*.
4. The mentor and mentee use the information to put together a plan for professional development.

B. Training Workshop

1. The trainer will address the components of the process including reasons for change.
2. The trainer will lead a discussion on the mentoring process.
3. Participants will work in mentor/mentee pairs to develop sample vignettes (teaching scenarios) that demonstrate effective LOTE instruction.
4. The participants will generate a checklist for observation by mentors and mentees.

C. Post-training Workshop

The trainer will conduct a follow-up workshop in which participants review and evaluate their experiences, the workshop will address issues such as:

- ❖ the content of the goal and activity
- ❖ delivery of instruction
- ❖ process of mentor evaluation
- ❖ effect on student learning and performance
- ❖ planned modifications

Note: The post-training portion of Model I may be done using alternative formats such as videotape or videoconferencing.

D. Evaluation of Training

Evaluation of training will include at least the following aspects:

- ❖ immediate shared reflections on the training
- ❖ immediate written evaluation of the initial training session
- ❖ delayed, informal evaluation (to be included in the follow-up training sessions)
- ❖ delayed, written evaluation after the mentoring cycle is completed

Results

The mentoring relationship does not constitute teacher evaluation. However, evaluation of the mentoring process is critical and collaborative. Model I results should include:

- ❖ a working knowledge on the part of the participants of the *TEKS for LOTE* and a familiarity with the *Teacher Competencies for Professional Development*
- ❖ improved, collaborative, supportive school climate
- ❖ reduced teacher isolation and fear of risk taking
- ❖ improved ability of teachers to modify their teaching practices
- ❖ improved student achievement relative to the *TEKS for LOTE*
- ❖ improved teacher reflection

CASE STUDY: MODEL I

Connecting Cultural Practices, Products, and Perspectives With Language Instruction

Lydia Flayer is in her second year of teaching Spanish I and II at Yellowcreek High School. Last year, her foreign language supervisor, Ellen Fleming, observed her classes several times and noticed that Lydia approached the teaching of culture as if it were a separate part of the curriculum, not closely related to the linguistic elements of the language. After brainstorming with Ellen about various ideas for how to integrate culture into the curriculum, Lydia indicated that she would try some new strategies for teaching culture.

A year later, Ellen observes Lydia's Spanish II class on a Friday and finds that it is "culture day." Lydia gives a slide presentation dealing with Madrid, during which she speaks in Spanish and gives information about the key places in the city. During the lesson, many students are off-task and appear to have a lack of interest in the presentation. At the end, Lydia asks students to identify the sites and provide key details about each. Only a few students participate in the discussion, as the rest of the class appear to have understood little or cannot remember the information. In their post-observation discussion, Lydia expresses her frustration with teaching culture. While she feels that students should know about important places from the culture(s) being studied, she experiences difficulty in engaging their interest and in eliciting use of the language during culture lessons.

Lydia and Ellen discuss the following issues related to the teaching of culture:

- ❖ The only approach with which Lydia is familiar is to divide the teaching of culture into two areas: "big C" culture (formal culture—the arts, history, sciences) and "little c" culture (daily life culture—patterns of behavior pertaining to housing, food, clothing, transportation, etc.). This was the approach she learned in her teacher preparation program.
- ❖ Current research in the area of culture teaching indicates that since both aspects of culture (big C and little c) are inextricably interwoven into the language of those who live in the culture, understanding of and experiences with both are important for students at all levels of language learning.
- ❖ The national foreign language standards and the *TEKS for LOTE* present a new paradigm for teaching culture, one which stipulates that students need to understand the relationship between the practices and perspectives and the products and perspectives of the cultures studied. In other words, how do the everyday patterns of behavior (practices) and the tangible/intangible things created by people (products) reflect the attitudes and values (perspectives) of the people living in that culture?

Ellen and Lydia brainstorm ways in which today's slide presentation could be connected to her upcoming unit on travel, rather than being a separate activity. They create the following learning scenario:

Students read an itinerary which two students from Mexico have planned for a trip to Madrid. They then see a brief slide presentation of key places listed in the itinerary (*El Museo del Prado, La Plaza Mayor, La Puerta del Sol, La Fuente de la Cibeles, El Parque del Retiro, El Palacio Real, La Estación de Atocha*); during the viewing, they take notes on the information they see and hear. After the presentation, they identify the names of these key places and discuss the importance of them to people in the culture. Students listen to a tape recorded conversation of a travel guide giving directions to a group of tourists on how to get around Madrid to visit these sites. Students follow the directions using a city map. Students then practice giving directions to each other (using commands) and following them. Working in groups, students generate a list of questions illustrating what else they would like to learn about these places in Madrid and about other aspects of the city. The teacher arranges for them to do e-mail correspondence with "key pals" in Madrid, to whom they write a brief letter and include some of their questions.

Ellen and Lydia explore other kinds of activities that could be linked to this scenario, such as having students plan an imaginary trip (making airline reservations and researching types of lodging), interviewing native speakers about their home towns, describing key sites of interest in their own towns, exploring new places on the Internet, and making presentations about places/activities in Madrid. Lydia is excited by all of the possibilities for how connections might be made by using culture as the anchor for the unit.

Ellen suggests that Lydia work with Frank Beecher, a mentor teacher, who has been working with the new paradigm for integrating culture into the language curriculum. They work together to plan the following mentoring cycle:

- 1) participate in a pre-conference in order to establish goals for integrating culture, establish lesson objectives, and create sample learning scenarios
- 2) teach lessons that exemplify the instructional areas being targeted and collect data regarding student attainment of lesson objectives
- 3) participate in a post-reflective conference in order to evaluate lessons, share data, and reset goals.

MODEL II

PEER COACHING (GUIDED STRAND)

Model II is designed for Texas teachers who have grown beyond probationary experience. The key characteristic of Model II is guided development for LOTE teachers collaboratively setting new goals in a peer coaching environment.

Peer Coaching Cycle for Participants

1. Pre-conference
 - ❖ select a teaching technique/strategy from a sample vignette (teaching scenario) to implement three times immediately following the initial training session
2. Teaching/Observation
 - ❖ modify the selected teaching technique/strategy each of the three times according to: (a) personal observations, (b) feedback from students, and (c) observations made by a language teacher/partner/peer coach who will observe one pre-identified facet of the implementation
 - ❖ refine and/or expand the professional development focus or goal and implementation of it
3. Ongoing Post-reflective Conference
 - ❖ determine if the objective of the lesson was achieved
 - ❖ share data and discuss significance
 - ❖ evaluate improved student achievement
 - ❖ select new technique/strategy

Goals of Model II

1. This model will address the professional development needs of Texas teachers who have grown beyond their probationary experience.
2. Texas teachers of LOTE and their administrators will be familiar with the *TEKS for LOTE* and will demonstrate understanding of them in their teaching/supervision of teachers.
3. Texas teachers of LOTE and their administrators will understand and be able to use the *Teacher Competencies for Professional Development* to determine their professional growth needs.
4. Through training and peer coaching, Texas teachers of LOTE will identify appropriate teaching goals for themselves and will address the improvement of *TEKS*-driven

instruction through the development of innovative instructional practices and curriculum at the local level. They will demonstrate progress in achieving these goals and, consequently, will help to improve the achievement of students.

