NATIONAL BOARD
for Professional Teaching Standards®

World Languages Standards

Second Edition

for teachers of students ages 3–18+

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National Board Certification
Promotes Better Teaching,
Better Learning, Better Schools

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Table of Contents

Preface 4

About the National Board for Professional Teaching Standards 4

About the Standards 6

About Certification 7

Foundation of National Board Certification for Teachers 8

Five Core Propositions 8

Architecture of Accomplished Teaching 11

Standards 12

Introduction 12

World Languages Standards Statements 16

Standard I: Knowledge of Students 18

Standard II: Knowledge of Language 22

Standard III: Knowledge of Culture 25

Standard IV: Knowledge of Language Acquisition 28

Standard V: Fair and Equitable Learning Environment 31

Standard VI: Designing Curriculum and Planning Instruction 35

Standard VII: Assessment 41

Standard VIII: Reflection 43

Standard IX: Professionalism 45

Standards Committees 48

Acknowledgments 50

Preface

About the National Board for Professional Teaching Standards

The National Board for Professional Teaching Standards (National Board) is a not-for-profit professional organization, created and governed by practicing teachers and their advocates. The founding mission of the National Board is to advance the quality of teaching and learning by

- maintaining high and rigorous standards for what accomplished teachers should know and be able to do;
- providing a national voluntary system certifying teachers who meet these standards; and
- advocating related education reforms to integrate National Board Certification into American education and to capitalize on the expertise of National Board Certified Teachers.

Recognized as the "gold standard" in teacher certification, the National Board believes higher standards for teachers means better learning for students.

Founded in 1987, the National Board began by engaging teachers in the development of standards for accomplished teaching and in the building of an assessment—National Board Certification—that validly and reliably identifies when a teacher meets those standards. Today, there are 25 certificate areas that span 16 content areas and four student developmental levels. The essence of the National Board's vision of accomplished teaching is captured in the enduring document *What Teachers Should Know and Be Able to Do*, at the heart of which are the Five Core Propositions:

1. Teachers are committed to students and their learning.
2. Teachers know the subjects they teach and how to teach those subjects to students.
3. Teachers are responsible for managing and monitoring student learning.
4. Teachers think systematically about their practice and learn from experience.
5. Teachers are members of learning communities.

The National Board believes that board certification should become the norm, not the exception, and should be fully integrated into the fabric of the teaching profession. In other professions, such as medicine, engineering, and architecture, board certification has helped to create a culture of accomplished practice and is a major reason why those professions are held in such high regard by the public. Those professions did what teaching must now do: strengthen the coherent pipeline of preparation that begins in pre-service and continues through board certification and beyond, with each step engineered to help teachers develop toward accomplished. More than 110,000 teachers had achieved board certification by 2014, a number which represents the largest group of identified teaching experts in the country. Given the size of the teaching workforce, however, this sizable number represents fewer than 3 percent of teachers.

For most children that means they go through their entire schooling without being taught by a board-certified teacher. Each teacher who pursues board certification helps to close this gap, strengthening the profession and the quality of teaching and learning. In a world where board certification is the standard that all teachers aspire to and most achieve, students experience accomplished teaching throughout their schooling, unleashing their potential.

About the Standards

Every child deserves an accomplished teacher—one who is qualified to equip students with the skills to succeed in a global community. The core mission of the National Board for Professional Teaching Standards is to create field-specific standards for accomplished teaching that are grounded in the Five Core Propositions and that articulate the actions that accomplished teachers employ to advance student learning. Each standards document represents a professional consensus on the attributes of practice that distinguish accomplished teaching in that field. Many school systems use the standards as the basis for ongoing professional development, and many colleges and universities incorporate the standards into their undergraduate and graduate teacher education programs.

Standards are developed and revised by a committee of 12–15 members who are representative of accomplished professionals in their field. A majority of standards committee members are practicing Board certified teachers. Other committee members are experts in academic content and child development, including teacher educators, researchers, and other professionals in the relevant field. Standards are disseminated widely for public comment and subsequently revised as necessary before adoption by the National Board's Board of Directors.

