

8710.4950 TEACHERS OF WORLD LANGUAGES AND CULTURES

FORM I-C MATRIX

Professional Education Program Evaluation Report (PEPER II)	MATRIX Form I-C					
<p align="center">8710.4950 Teachers of World Languages and Cultures</p>	<p>Identify coding used to indicate placement or assignment of standards here: (example: K=knowledge, A= assessed)</p> <p>Insert COURSE NUMBER & ID below</p>					
	SPAN 3311	SPAN 3312	SPAN 4430	ML 3470	ML 4430	ED classes
<p>Subp. 3. Subject matter standard for teachers of modern languages and cultures. A candidate for licensure as a teacher of modern languages and cultures must complete a preparation program under subpart 2, item A or B, subitem (3), that must include the candidate's demonstration of the knowledge and skills in items A to C.</p>						
<p>A. All teachers of modern languages and cultures must:</p>						
<p>(1) understand language as a system;</p>	K, A	K, A	K, A		K, A	
<p>(2) understand first and second language acquisition theory and how this informs practice;</p>			K	K, A	K	
<p>(3) demonstrate intermediate-high level speaking proficiency as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages;</p>	K	K, A				
<p>(4) comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency; and</p>	K, A	K, A	K, A			
<p>(5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language.</p>	K, A	K, A				
<p>B. A teacher who is a native speaker of the modern language to be taught must:</p>						
<p>(1) demonstrate advanced level speaking proficiency in English and the target language as defined in the ACTFL Proficiency Guidelines;</p>					K, A	
<p>(2) comprehend, interpret, and evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency; and</p>					K, A	

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(3) use familiar topics to write in English and the native language narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs to a level understandable to a native.					K, A	
C. A teacher of modern languages and cultures must:						
(1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely;	K, A	K, A				
(2) understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints;	K, A	K, A				Also, Span 4426, 4427
(3) be familiar with culture and literature of children and adolescents in both the United States and target cultures;				K, A		
(4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist;		K, A				
(5) have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture;	K, A	K, A				
(6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary;	K, A	K, A		K, A		
(7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process;	K	K, A		K		
(8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;	K	K, A	K,	K		
(9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability;	K, A	K, A		K		

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(10) compare and contrast cultures of people who speak another language with the teacher's own culture; and	K, A	K, A				Span 3300 or Span 3970 also required
(11) have opportunities for first-hand experiences with the target cultures, whether in the United States or abroad, and relate those experiences to the classroom setting.	K	K, A		K		Span 3300 or Span 3970 also required
Subp. 6. Teaching and learning. A candidate for licensure as a teacher of world languages and cultures must complete a preparation program under subpart 2, item B, subitem (3), that must include the candidate's demonstration of an understanding of the teaching of world languages and cultures that integrates understanding of the world language and culture with an understanding of pedagogy, students, learning, classroom management, and professional development. A teacher of world languages and cultures to children, preadolescents, and adolescents in kindergarten through grade 12 shall:						
A. understand and apply educational principles relevant to the physical, social, emotional, moral, and cognitive development of children, preadolescents, and adolescents;				K		ED 3110 ED 3350 ED 4820 ED 4840 K, A
B. understand and apply the research base for and the best practices of kindergarten and primary, intermediate, and middle and high school education;				K		ED 3350
C. develop curriculum goals and purposes based on the central concepts of language and culture and know how to apply instructional strategies and materials for achieving student understanding of the language and culture;				K, A		ED 4820, 4840

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D. understand the role and alignment of district, school, and department mission and goals in program planning;				K		
E. understand the need for and how to connect students' schooling experiences with everyday life, the workplace, and further educational opportunities;				K, A		
F. know how to involve representatives of business, industry, and community organizations as active partners in creating educational opportunities;						ED 4820, 4840 A
G. understand the role and purpose of co-curricular and extracurricular activities in the teaching and learning process;						ED 4830 A
H. understand the impact of reading ability on student achievement in second language studies, recognize the varying reading comprehension and fluency levels represented by students, and possess the strategies to assist students to read world language content more effectively; and				K		ED 3780 ED 3350 ED 4820, 4840 A
I. apply the standards of effective practice in teaching students through a variety of early and ongoing clinical experiences with kindergarten, primary, or intermediate; and middle level and high school students within a range of educational programming models.				K, A		ED 3100 ED 4820, 4840 K, A
Subp. 7. Continuing license. A continuing license shall be issued and renewed according to the rules of the Board of Teaching governing continuing licensure.						
Subp. 8. Incorporations by reference.						
A. For the purposes of this part, the ACTFL Proficiency Guidelines published in 1986 by the American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701-6801, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the state law library.						

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B. For the purposes of this part, the Signed Communication Proficiency Interview Guidelines published in August 1994 by the National Technical Institute for the Deaf, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the state law library.						