Key Characteristics of the Peer Coaching Process

- ❖ The peer coach is an experienced and accomplished teacher.
- ❖ A match between a LOTE teacher and a LOTE peer coach is established.
- ❖ LOTE instruction is specialized — a match between teachers who are teaching the same language is preferred although they can be teaching different age levels, language levels, or even be in different districts (communication/interaction can take place via e-mail, fax, telephone, and/or audio/videotapes of classes).
- ❖ Sufficient time is provided for the peer coaching process.
- ❖ Incentives are provided for peer coaches (time, money, materials, equipment).
- ❖ Ongoing support training is provided for the peer coaches and the coaching process.
- ❖ Reflection and analysis of a lesson with peers improve instruction and the peers' ability to analyze and evaluate future efforts.

Implementation

Phases of the Activity

A. Pre-training

Individual needs are established. Prior to training date, the trainer solicits input from participants to establish individual needs. Based on this information, the trainer determines areas within the *TEKS for LOTE* and *Teacher Competencies for Professional Development* that will become the focus for teacher participation.

B. Training Workshop

1. The trainer will address the components of the change process with the audience, including reasons for change, comfort level, and expected results.
2. Based on the menu of items generated by the needs assessment and on the *TEKS for LOTE* and the *Teacher Competencies for Professional Development*, participants will work in pairs/groups to develop sample vignettes (teaching scenarios) that demonstrate effective LOTE instruction.
3. The trainer will lead discussion on considerations for peer observation/coaching. This may include role-playing by the trainer and/or session participants.

4. Participants will generate a checklist for observation by peer coaches, subject to additions by the trainer.

C. Post-training Workshop

The trainer will conduct a follow-up workshop for the purpose of delayed, informal evaluation in which participants review their experience. The workshop will address issues such as:

- ❖ the content of the goal and activity
- ❖ delivery of instruction
- ❖ process of peer/student evaluation
- ❖ effect on student learning and performance
- ❖ planned modifications

Note: The post-training portion of Model II may be done using alternative formats such as videotape or videoconferencing.

D. Evaluation of Training

Evaluation of training will include at least the following aspects:

- ❖ immediate shared reflections on the training
- ❖ immediate written evaluation of the initial training session
- ❖ delayed, informal evaluation (to be included in the follow-up training sessions)
- ❖ delayed, written evaluation after the training/coaching cycle is completed

Results

The peer coach relationship does not constitute teacher evaluation. However, evaluation of the peer coaching process is critical and collaborative. Model II results should include:

- ❖ a working knowledge on the part of participants of the *TEKS for LOTE* and a familiarity with the *Teacher Competencies for Professional Development*
- ❖ improved, collaborative, supportive school climate
- ❖ improved ability of teachers to modify their teaching practices
- ❖ improved student achievement relative to the *TEKS for LOTE*
- ❖ improved teacher reflection

CASE STUDY: MODEL II

Promoting Classroom Communication Through Input and Output

Kurt McDonald has been teaching upper-level French classes at Midtown City High School for fourteen years. In the past, he has attended workshops dealing with proficiency-oriented language instruction and as a result, he attempted to provide more opportunities for students to communicate with one another through activities such as information gaps and role plays.

Kurt is selected in his district to participate in a workshop which focuses on the Program Goal of “Communication.” He is somewhat skeptical about the need for attending this workshop, as he feels that he is already doing communication in his teaching. He asks students communicative questions and his students are often engaged in pair and group work.

Much to his surprise, Kurt attends the workshop and discovers that he is NOT already doing communication as it is defined in the standards framework. In fact, he has barely scratched the surface of what real communication can be in the classroom. He discovers that he needs to make the following changes:

- ❖ help students sharpen their listening comprehension skills by teaching them strategies for how to listen for a variety of purposes and in a variety of contexts;
- ❖ provide more tape-recorded input that is semiscripted and authentic so that students hear real-life language models rather than the scripted examples that often accompany textbooks;
- ❖ provide opportunities for real conversation in the classroom that follows Hall’s (1995) characteristics of real conversational models (including aspects such as an opening utterance that establishes the purpose of the conversation; distinction between old/new information; reactions; questions that advance the topic, etc.);
- ❖ seek strategies other than question/answer format to engage students in language use beyond the word level;
- ❖ use “assisting” questions to advance the topic and elicit more language use from students rather than using exclusively “assessment” questions to provide evaluative feedback.

(Hall, 1995)

As a post-workshop project, the workshop presenters suggest that teachers focus on incorporating into their teaching at least one aspect of what they have learned, videotape their lessons to analyze them for characteristics of real conversational models, and invite colleagues to observe and discuss their lessons with them.

At the workshop Kurt meets Marie Dubois, a French teacher from a neighboring school district, who had already been working with these new approaches to managing communication in the classroom. Kurt's school district provides a substitute so that he can observe Marie in her classroom. He observes her using an authentic French radio broadcast as the basis for class discussion and notes how she gives students meaningful, thought-provoking questions to explore and discuss. He can see the various components of the real conversational model incorporated in Marie's class discussion. He realizes that this has been missing from his teaching. After the observation, Kurt and Marie discuss the lesson and Marie shares sources of authentic tape recorded materials.

Kurt invites Marie to visit his class in which he is experimenting with using semiscrpted French conversations as the basis for class discussion and role plays, using the format of the real conversational model. He also videotapes several classes so that he can analyze them himself and he elicits feedback from students. After her observation, Marie meets with Kurt to discuss additional strategies he might use in facilitating students' comprehension of the taped input and in eliciting more oral participation during the discussion.

Throughout the rest of the year, Marie works with Kurt to help him to feel more comfortable with these new approaches to building a more communicative classroom. Kurt's principal asks him to work with other language teachers in his district in order to help them to acquire these new skills.

MODEL III

INDIVIDUALLY GUIDED MODEL (SELF-DIRECTED STRAND)

Model III provides individually guided learning opportunities for instructional improvement designed by and for experienced, accomplished, or isolated Texas teachers of LOTE. Although essentially self-directed, those who employ Model III also may wish to utilize the services of a colleague, administrator, or other professional.

Goals of Model III

1. This model will address the professional development needs of accomplished, experienced, or isolated teachers of LOTE; it is designed for the improvement of classroom skills and student achievement.
2. Texas teachers of LOTE and their administrators will be familiar with the *TEKS for LOTE* and will demonstrate understanding of them in their teaching/supervision of teachers.
3. Texas teachers of LOTE and their administrators will understand and be able to use the *Teacher Competencies for Professional Development* to determine their professional growth needs.
4. Through training and individually guided inquiry, Texas teachers of LOTE will identify a focus for improvement of instruction or for development of a specific teacher competency or practice, will work to accomplish the identified task(s), will address improvement of *TEKS*-driven instruction through the development of innovative instructional practices and curriculum at the local level, and ultimately will improve the achievement of students.