Throughout the development of both the standards and the certification process, the National Board ensures broad representation of the diversity that exists within the profession; engages pertinent disciplinary and specialty associations at key points in the process; collaborates closely with appropriate state agencies, academic institutions, and independent research and education organizations; and establishes procedures to detect and eliminate instances of external and internal bias.

National Board Standards and certifications are defined by the developmental level of the students and by the subject or subjects being taught. Teachers select the subject area that makes up the substantive focus of their teaching. They may choose Generalist certificates if they do not focus on one particular subject area in their practice. The four overlapping student developmental levels (listed below) indicate the age of the majority of their students.

- Early Childhood (EC)—ages 3–8
- Middle Childhood (MC)—ages 7–12
- Early Adolescence (EA)—ages 11–15
- Adolescence and Young Adulthood (AYA)—ages 14–18+

About Certification

National Board Certification® is a voluntary, standards-based process designed for teachers to transform the Five Core Propositions into practice. In order to be eligible for certification a teacher must

- Hold a baccalaureate degree from an accredited institution[1];
- Have a minimum of three years' teaching experience at the early childhood, elementary, middle school, or high school level; and
- Where it is required, hold a state teaching license.

The assessments, aligned with the Five Core Propositions and the standards, are designed so that teachers demonstrate their practice by providing evidence of what they know and do. The evidence-based assessment honors the complexities and demands of teaching.

In 2014, the National Board initiated revision of the assessment to make the process more flexible, affordable, and efficient for teachers. In all certificate areas, candidates for National Board Certification are now required to complete four components: three portfolio entries, which are submitted online, and a computer-based assessment, which is administered at a testing center. Teachers develop portfolio entries that require analysis of their practice as it relates to student learning and to being a reflective, effective practitioner. Designed to capture what a teacher knows and is able to do in real time and in real-life settings, the portfolio consists of description, analysis, and reflection focused on student learning that is captured on video and in student work samples. The process requires teachers to reflect on the underlying assumptions of their practice and the impacts of that practice on student learning.

Teachers also demonstrate content knowledge by responding to open-ended and multiple choice questions delivered at a secure testing site. The assessment center component complements the portfolio, validates that the knowledge and skills exhibited in the portfolio are accurate reflections of what a candidate knows, and provides candidates with opportunities to demonstrate knowledge and skills not sampled in the portfolio.

Assessments are based on the standards and are developed for every certificate area by educators who specialize in the same content and student developmental level as the candidates. Educators who are themselves practitioners in the certificate area score the submitted portfolio entries. They must successfully complete intensive training and qualify for scoring on the basis of their understanding of National Board Standards and scoring guidelines.

[1] Candidates registering for the Career and Technical Education certificate are required to hold a bachelor's degree only if their state required one for their current license.

Foundation of National Board Certification for Teachers

Five Core Propositions

The National Board framework for accomplished teaching was established in its 1989 publication, *What Teachers Should Know and Be Able to Do*. The Five Core Propositions serve as the foundation for all National Board standards and assessments, defining the level of knowledge, skills, abilities, and commitments that accomplished teachers demonstrate. Teachers embody all Five Core Propositions in their practices, drawing on various combinations of these skills, applications, and dispositions to promote student learning.

1. Teachers are committed to students and their learning.

Accomplished teachers base their practice on the fundamental belief that all students can learn and meet high expectations. They treat students equitably, recognizing the individual differences that distinguish one student from another and taking account of these differences in their practice. They adjust their practice based on observation and understanding of their students' interests, abilities, skills, knowledge, language, family circumstances, and peer relationships. They view students' varied backgrounds as diversity that enriches the learning environment for every student.

Accomplished teachers understand how students develop and learn. They consult and incorporate a variety of learning and development theories into their practice, while remaining attuned to their students' individual contexts, cultures, abilities, and circumstances. They are committed to students' cognitive development as well as to students' ownership of their learning. Equally important, they foster students' self-esteem, motivation, character, perseverance, civic responsibility, intellectual risk taking, and respect for others.

2. Teachers know the subjects they teach and how to teach those subjects to students.

Accomplished teachers have a rich understanding of the subject(s) they teach and appreciate how knowledge in their subject is created, organized, linked to other disciplines, and applied to real-world settings. While maintaining the integrity of disciplinary methods, content, and structures of organization, accomplished teachers develop the critical and analytical capacities of their students so they can think for themselves.

Accomplished teachers command specialized knowledge of how to convey and reveal subject matter to students. They are aware of the preconceptions and background knowledge that students typically bring to each subject and draw upon pedagogical and subject matter understandings to anticipate challenges,

modify their practice, and respond to students' needs. They also demonstrate a commitment towards learning about new strategies, instructional resources, and technology that can be of assistance. Their instructional repertoire and professional judgment allow them to generate multiple paths to knowledge in the subjects they teach, and they are adept at teaching students how to pose and solve their own problems so they can continue exploring and advancing their understanding.

3. Teachers are responsible for managing and monitoring student learning.

Accomplished teachers view themselves as facilitators of student learning within dynamic instructional settings. They create, enrich, maintain, and alter learning environments while establishing effective ways to monitor and manage those environments and the student learning that occurs within them. They possess a comprehensive knowledge of instructional methods, know when each is appropriate, and can implement them as needed. They use instructional time constructively and efficiently, customizing physical layout, resources, and instructional methods. They enlist the knowledge and support of a wide range of stakeholders to provide their students with enriched opportunities to learn. They understand the strengths and weaknesses of pedagogical approaches they may take, as well as the suitability of these approaches for particular students.

Accomplished teachers know how to engage students in varied settings and group configurations. They create positive and safe learning environments that guide student behavior and support learning, allowing the schools' goals for students to be met. They are adept at setting norms for social interaction among students and between students and teachers. They understand how to motivate students and value student engagement, supporting them as they face and learn from challenges.

Accomplished teachers assess the progress of individual students as well as that of the class as a whole. They apply their knowledge of assessment to employ multiple methods for measuring student growth and understanding. They use the information they gather from monitoring student learning to inform their practice, and they provide constructive feedback to students and families. They collaborate with students throughout the learning process and help students engage in self-assessment.

4. Teachers think systematically about their practice and learn from experience.

Accomplished teachers possess a professional obligation to become perpetual students of their craft. Committed to reflective learning, they are models of educated persons. They exemplify the virtues they seek to inspire in students—curiosity, honesty, fairness, respect for diversity and appreciation of cultural differences—and the capacities that are prerequisites for intellectual growth: the ability to reason and take multiple perspectives, to be creative and take risks, and to adopt an experimental and problem-solving orientation.

Accomplished teachers draw on their knowledge of human development, subject matter, and instruction, and their understanding of their students to make principled judgments about sound practice. Their decisions are not only grounded in established theories, but also in reason born of experience. They engage in lifelong learning, which they seek to encourage in their students.

Accomplished teachers seek opportunities to cultivate their learning. Striving to strengthen their teaching and positively impact student learning, teachers use feedback and research to critically examine

their practice, seek to expand their repertoire, deepen their knowledge, sharpen their judgment and adapt their teaching to new findings, ideas and theories.