Key Characteristics of the Individually Guided Process

- ❖ The participant is an experienced or isolated teacher.
- ❖ Sufficient time is provided by the district for attending conferences, doing research, observing classes, etc.
- ❖ Incentives are provided (time, money, materials, equipment).
- ❖ The participants' sharing of (new) expertise may be facilitated through workshops.
- ❖ The participant may be matched with a colleague at a similar level on the campus, within the district, or elsewhere (communication may occur via e-mail, fax, telephone, or videotape).

Implementation

A. By consulting with available colleagues, administrators, or other professionals, the teacher formulates a plan of learning activities, employing adequate time and resources. Exemplary learning activities include:

- ❖ viewing a master teacher (in person or via video)
- ❖ conducting research on pedagogy (using libraries or Internet/ technological resources)
- ❖ attending conferences (local, regional, or national)
- ❖ taking coursework
- ❖ participating in specialized workshops, live or videotaped
- ❖ traveling abroad
- ❖ reading and reacting to professional literature
- ❖ action research

B. The teacher implements a project using the new strategy or methodology in the classroom. He/she consults with colleagues, administrators, or other professionals for commentary and reflection.

C. To improve student achievement relative to the *TEKS for LOTE* and to share new learning with colleagues, the teacher may present practices at regional or national conferences or workshops.

D. The teacher will design an appropriate assessment in consultation with colleagues, administrators, or other professionals in accordance with local policy. Evidence of professional growth may include:

- ❖ written evaluation as part of a portfolio
- ❖ shared reflections on the training by participants
- ❖ annotated lessons or curriculum guides
- ❖ video classroom

Results

Evaluation of individually guided professional development experiences is critical and is a potentially collaborative process. Model III results should include:

- ❖ a working knowledge on the part of participants of the *TEKS for LOTE* and a familiarity with the *Teacher Competencies for Professional Development*
- ❖ improved ability of teachers to modify their teaching practices
- ❖ improved student achievement relative to the *TEKS for LOTE*

CASE STUDY: MODEL III

Using Language to Make Connections With Other Disciplines

Clarynton School District, a small rural district, currently offers instruction in Spanish, German, and French beginning in grade seven. The district employs one teacher in each of the three languages. In an effort to expand their language curriculum, the principal has asked the language teachers, Alberto DeValdivia, Rachel Cummings, and Amy Sloan, to develop a new middle school language program which would begin in grade six. To be consonant with the middle school philosophy, the principal has asked them to develop a grade 6-7-8 content-based curriculum that would link language to other areas of the curriculum.

Alberto, Rachel, and Amy are all experienced teachers in the district but have little knowledge of how to design a content-based curriculum, nor have they incorporated much content from other disciplines into their own teaching. They meet to discuss the resources and preparation they will need in order to complete this task.

After their meeting, they talk with the principal in order to express their enthusiasm about the project, discuss concerns they have, and make a plan for acquiring the knowledge and skills they will need in order to proceed. The principal authorizes funds to support their attendance at a three-day conference later in the fall that deals with content-based language instruction. In the spring, the teachers will make visits to another school district in the area that has this type of program. They will also meet with teachers of other subjects in their own district to learn about the content being taught. In the summer, the teachers will receive a two-week contract for writing the new curriculum. The summer meeting will include provisions for an outside consultant to assist with the project, as well as funding for resources such as books, journal subscriptions, and audio-visual materials.

Alberto, Rachel, and Amy attend the conference and are overwhelmed by all of the new information and exciting ideas for approaching language instruction by means of interdisciplinary content. In the spring, they observe classes and talk with teachers in the other school district in an attempt to see content-based instruction in action. They work in the summer to design a content-based curriculum according to what they learned at the workshop. They use the following steps:

- 1) identify sources of student results for each year of language curriculum (language functions; cultural practices, products, perspectives; outcomes for the content areas of the curriculum);
- 2) choose several thematic centers for each year (based on interests of student, potential for integration with culture, integration of useful language functions)

- 3) brainstorm potential content for each theme with special emphasis on potential for story form and storytelling
- 4) choose student results for each theme according to language, culture, and subject-content

possible content areas

- ❖ art, language arts, mathematics, music, physical education, science
 - ❖ social studies: economics, geography, history, political education/citizenship, sociology
 - ❖ across-the-curriculum areas: global education, multicultural education, “thinking skills”
- 5) Address topics for the next decision level, such as activities, grammatical structures, vocabulary, materials, classroom setting, and assessment

(Pesola, 1997)

In the fall, following the year of planning, the teachers begin the new curriculum with students in grade six. They continue to meet with one another and with their colleagues teaching other subject areas to refine plans, develop activities, and design assessment instruments. They videotape lessons and elicit feedback from students and parents. They compile a professional portfolio that includes written reflections and evidence of growth in teaching. These portfolios are used in an on-going manner as the program continues to develop.

Glossary of Important Terms

authentic texts: oral or written texts prepared by and for native speakers of a language; e.g., radio broadcasts, newspaper articles, literary work

comprehensible input: language that contains structures that are “a little beyond” the learner’s present level of understanding, but which is comprehensible by means of context, background knowledge, and other extralinguistic cues

connotation: a suggested meaning of a word separate from or in addition to its given definition; or a culturally conditioned image of a common word/phrase; e.g., pigs and white horses are associated with good luck in Germany

cultural perspectives: ideas, attitudes, and values of a culture

cultural practices: the knowledge of “what to do when and where” in the culture; patterns of behavior accepted by a society; e.g., mealtime etiquette

cultural products: tangible and intangible things created by people in a culture; e.g., a painting, a piece of literature, a dance, a system of education

enrichment activities: activities through which students gain information of interest and/or experience enjoyment; e.g., reading a magazine article on a topic of personal interest, interacting with people at a social event

interdisciplinary teaching: using the content of other disciplines as the basis for teaching language e.g., using the skills of listening and reading to interpret mathematical ideas; using hypotheses in doing a science experiment

interpersonal mode of communication: direct oral or written communication between individuals who come into interactive contact; e.g., face-to-face/telephone conversations, letter writing

interpretive mode of communication: receptive communication of oral or written messages; e.g., listening, reading, viewing

non-verbal communication: a means of conveying messages other than through speech; e.g., gestures

presentational mode of communication: one-way communication for an audience of listeners, readers, or viewers; e.g., speaking, writing, showing

References

Hall, J.K. (1995) Aw, man where we goin'?: Classroom interaction and the development of L2 interactional competence. Issues in Applied Linguistics (6) 2, 37-62.

Pesola, C.A. (1997) Description of framework for curriculum development for FLES programs, Materials for National Standards Workshops. Yonkers, NY: ACTFL.

Appendix A

Texas Essential Knowledge and Skills for Languages Other Than English

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter A. Elementary

- §114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.....A-1
- §114.2. Languages Other Than English, Elementary.....A-1

Subchapter B. Middle School

- §114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.B-1
- §114.12. Languages Other Than English, Middle School.B-1

Subchapter C. High School

- §114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.....C-1
- §114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).....C-1
- §114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).C-3
- §114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).C-6
- §114.25. Exploratory Languages (One-Half to One Credit).....C-9
- §114.26. Cultural and Linguistic Topics (One-Half to One Credit).C-10

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter A. Elementary

Statutory Authority: The provisions of this Subchapter A issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.1. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Elementary.

The provisions of this subchapter shall supersede §75.26 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.1 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.2. Languages Other Than English, Elementary.

School districts are strongly encouraged to offer languages other than English in the elementary grades. For districts that offer languages in elementary, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).

Source: The provisions of this §114.2 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter B. Middle School

Statutory Authority: The provisions of this Subchapter B issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.11. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, Middle School.

The provisions of this subchapter shall supersede §75.42 of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.11 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.12. Languages Other Than English, Middle School.

- (a) School districts are strongly encouraged to offer languages other than English in middle school. For districts that offer languages in middle school, the essential knowledge and skills are those designated as Levels I and II - novice progress checkpoint and Levels III and IV - intermediate progress checkpoint, exploratory languages, and cultural and linguistic topics in Subchapter C of this chapter (relating to Texas Essential Knowledge and Skills for Languages Other Than English).
- (b) Students are awarded one unit of high school credit per level for successful completion of the level and one-half to one unit of high school credit for successful completion of a nonsequential course.
- (c) Districts may offer a level of a language in a variety of scheduling arrangements that may extend or reduce the traditional schedule when careful consideration is given to the instructional time available on a campus and the language ability, access to programs, and motivation of students.

Source: The provisions of this §114.12 adopted to be effective September 1, 1998, 22 TexReg 4930.

Chapter 114. Texas Essential Knowledge and Skills for Languages Other Than English

Subchapter C. High School

Statutory Authority: The provisions of this Subchapter C issued under the Texas Education Code, §28.002, unless otherwise noted.

§114.21. Implementation of Texas Essential Knowledge and Skills for Languages Other Than English, High School.

The provisions of this subchapter shall supersede §75.62(a)-(g) and (k)-(o) of this title (relating to Other Languages) beginning September 1, 1998.

Source: The provisions of this §114.21 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.22. Levels I and II - Novice Progress Checkpoint (One Credit Per Level).

- (a) General requirements.
 - (1) Levels I and II - Novice progress checkpoint can be offered in elementary, middle, or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
 - (2) Using age-appropriate activities, students develop the ability to perform the tasks of the novice language learner. The novice language learner, when dealing with familiar topics, should:
 - (A) understand short utterances when listening and respond orally with learned material;
 - (B) produce learned words, phrases, and sentences when speaking and writing;
 - (C) detect main ideas in familiar material when listening and reading;
 - (D) make lists, copy accurately, and write from dictation;
 - (E) recognize the importance in communication to know about the culture; and
 - (F) recognize the importance of acquiring accuracy of expression by knowing the components of language, including grammar.
 - (3) Students of classical languages use the skills of listening, speaking, and writing to reinforce the skill of reading.
- (b) Introduction.
 - (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.

- (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

- (A) engage in oral and written exchanges of learned material to socialize and to provide and obtain information;
- (B) demonstrate understanding of simple, clearly spoken, and written language such as simple stories, high-frequency commands, and brief instructions when dealing with familiar topics; and
- (C) present information using familiar words, phrases, and sentences to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

- (A) use resources (that may include technology) in the language and cultures being studied to gain access to information; and
- (B) use the language to obtain, reinforce, or expand knowledge of other subject areas.

- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.
- The student is expected to:
- (A) demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
 - (B) demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
 - (C) demonstrate an understanding of the influence of one language and culture on another.
- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.
- The student is expected to:
- (A) use the language both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
 - (B) show evidence of becoming a lifelong learner by using the language for personal enrichment and career development.

Source: The provisions of this §114.22 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.23. Levels III and IV - Intermediate Progress Checkpoint (One Credit Per Level).

- (a) General requirements.
- (1) Levels III and IV - Intermediate progress checkpoint can be offered in middle or high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
 - (2) Using age-appropriate activities, students expand their ability to perform novice tasks and develop their ability to perform the tasks of the intermediate language learner. The intermediate language learner, when dealing with everyday topics, should:
 - (A) participate in simple face-to-face communication;
 - (B) create statements and questions to communicate independently when speaking and writing;
 - (C) understand main ideas and some details of material on familiar topics when listening and reading;
 - (D) understand simple statements and questions when listening and reading;
 - (E) meet limited practical and social writing needs;
 - (F) use knowledge of the culture in the development of communication skills;

- (G) use knowledge of the components of language, including grammar, to increase accuracy of expression; and
 - (H) cope successfully in straightforward social and survival situations.
- (3) In classical languages, the skills of listening, speaking, and writing are used in Level III to reinforce the skill of reading. Students of classical languages should reach intermediate proficiency in reading by the end of Level III.
- (b) Introduction.
- (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
 - (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.
- (c) Knowledge and skills.

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

The student is expected to:

- (A) engage in oral and written exchanges to socialize, to provide and obtain information, to express preferences and feelings, and to satisfy basic needs;
- (B) interpret and demonstrate understanding of simple, straightforward, spoken and written language such as instructions, directions, announcements, reports, conversations, brief descriptions, and narrations; and
- (C) present information and convey short messages on everyday topics to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.

- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.

The student is expected to:

- (A) use resources (that may include technology) in the language and cultures being studied at the intermediate proficiency level to gain access to information; and
- (B) use the language at the intermediate proficiency level to obtain, reinforce, or expand knowledge of other subject areas.

- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

The student is expected to:

- (A) use the language at the intermediate proficiency level to demonstrate an understanding of the nature of language through comparisons of the student's own language and the language studied;
- (B) use the language at the intermediate proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student's own culture and the cultures studied; and
- (C) use the language at the intermediate proficiency level to demonstrate an understanding of the influence of one language and culture on another.

- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.
- The student is expected to:
- (A) use the language at the intermediate proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
 - (B) show evidence of becoming a lifelong learner by using the language at the intermediate proficiency level for personal enrichment and career development.

Source: The provisions of this §114.23 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.24. Levels V, VI and VII - Advanced Progress Checkpoint (One Credit Per Level).