5. Teachers are members of learning communities.

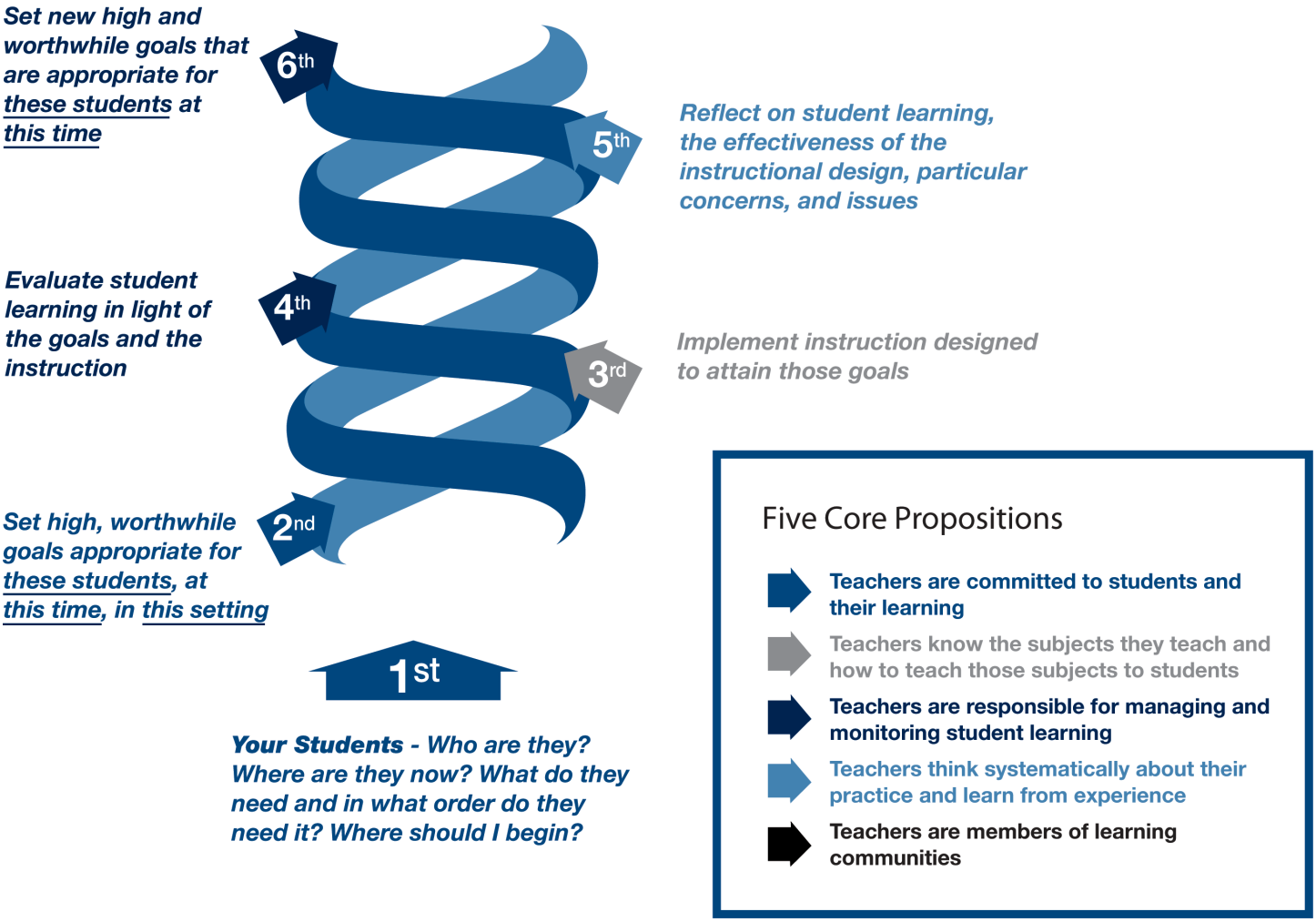
Accomplished teachers participate actively in their learning communities to promote progress and achievement. They contribute to the effectiveness of the school by working collaboratively with other professionals on policy decisions, curriculum development, professional learning, school instructional programs, and other functions that are fundamental to the development of highly productive learning communities. They work collaboratively and creatively with families and the community, engaging them productively in the work of the school and cultivating students' connections with the opportunities, resources, and diversity they afford.

Accomplished teachers can evaluate school progress and the allocation of school resources in light of their understanding of state and local educational objectives and their knowledge of student needs. They are knowledgeable about and can advocate for specialized school and community resources that can be engaged for their students' benefit, and are skilled at employing such resources as needed.

Architecture of Accomplished Teaching

The Architecture of Accomplished Teaching provides a view of how the use of the Five Core Propositions and the standards that are developed from them result in student learning. As depicted in the Architecture of Accomplished Teaching illustration, shown below, one strand represents teaching practice as grounded in the Five Core Propositions, while the other strand represents the teacher's impact on students and their learning.

The Architecture of Accomplished Teaching:
What is underneath the surface?



The National Board program certifies accomplished teachers who positively influence student learning through effective teaching practice. The process includes the core propositions for all teachers, a common set of accomplished teaching standards specific to the content field and students' developmental levels, and a set of evidence-based assessments specific to the field that certify what accomplished teachers know and do.