- (a) General requirements.
- (1) Levels V, VI, and VII - Advanced progress checkpoint can be offered in high school. At the high school level, students are awarded one unit of credit per level for successful completion of the level.
 - (2) Using age-appropriate activities, students master novice tasks, expand their ability to perform intermediate tasks, and develop their ability to perform the tasks of the advanced language learner. The advanced language learner of modern languages, when dealing with events of the concrete world, should:
 - (A) participate fully in casual conversations in culturally appropriate ways;
 - (B) explain, narrate, and describe in past, present, and future time when speaking and writing;
 - (C) understand main ideas and most details of material on a variety of topics when listening and reading;
 - (D) write coherent paragraphs;
 - (E) cope successfully in problematic social and survival situations;
 - (F) achieve an acceptable level of accuracy of expression by using knowledge of language components, including grammar; and
 - (G) apply knowledge of culture when communicating.
 - (3) The advanced language learner of classical languages reads and comprehends authentic texts of prose and poetry of selected authors. The skills of listening, speaking, and writing are used to reinforce the skill of reading.
 - (4) Students of classical languages may reach advanced proficiency in reading during Level IV. (A student who completes a College Board Advanced Placement course or the International Baccalaureate in Latin should reach advanced proficiency in reading during Level IV.)

Appendix A—TEKS for LOTE

(b) Introduction.

- (1) Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action. While knowledge of other cultures, connections to other disciplines, comparisons between languages and cultures, and community interaction all contribute to and enhance the communicative language learning experience, communication skills are the primary focus of language acquisition.
- (2) Students of languages other than English gain the knowledge to understand cultural practices (what people do) and products (what people create) and to increase their understanding of other cultures as well as to interact with members of those cultures. Through the learning of languages other than English, students obtain the tools and develop the context needed to connect with other subject areas and to use the language to acquire information and reinforce other areas of study. Students of languages other than English develop an understanding of the nature of language, including grammar, and culture and use this knowledge to compare languages and cultures and to expand insight into their own language and culture. Students enhance their personal and public lives and meet the career demands of the 21st century by using languages other than English to participate in communities in Texas, in other states, and around the world.

(c) Knowledge and skills.

The student is expected to:

- (1) **Communication.** The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

- (A) engage in oral and written exchanges, including providing and obtaining information, expressing feelings and preferences, and exchanging ideas and opinions;
- (B) interpret and demonstrate understanding of spoken and written language, including literature, on a variety of topics; and
- (C) present information, concepts, and ideas on a variety of topics to listeners and readers.

- (2) **Cultures.** The student gains knowledge and understanding of other cultures.

The student is expected to:

- (A) use the language at the advanced proficiency level to demonstrate an understanding of the practices (what people do) and how they are related to the perspectives (how people perceive things) of the cultures studied; and

- (3) **Connections.** The student uses the language to make connections with other subject areas and to acquire information.
- (4) **Comparisons.** The student develops insight into the nature of language and culture by comparing the student’s own language and culture to another.
- (5) **Communities.** The student participates in communities at home and around the world by using languages other than English.
- The student is expected to:
- (B) use the language at the advanced proficiency level to demonstrate an understanding of the products (what people create) and how they are related to the perspectives (how people perceive things) of the cultures studied.
- The student is expected to:
- (A) use resources (that may include technology) in the language and cultures being studied at the advanced proficiency level to gain access to information; and
- (B) use the language at the advanced proficiency level to obtain, reinforce, or expand knowledge of other subject areas.
- The student is expected to:
- (A) use the language at the advanced proficiency level to demonstrate an understanding of the nature of language through comparisons of the student’s own language and the language studied;
- (B) use the language at the advanced proficiency level to demonstrate an understanding of the concept of culture through comparisons of the student’s own culture and the cultures studied; and
- (C) use the language at the advanced proficiency level to demonstrate an understanding of the influence of one language and culture on another.
- The student is expected to:
- (A) use the language at the advanced proficiency level both within and beyond the school setting through activities such as participating in cultural events and using technology to communicate; and
- (B) show evidence of becoming a lifelong learner by using the language at the advanced proficiency level for personal enrichment and career development.

Source: The provisions of this §114.24 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.25. Exploratory Languages (One-Half to One Credit).

- (a) General requirements.
 - (1) Exploratory languages is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course.
 - (2) Using age-appropriate activities, students study selected aspects of one or more languages and cultures and/or develop basic language learning and communicative skills.
- (b) Introduction. Exploratory courses in languages other than English introduce the student to the study of other languages. Students use components of language, make observations about languages and cultures, develop language study skills, and/or acquire simple communicative skills by completing one or more of the knowledge and skills for exploratory languages.

(c) Knowledge and skills.

- (1) The student uses components of language.

The student is expected to:

- (A) participate in different types of language learning activities;
- (B) use the language skills of listening, speaking, reading, and/or writing;
- (C) demonstrate an awareness of some aspects of culture in using the language; and
- (D) demonstrate an awareness of the sub-systems of other languages (such as grammar, vocabulary, and phonology).

- (2) The student makes observations about languages and cultures.

The student is expected to:

- (A) compare and contrast features of other languages to English;
- (B) recognize the role of nonlinguistic elements (such as gestures) in communication;
- (C) demonstrate an understanding of the fact that human behavior is influenced by culture; and
- (D) compare some aspects of other cultures to the student's own culture.

- (3) The student develops language study skills.

The student is expected to:

- (A) practice different language learning strategies;

- (B) demonstrate an understanding of the fact that making and correcting errors is an important part of learning a language; and
- (C) demonstrate an awareness of language patterns.

Source: The provisions of this §114.25 adopted to be effective September 1, 1998, 22 TexReg 4930.

§114.26. Cultural and Linguistic Topics (One-Half to One Credit).

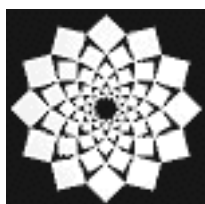
- (a) General requirements.
 - (1) Cultural and linguistic topics is a nonsequential course that can be offered in elementary, middle, or high school. At the high school level, students are awarded one-half to one unit of credit for successful completion of a course. Upon completion of the course, students may choose to receive credit for a nonsequential course in languages other than English or credit for a social studies elective course.
 - (2) Using age-appropriate activities, students study cultural, linguistic, geographical, or historical aspects of selected regions or countries.
- (b) Introduction. Courses in cultural and linguistic topics introduce students to the study of other cultures. Students gain the knowledge to understand the historical development, geographical aspects, cultural aspects, and/or linguistic aspects of selected regions or countries by completing one or more of the knowledge and skills for cultural and linguistic topics.
- (c) Knowledge and skills.
 - (1) The student gains knowledge of the cultural aspects of selected regions or countries.
 - The student is expected to:
 - (A) identify social, cultural, and economic changes that have affected customs and conventions in a region or country;
 - (B) explain variations of cultural patterns within a region or country;
 - (C) demonstrate an understanding of the role of traditions in influencing a culture’s practices (what people do) and products (what people create); and
 - (D) recognize the art, music, literature, drama, or other culturally related activity of a region or country.
 - (2) The student gains a knowledge of certain linguistic aspects of selected regions, countries, or languages.
 - The student is expected to:
 - (A) reproduce, read, write, or demonstrate an understanding of common expressions and vocabulary used in the region, country, or language studied;

- (3) The student gains knowledge of the geographical aspects of and their related influences on selected regions or countries.
- (4) The student gains knowledge of the historical aspects of selected regions or countries.
- (B) describe general aspects of a language based upon the linguistic experiences provided, such as word etymologies and derivatives; and
- (C) recognize the linguistic contributions of native speakers and writers from various regions.
- The student is expected to:
- (A) demonstrate an understanding of the influence of geography on the historical development of a region or country; and
- (B) provide examples of the interrelationships between the physical and cultural environments.
- The student is expected to:
- (A) recognize examples of the interactions of a region or country with the rest of the world;
- (B) trace historical events from their inception to the present; and
- (C) identify significant personalities in the development of a region or country.

Source: The provisions of this §114.26 adopted to be effective September 1, 1998, 22 TexReg 4930.

Appendix B

ACTFL Proficiency Guidelines



ACTFL PROFICIENCY GUIDELINES

The 1986 proficiency guidelines represent a hierarchy of global characterizations of integrated performance in speaking, listening, reading and writing. Each description is a representative, not an exhaustive, sample of a particular range of ability, and each level subsumes all previous levels, moving from simple to complex in an “all-before-and-more” fashion.

Because these guidelines identify stages of proficiency, as opposed to achievement, they are not intended to measure what an individual has achieved through specific classroom instruction but rather to allow assessment of what an individual can and cannot do, regardless of where, when, or how the language has been learned or acquired; thus, the words “learned” and “acquired” are used in the broadest sense. These guidelines are not based on a particular linguistic theory or pedagogical method, since the guidelines are proficiency-based, as opposed to achievement-based, and are intended to be used for global assessment.

The 1986 guidelines should not be considered the definitive version, since the construction and utilization of language proficiency guidelines is a dynamic, interactive process. The academic sector, like the government sector, will continue to refine and update the criteria periodically to reflect the needs of the users and the advances of the profession. In this vein, ACTFL owes a continuing debt to the creators of the 1982 provisional proficiency guidelines and, of course, to the members of the Interagency Language Roundtable Testing Committee, the creators of the government’s Language Skill Level Descriptions.

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Generic Descriptions-Speaking

Novice	The Novice level is characterized by the ability to communicate minimally with learned material.
Novice-Low	Oral production consists of isolated words and perhaps a few high-frequency phrases. Essentially no functional communicative ability.
Novice-Mid	Oral production continues to consist of isolated words and learned phrases within very predictable areas of need, although quality is increased. Vocabulary is sufficient only for handling simple, elementary needs and expressing basic courtesies. Utterances rarely consist of more than two or three words and show frequent long pauses and repetition of interlocutor's words. Speaker may have some difficulty producing even the simplest utterances. Some Novice-Mid speakers will be understood only with great difficulty.
Novice-High	Able to satisfy partially the requirements of basic communicative exchanges by relying heavily on learned utterances but occasionally expanding these through simple recombinations of their elements. Can ask questions or make statements involving learned material. Shows signs of spontaneity although this falls short of real autonomy of expression. Speech continues to consist of learned utterances rather than of personalized, situationally adapted ones. Vocabulary centers on areas such as basic objects, places, and most common kinship terms. Pronunciation may still be strongly influenced by first language. Errors are frequent and, in spite of repetition, some Novice-High speakers will have difficulty being understood even by sympathetic interlocutors.
Intermediate	The Intermediate level is characterized by the speaker's ability to: <ul style="list-style-type: none">- create with the language by combining and recombining learned elements, though primarily in a reactive mode;- initiate, minimally sustain, and close in a simple way basic communicative tasks; and- ask and answer questions.
Intermediate-Low	Able to handle successfully a limited number of interactive, task-oriented and social situations. Can ask and answer questions, initiate and respond to simple statements and maintain face-to-face conversation, although in a highly restricted manner and with much linguistic inaccuracy. Within these limitations, can perform

such tasks as introducing self, ordering a meal, asking directions, and making purchases. Vocabulary is adequate to express only the most elementary needs. Strong interference from native language may occur. Misunderstandings frequently arise, but with repetition, the Intermediate-Low speaker can generally be understood by sympathetic interlocutors.

Intermediate-Mid Able to handle successfully a variety of uncomplicated, basic and communicative tasks and social situations. Can talk simply about self and family members. Can ask and answer questions and participate in simple conversations on topics beyond the most immediate needs; e.g., personal history and leisure time activities. Utterance length increases slightly, but speech may continue to be characterized by frequent long pauses, since the smooth incorporation of even basic conversational strategies is often hindered as the speaker struggles to create appropriate language forms. Pronunciation may continue to be strongly influenced by first language and fluency may still be strained. Although misunderstandings still arise, the Intermediate-Mid speaker can generally be understood by sympathetic interlocutors.

Intermediate-High Able to handle successfully most uncomplicated communicative tasks and social situations. Can initiate, sustain, and close a general conversation with a number of strategies appropriate to a range of circumstances and topics, but errors are evident. Limited vocabulary, still necessitates hesitation and may bring about slightly unexpected circumlocution. There is emerging evidence of connected discourse, particularly for simple narration and description. The Intermediate-High speaker can generally be understood even by interlocutors not accustomed to dealing with speakers at this level, but repetition may still be required.

Advanced The Advanced level is characterized by the speaker's ability to:

- converse in a clearly participatory fashion;
- initiate, sustain, and bring to closure a wide variety of communicative tasks, including those that require an increased ability to convey meaning with diverse language strategies due to a complication or an unforeseen turn of events;
- satisfy the requirements of school and work situations; and
- narrate and describe with paragraph-length connected discourse.

Advanced Able to satisfy the requirements of everyday situations and routine school and work requirements. Can handle with confidence but not with facility complicated tasks and social situations, such as

elaborating, complaining, and apologizing. Can narrate and describe with some details, linking sentences together smoothly. Can communicate facts and talk casually about topics of current public and personal interest, using general vocabulary. Shortcomings can often be smoothed over by communicative strategies, such as pause fillers, stalling devices, and different rates of speech. Circumlocution which arises from vocabulary or syntactic limitations very often is quite successful, though some groping for words may still be evident. The Advanced level speaker can be understood without difficulty by native interlocutors.

Advanced-High

Able to satisfy the requirements of a broad variety of everyday, school, and work situations. Can discuss concrete topics relating to particular interests and special fields of competence. There is emerging evidence of ability to support opinions, explain in detail, and hypothesize. The Advanced-Plus speaker often shows a well developed ability to compensate for an imperfect grasp of some forms with confident use of communicative strategies, such as paraphrasing and circumlocution. Differentiated vocabulary and intonation are effectively used to communicate fine shades of meaning. The Advanced-Plus speaker often shows remarkable fluency and ease of speech but under the demands of Superior-level, complex tasks, language may break down or prove inadequate.

Superior

The Superior level is characterized by the speaker's ability to:

- participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics; and
- support opinions and hypothesize using native-like discourse strategies.