Standards

Introduction

The Promise of Instruction in World Languages

Establishing a citizenry skilled in world languages and familiar with other cultures is essential to the success of the nation. The United States is inextricably linked to economic, social, political, and cultural realities around the world. Possession of linguistic and cultural insights and the understanding that come with learning world languages is requisite for citizens in the twenty-first century who participate in the global community and marketplace. Geographical borders that separate nations are no longer formidable barriers. As the world becomes more interdependent, educational and career opportunities continue to expand for people proficient in more than one language who can purposefully engage others from different nations and cultures. Knowledge of world languages and familiarity with diverse cultures, once regarded as skills useful when traveling abroad, now are essential for effective communication within local neighborhoods; language learning, formerly treated as an elite academic elective for the college-bound, now is a core academic subject critical to the success of all students in American society and integral to the strength and welfare of the United States. The United States must recognize citizens who communicate in more than one language and who understand other cultures as vital assets to the nation.

Cultural pluralism characterizes and enriches the United States. The diverse student body in our nation's schools represents exciting challenges to educators and provides a valuable resource that affords the nation an opportunity to maintain and enhance its linguistic and cultural richness. The study of world languages fosters understanding of the intellectual and artistic heritages of other cultures, which ultimately encourages students to achieve a better understanding of their own languages and cultures and their nation's complex cultural heritage.

The Educational Context

Teachers of world languages play a crucial role—a role that continually changes as research into language acquisition evolves. Instruction focuses on language acquisition to help students function in and respond appropriately to a variety of situations. Strategies are student-centered and emphasize real-life competencies that facilitate genuine interaction with others, whether students are within the same class, within the school, within the community, or on another continent. Teachers of world languages are dedicated to helping students communicate in culturally appropriate ways to achieve a level of sophisticated language proficiency that allows them to understand how a language functions and how thoughts are conveyed in another language. The commitment is to long sequences of instruction—beginning in early childhood and continuing through high school and post-secondary educational pursuits—with the goal of fostering life-long, autonomous language learning. Students who follow a long, well-articulated, continuous sequence of curriculum that spans all educational levels, from preschool to graduate study, have a distinct advantage. For that reason, instruction in world languages has moved beyond the traditional pattern of introducing the study to ninth graders, with the majority of pupils enrolling for a two-year instructional sequence.

The process is now developmental and long-term. Middle schools offer study in world languages, and elementary school programs are increasingly common. Young children may receive instruction in world languages daily, or they may learn intensively through immersion programs where much of the curriculum is delivered in a target language.

Education in world languages is a discipline with remarkable energy and vitality. States and school systems continue to respond to the growing awareness of the value of language learning by elevating requirements beyond minimal competencies for honors diplomas and graduation. Similarly, strengthened admissions standards by colleges and universities promote the advantages of advanced language learning. Instruction is expanding beyond the most commonly studied languages of French, German, Latin, and Spanish to include Arabic, Cherokee, Chinese, Farsi, Hawaiian, Hebrew, Hindi, Italian, Japanese, Korean, Ojibwe, Portuguese, Russian, Swahili, Turkish, Urdu, and Yoruba among others. Many studied are critical-needs languages vital to economic and strategic interests of the United States; all are languages important to the increasing cultural awareness within American society. In addition to the study of contemporary languages, the study of classical languages, with its emphasis on reading and interpretation, also offers students many benefits. The insights into language development, the interaction with ancient civilizations through literature, and the cross-cultural understandings that result are all reasons for renewed interest in learning classical languages in American schools.

The profession of teaching world languages is unique for several notable reasons. Teachers must manage intentionally-active classrooms in which activity and interchange are encouraged and vital to effective instruction. Instruction in world languages is interdisciplinary in nature; teachers connect language learning to other academic disciplines and to real-world experiences to reinforce and expand on learning activities and to clarify for students that knowledge of languages and cultures contributes to a realm of opportunities academically and beyond the classroom. Teachers frequently teach students in multiage instructional settings and in classes where students comprise more than one level of language experience. An elementary school, world language teacher might have two grade levels within the population of a single class, for example, or a high school language class might combine students participating in their third year of language instruction with other students in their fourth or fifth year of language study. Many teachers of world languages, particularly at the early- and middle-childhood levels, travel from room to room within a school or serve as itinerant teachers at more than one school. With continuing advances in technology, teachers of world languages teach students without access to such language instruction in their own schools. Regardless of level, school structure, learning situation, or environment, every teacher of world languages upholds high expectations for all students and finds opportunities for student creativity, academic challenge, and personal fulfillment.

In many schools around the country, the presence of students who have home backgrounds in the languages taught at school has led to the establishment of language courses designed to strengthen the language abilities of heritage-language students. Teachers of heritage-language learners are sensitive to the fact that their classrooms are often second homes to their students—places where students feel comfortable using their native language and having the culture of their home environment affirmed. Teachers understand that heritage students have varying degrees of proficiency in the target language. For example, they may be able to converse fluently in idiomatic speech but need help learning to read and interpret or speak and write in formal language. Teachers provide heritage-language learners—and all their students—with rich and balanced curricula and instruction to support all dimensions of language learning.

The value of language learning goes beyond practical benefits that focus on enhanced communicative skills. Language education helps students develop pathways into all academic endeavors as well as avenues into nonacademic pursuits. Through language learning, students of all ages become aware of multiple perspectives, experiencing how other language systems operate, how languages influence one another, and how cultures express ideas and develop products. Education in world languages is a wide-ranging, complex field that positively influences students and involves learning in other academic areas, helping students to develop problem-solving and critical-thinking skills. The interdisciplinary nature of language education expands educational opportunities for all students, opening doors to information and perspectives that enrich students' school and life experiences.

Changes to the Second Edition

This edition of the *World Languages Standards* differs significantly from the first edition of standards for the teaching of world languages. The differences result from the standards committee's determination to produce a functional and relevant document reflecting changes within the constantly evolving field of world languages education as well as social and historical realities that shape how students, parents, educators, and society in general value the teaching of world languages.

The standards committee consolidated the first edition's fourteen standards into nine standards, retaining much of the original language while providing comprehensive yet focused descriptions of accomplished teaching today. For example, "Knowledge of Students" incorporates concepts formerly found in "Schools, Families, and Communities" and in "Fairness." "Knowledge of Language" clarifies the language proficiency expected of accomplished teachers in world languages.

The standard "Fair and Equitable Learning Environment" includes ideas originally found in standards on fairness and the learning environment. "Designing Curriculum and Planning Instruction" blends concepts drawn from previous standards of multiple paths to learning; articulation of curriculum; instruction; instructional resources; and partnerships among schools, families, and communities. In the revised standards, "Professionalism" merges ideas originally appearing in four standards addressing reflection; school, family, and community partnerships; professional communities; and advocacy. Additionally, the standards committee revised standards statements to reflect changes made to the standards and to highlight the most significant attributes of accomplished teaching in world languages.

Developing High and Rigorous Standards for Accomplished Practice

World Languages Standards describes what accomplished teachers should know and be able to do. The standards are meant to reflect the professional consensus at this point about the essential aspects of accomplished practice. The deliberations of the World Languages Standards Committee were informed by various national and state initiatives on student and teacher standards that have been operating concurrently with the development of NBPTS Standards. As the understanding of teaching and learning continues to evolve over the next several years, these standards will be updated again.

An essential tension of describing accomplished practice concerns the difference between the analysis and the practice of teaching. The former tends to fragment the profession into any number of discrete duties, such as designing learning activities, providing quality explanation, modeling, managing the classroom, and monitoring student progress. Teaching as it actually occurs, on the other hand, is a seamless activity.

Everything an accomplished teacher knows through study, research, and experience is brought to bear daily in the classroom through innumerable decisions that shape learning. Teaching frequently requires balancing the demands of several important educational goals. It depends on accurate observations of particular students and settings, and it is subject to revision on the basis of continuing developments in the classroom.

The paradox, then, is that any attempt to write standards that dissect what accomplished teachers know and are able to do will, to a certain extent, misrepresent the holistic nature of how teaching actually takes place. Nevertheless, the fact remains: Certain identifiable commonalties characterize the accomplished practice of teachers. The standards that follow are designed to capture the knowledge, artistry, proficiency, and understandings—both deep and broad—that contribute to the complex work that is accomplished teaching.

The Standards Format

Accomplished teaching appears in many different forms, and it should be acknowledged at the outset that these specific standards are not the only way it could have been described. No linearity, atomization, or hierarchy is implied in this vision of accomplished teaching, nor is each standard of equal weight. Rather, the standards are presented as aspects of teaching that are analytically separable for the purposes of this standards document but that are not discrete when they appear in practice.