Superior

Able to speak the language with sufficient accuracy to participate effectively in most formal and informal conversations on practical, social, professional, and abstract topics. Can discuss special fields of competence and interest with ease. Can support opinions and hypothesize, but may not be able to tailor language to audience or discuss in depth highly abstract or unfamiliar topics. Usually the Superior level speaker is only partially familiar with regional or other dialectical variants. The Superior level speaker commands a wide variety of interactive strategies and shows good awareness of discourse strategies. The latter involves the ability to distinguish main ideas from supporting information through syntactic, lexical and suprasegmental features (pitch, stress, intonation). Sporadic errors may occur, particularly in low-frequency structures and some complex high-frequency structures more common to formal writing, but no patterns of error are evident. Errors do not disturb the native speaker or interfere with communication.

Generic Descriptions-Listening

These guidelines assume that all listening tasks take place in an authentic environment at a normal rate of speech using standard or near-standard norms.

Novice-Low	Understanding is limited to occasional isolated words, such as cognates, borrowed words, and high-frequency social conventions. Essentially no ability to comprehend even short utterances.
Novice-Mid	Able to understand some short, learned utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends some words and phrases from simple questions, statements, high-frequency commands and courtesy formulae about topics that refer to basic personal information or the immediate physical setting. The listener requires long pauses for assimilation and periodically requests repetition and/or a slower rate of speech.
Novice-High	Able to understand short, learned utterances and some sentence-length utterances, particularly where context strongly supports understanding and speech is clearly audible. Comprehends words and phrases from simple questions, statements, high-frequency commands and courtesy formulae. May require repetition, rephrasing and/or a slowed rate of speech for comprehension.
Intermediate-Low	Able to understand sentence-length utterances which consist of recombinations of learned elements in a limited number of content areas, particularly if strongly supported by the situational context. Content refers to basic personal background and needs, social conventions and routine tasks, such as getting meals and receiving simple instructions and directions. Listening tasks pertain primarily to spontaneous face-to-face conversations. Understanding is often uneven; repetition and rewording may be necessary. Misunderstandings in both main ideas and details arise frequently.
Intermediate-Mid	Able to understand sentence-length utterances which consist of recombinations of learned utterances on a variety of topics. Content continues to refer primarily to basic personal background and needs, social conventions and somewhat more complex tasks, such as lodging, transportation, and shopping. Additional content areas include some personal interests and activities, and a greater diversity of instructions and directions. Listening tasks not only pertain to spontaneous face-to-face conversations but also to short routine telephone conversations and some deliberate speech, such

Appendix B—ACTFL Proficiency Guidelines: Listening

	as simple announcements and reports over the media. Understanding continues to be uneven.
Intermediate-High	Able to sustain understanding over longer stretches of connected discourse on a number of topics pertaining to different times and places; however, understanding is inconsistent due to failure to grasp main ideas and/or details. Thus, while topics do not differ significantly from those of an Advanced level listener, comprehension is less in quantity and poorer in quality.
Advanced	Able to understand main ideas and most details of connected discourse on a variety of topics beyond the immediacy of the situation. Comprehension may be uneven due to a variety of linguistic and extralinguistic factors, among which topic familiarity is very prominent. These texts frequently involve description and narration in different time frames or aspects, such as present, nonpast, habitual, or imperfective. Texts may include interviews, short lectures on familiar topics, and news items and reports primarily dealing with factual information. Listener is aware of cohesive devices but may not be able to use them to follow the sequence of thought in an oral text.
Advanced-High	Able to understand the main ideas of most speech in a standard dialect; however, the listener may not be able to sustain comprehension in extended discourse which is propositionally and linguistically complex. Listener shows an emerging awareness of culturally implied meanings beyond the surface meanings of the text but may fail to grasp sociocultural nuances of the message.
Superior	Able to understand the main ideas of all speech in a standard dialect, including technical discussion in a field of specialization. Can follow the essentials of extended discourse which is propositionally and linguistically complex, as in academic/professional settings, in lectures, speeches, and reports. Listener shows some appreciation of aesthetic norms of target language, of idioms, colloquialisms, and register shifting. Able to make inferences within the cultural framework of the target language. Understanding is aided by an awareness of the underlying organizational structure of the oral text and includes sensitivity for its social and cultural references and its affective overtones. Rarely misunderstands but may not understand excessively rapid, highly colloquial speech or speech that has strong cultural references.

Distinguished Able to understand all forms and styles of speech pertinent to personal, social and professional needs tailored to different audiences. Shows strong sensitivity to social and cultural references and aesthetic norms by processing language from within the cultural framework. Texts include theater plays, screen productions, editorials, symposia, academic debates, public policy statements, literary readings, and most jokes and puns. May have difficulty with some dialects and slang.

Generic Descriptions-Reading

These guidelines assume all reading texts to be authentic and legible.

Novice-Low Able occasionally to identify isolated words and/or major phrases when strongly supported by context.

Novice-Mid Able to recognize the symbols of an alphabetic and/or syllabic writing system and/or a limited number of characters in a system that uses characters. The reader can identify an increasing number of highly contextualized words and/or phrases including cognates and borrowed words, where appropriate. Material understood rarely exceeds a single phrase at a time, and rereading may be required.

Novice-High Has sufficient control of the writing system to interpret written language in areas of practical need. Where vocabulary has been learned, can read for instructional and directional purposes standardized messages, phrases or expressions, such as some items on menus, schedules, timetables, maps, and signs. At times, but not on a consistent basis, the Novice-High level reader may be able to derive meaning from material at a slightly higher level where context and/or extralinguistic background knowledge are supportive.

Intermediate-Low Able to understand main ideas and/or some facts from the simplest connected texts dealing with basic personal and social needs. Such texts are linguistically noncomplex and have a clear underlying internal structure, for example chronological sequencing. They impart basic information about which the reader has to make only minimal suppositions or to which the reader brings personal interest and/or knowledge. Examples include messages with social purposes or information for the widest possible audience, such as public announcements and short, straightforward instructions dealing with public life. Some misunderstandings will occur.

Appendix B—ACTFL Proficiency Guidelines: Reading

Intermediate-Mid	Able to read consistently with increased understanding simple connected texts dealing with a variety of basic and social needs. Such texts are still linguistically noncomplex and have a clear underlying internal structure. They impart basic information about which the reader has to make minimal suppositions and to which the reader brings personal interest and/or knowledge. Examples may include short, straightforward descriptions of persons, places, and things written for a wide audience.
Intermediate-High	Able to read consistently with full understanding simple connected texts dealing with basic personal and social needs about which the reader has personal interest and/or knowledge. Can get some main ideas and information from texts at the next higher level featuring description and narration. Structural complexity may interfere with comprehension; for example, basic grammatical relations may be misinterpreted and temporal references may rely primarily on lexical items. Has some difficulty with the cohesive factors in discourse, such as matching pronouns with referents. While texts do not differ significantly from those at the Advanced level, comprehension is less consistent. May have to read material several times for understanding.
Advanced	Able to read somewhat longer prose of several paragraphs in length, particularly if presented with a clear underlying structure. The prose is predominantly in familiar sentence patterns. Reader gets the main ideas and facts and misses some details. Comprehension derives not only from situational and subject matter knowledge but from increasing control of the language. Texts at this level include descriptions and narrations such as simple short stories, news items, bibliographical information, social notices, personal correspondence, routinized business letters and simple technical material written for the general reader.
Advanced-High	Able to follow essential points of written discourse at the Superior level in areas of special interest or knowledge. Able to understand parts of texts which are conceptually abstract and linguistically complex, and/or texts which treat unfamiliar topics and situations, as well as some texts which involve aspects of target-language culture. Able to comprehend the facts to make appropriate inferences. An emerging awareness of the aesthetic properties of language and of its literary styles permits comprehension of a wider variety of texts, including literary. Misunderstandings may occur.