The report follows a two-part format for each of the standards:

- **Standard Statement**—This is a succinct statement of one vital aspect of the practice of the accomplished teacher of world languages. Each standard is expressed in terms of observable teacher actions that have an impact on students.
- **Elaboration**—This passage provides a context for the standard, along with an explanation of what teachers need to know, value, and do if they are to fulfill the standard. The elaboration includes descriptions of teacher dispositions toward students, their distinctive roles and responsibilities, and their stances on a range of ethical and intellectual issues that regularly confront them.

In addition, throughout the document are examples illustrating accomplished practice and demonstrating how decisions integrate various individual considerations and cut across the standard document. If the standards pull apart accomplished teaching into discrete elements, the examples put them back together in ways more clearly recognizable to teachers. Because the National Board believes there is no single “right” way to teach students, these examples are meant to encourage teachers to demonstrate their own best practice.

World Languages Standards Statements

The National Board for Professional Teaching Standards has organized the standards for accomplished teachers of world languages into the following nine standards. The standards have been ordered to facilitate understanding, not to assign priorities. They each describe an important facet of accomplished teaching; they often occur concurrently because of the seamless quality of accomplished practice. These standards serve as the basis for National Board Certification in this field.

Standard I: Knowledge of Students

Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students' competencies and interests as individual language learners.

Standard II: Knowledge of Language

Accomplished teachers of world languages function with a high degree of proficiency in the languages they teach. They understand how languages and cultures are intimately linked, understand the linguistic elements of the languages they teach, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

Standard III: Knowledge of Culture

As an integral part of effective instruction in world languages, accomplished teachers know and understand the practices, products, and perspectives of target cultures and understand how languages and cultures are intimately linked.

Standard IV: Knowledge of Language Acquisition

Accomplished teachers of world languages are familiar with how students acquire proficiency in languages, understand varied methodologies and approaches used in the teaching of languages, and draw upon this knowledge to design instructional strategies appropriate to their instructional goals.

Standard V: Fair and Equitable Learning Environment

Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.

Standard VI: Designing Curriculum and Planning Instruction

Accomplished teachers of world languages design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies and appropriate instructional resources to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking. They work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students move from simple to sophisticated use of languages.

Standard VII: Assessment

Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

Standard VIII: Reflection

Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.

Standard IX: Professionalism

Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.

Standard I
Knowledge of Students

Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students' competencies and interests as individual language learners.

Understanding the Diverse Ways that Students Grow and Develop

Accomplished teachers[1] believe solidly in the ability of students to learn world languages and dedicate themselves to providing language-learning opportunities to all students. Teachers employ various means of learning about students, their communities, and their social and cultural environments. They listen to and observe students actively and willingly in various settings in which students express themselves, whether in formal classroom discussions, individual conferences, or informal gatherings. Teachers enhance their understanding of students through discussions with family members, other teachers, school counselors, exceptional needs teachers, and other educational and administrative staff. Teachers also use such resources as personality and learning surveys and then shape instruction accordingly. They use the information they gather, including their identification of students with exceptional talents, needs, or challenges, to determine the direction, approach, and content of their teaching; to motivate students; and to meet both the unique and common needs of all students.

Keenly aware that young people learn in various ways and at varying paces, accomplished teachers use their knowledge of child and adolescent development to design and provide appropriate instruction. Teachers recognize and make professional modifications to accommodate variations in students' age levels; cognitive, physical, emotional, social, and motor development; cultural and ethnic identity; gender; and learning profiles. To foster rich cognitive development at all levels, teachers plan learner-centered instruction that incorporates concrete and abstract levels of thought—recognizing, applying, analyzing, synthesizing, and evaluating. In learning about a legend, folk tale, or myth native to a target culture, for example, students might summarize the legend, role-play it in front of the class, and compare and contrast characters. Students might create a rubric to evaluate elements inherent in legends from the culture and create their own version of a legend based on what they have learned.

[1] All references to *teachers* in this document, whether stated explicitly or not, refer to accomplished teachers of world languages.