Superior	Able to read with almost complete comprehension and at normal speed expository prose on unfamiliar subjects and a variety of literary texts. Reading ability is not dependent on subject matter knowledge, although the reader is not expected to comprehend thoroughly texts which are highly dependent on knowledge of the target culture. Reads easily for pleasure. Superior-level texts feature hypotheses, argumentation and supported opinions and include grammatical patterns and vocabulary ordinarily encountered in academic/professional reading. At this level, due to the control of general vocabulary and structure, the reader is almost always able to match the meanings derived from extralinguistic knowledge with meanings derived from knowledge of the language, allowing for smooth and efficient reading of diverse texts. Occasional misunderstandings may still occur; for example, the reader may experience some difficulty with unusually complex structures and low-frequency idioms. At the Superior level the reader can match strategies, top-down or bottom-up, which are most appropriate to the text. (Top-down strategies rely on real-world knowledge and prediction based on genre and organizational scheme of the text. Bottom-up strategies rely on actual linguistic knowledge.) Material at this level will include a variety of literary texts, editorials, correspondence, general reports and technical material in professional fields. Rereading is rarely necessary, and misreading is rare.
Distinguished	Able to read fluently and accurately most styles and forms of the language pertinent to academic and professional needs. Able to relate inferences in the text to real-world knowledge and understand almost all sociolinguistic and cultural references by processing language from within the cultural framework. Able to understand a writer's use of nuance and subtlety. Can readily follow unpredictable turns of thought and author intent in such materials as sophisticated editorials, specialized journal articles, and literary texts such as novels, plays, poems, as well as in any subject matter area directed to the general reader.

Generic Descriptions-Writing

Novice-Low	Able to form some letters in an alphabetic system. In languages whose writing systems use syllabaries or characters, writer is able to both copy and produce the basic strokes. Can produce romanization of isolated characters, where applicable.
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Appendix B—ACTFL Proficiency Guidelines: Writing

Novice-Mid	Able to copy or transcribe familiar words or phrases and reproduce some from memory. No practical communicative writing skills.
Novice-High	Able to write simple fixed expressions and limited memorized material and some recombinations thereof. Can supply information on simple forms and documents. Can write names, numbers, dates, own nationality, and other simple autobiographical information as well as some short phrases and simple lists. Can write all the symbols in an alphabetic or syllabic or 50-100 characters or compounds in a character writing system. Spelling and representation of symbols (letters, syllables, characters) may be partially correct.
Intermediate-Low	Able to meet limited practical writing needs. Can write short messages, postcards, and take down simple notes, such as telephone messages. Can create statements or questions within the scope of limited language experience. Material produced consists of recombinations of learned vocabulary, and structures into simple sentences on very familiar topics. Language is inadequate to express in writing anything but elementary needs. Frequent errors in grammar, vocabulary, punctuation, spelling and in formation of nonalphabetic symbols, but writing can be understood by natives used to the writing of nonnatives.
Intermediate-Mid	Able to meet a number of practical writing needs. Can write short, simple letters. Content involves personal preferences, daily routine, everyday events, and other topics grounded in personal experience. Can express present time or at least one other time frame or aspect consistently, e.g. nonpast, habitual, imperfective. Evidence of control of the syntax of noncomplex sentences and basic inflectional morphology, such as declensions and conjugation. Writing tends to be a loose collection of sentences or sentence fragments on a given topic and provides little evidence of conscious organization. Can be understood by natives used to the writing of nonnatives.
Intermediate-High	Able to meet most practical writing needs and limited social demands. Can take notes in some detail on familiar topics and respond in writing to personal questions. Can write simple letters, brief synopses and paraphrases, summaries of biographical data, work and school experience. In those languages relying primarily on content words and time expressions to express time, tense, or aspect, some precision is displayed; where tense and/or aspect is

	<p>expressed through verbal inflection, forms are produced rather consistently, but not always accurately. An ability to describe and narrate in paragraphs is emerging. Rarely uses basic cohesive elements, such as pronominal substitutions or synonyms in written discourse. Writing, though faulty is generally comprehensible to natives used to the writing of nonnatives.</p>
Advanced	<p>Able to write routine social correspondence and join sentences in simple discourse of at least several paragraphs in length on familiar topics. Can write simple social correspondence, take notes, write cohesive summaries and resumes, as well as narratives and descriptions of a factual nature. Has sufficient writing vocabulary to express self simply with some circumlocution. May still make errors in punctuation, spelling, or the formation of nonalphabetic symbols. Good control of the morphology and the most frequently used syntactic structures, e.g., common word order patterns, coordination, subordination, but makes frequent errors in producing complex sentences. Uses a limited number of cohesive devices, such as pronouns, accurately. Writing may resemble literal translations from the native language, but a sense of organization (rhetorical structure) is emerging. Writing is understandable to natives not used to the writing of nonnatives.</p>
Advanced-High	<p>Able to write about a variety of topics with significant precision and in detail. Can write most social and informal business correspondence. Can describe and narrate personal experiences fully, but has difficulty supporting points of view in written discourse. Can write about the concrete aspects of topics relating to particular interests and special fields of competence. Often shows remarkable fluency and ease of expression, but under time constraints and pressure writing may be inaccurate. Generally strong in either grammar or vocabulary, but not in both. Weakness and unevenness in one of the foregoing or in spelling or character writing formation may result in occasional miscommunication. Some misuse of vocabulary may still be evident. Style may still be obviously foreign.</p>
Superior	<p>Able to express self effectively in most formal and informal writing on practical, social and professional topics. Can write most types of correspondence, such as memos as well as social and business letters, and short research papers and statements of position in areas of special interest or in special fields. Good control of a full range of structures, spelling or nonalphabetic symbol production, and a wide general vocabulary allow the writer to hypothesize and pre-</p>

sent arguments or points of view accurately and effectively. An underlying organization, such as chronological ordering, logical ordering, cause and effect, comparison, and thematic development is strongly evident, although not thoroughly executed and/or not totally reflecting target language patterns. Although sensitive to differences in formal and informal style, still may not tailor writing precisely to a variety of purposes and/or readers. Errors in writing rarely disturb natives or cause miscommunication.

Appendix C

Resource List

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Appendix C—Resource List

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Key Resources for Professional Development in Five Program Goal Areas (the five “C’s”)

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