Forming Constructive Relationships with Students and their Families

Accomplished teachers believe that students bring to class a wide variety of skills, talents, and abilities that serve as a basis for the educational process. Teachers use their students' curiosity, eagerness, and energy as assets to enhance language and cultural learning, and to provide a range of meaningful, interesting, and personally relevant instruction for students at all levels of development or ability. Teachers take advantage of interests that commonly bond young people, such as popular culture, music, and sports. Teachers are aware that personalizing the language experience helps students, because most students will talk readily about themselves and their experiences. Teachers recognize that providing learning experiences in the affective domain—which includes motivation, self-esteem, risk taking, attitudes, and willingness to cooperate with peers—strengthens students' cognitive abilities, cultural understanding, and linguistic proficiency.

Accomplished teachers know that understanding the social development of young people is often key to motivating them to learn. Teachers are concerned with their students' self-confidence, aspirations, goals, and development of character. Teachers are also alert to transformations in students' social development as they enter adolescence and to changes in relationships with peers and adults. Practically everything about the learner is relevant to language instruction; the relationships that teachers build with their students not only support student learning and development, but also provide teachers with opportunities to identify and understand important aspects of students' characters, interests, and talents.

Accomplished teachers are aware that exigencies of family structure frequently affect academic performance. Thus, teachers familiarize themselves, as appropriate and necessary, with the family situations of their students. Teachers know that active, involved, and informed families create a network that supports vital, effective language programs. Teachers recognize that families have experiences and insights that, once tapped, can enrich the quality of education for students. Accomplished teachers treat families with respect and understanding, realizing that parents' prior experiences with language instruction often frame their expectations of and attitudes toward the education of their children. Involvement with families offers teachers opportunities to gain insight into parents' expectations and aspirations for their children. Teachers communicate with parents about their children's accomplishments, successes, and needs for improvement, as well as ways to attain higher goals. Teachers elicit parents' ideas about their children's interests and ways to motivate them. Teachers respond thoughtfully and thoroughly to parents' concerns.

Teachers enlist the aid of families as partners in the education of their children by establishing and maintaining a variety of direct communications, such as presentations at meetings with parent organizations, telephone calls, school newsletters, individual progress reports, Web sites, and e-mail. Teachers might initiate student-led conferences in which students select work from their portfolios to share with their parents and then discuss with their parents their personal goals,

motivations, and achievements. Such efforts motivate students to take responsibility for their learning, help them define and understand their progress, and encourage parents' increased involvement in student learning. Accomplished teachers can use family resources to assist instruction or lead special activities by inviting, for instance, a parent who is a restaurateur to demonstrate an authentic recipe to students, or by asking a parent who speaks the target language to assist in publishing the class newsletter. Teachers might enlist families as partners through student exchanges in hosting students from abroad. In such ways, accomplished educators encourage family input into the educational process and provide parents with opportunities to evaluate program effectiveness and help determine future directions for improved instruction. Such partnerships help teachers instill in students an interest in language learning that extends beyond school settings.

Understanding the Diverse Language and Cultural Experiences that Students Bring to the Classroom

Accomplished teachers are informed about students' previous language experiences. Teachers recognize that students bring to the classroom a wide variety of language backgrounds, including experiences of growing up in monolingual environments; living or traveling abroad; participating in language immersion programs; having a bilingual education; and interacting with family members who regularly speak a language other than English. For some students, the language being studied is their third or fourth language. Knowing the variety of experiences and abilities within a class, accomplished teachers reach out to all students to build on their individual, background knowledge and maximize their learning. Teachers demonstrate particular sensitivity toward heritage learners[1] with backgrounds in the language studied. For instance, teachers might encourage students to share with the entire class their prior learning experiences in the target language. They work to ensure that students build language competence and literacy skills in their heritage language, because the heritage language can form the foundation for successful acquisition of additional languages, which may include English.

Accomplished teachers recognize that diverse language experiences can serve as a framework for academic success, as a source of enrichment for the entire learning community, and as a way to encourage students to become global citizens both linguistically and culturally. Teachers strengthen students' awareness of the usefulness of competence in more than one language and the advantages of having bilingual or multilingual people in civil service; diplomatic and national security positions; and local, national, and international business. Teachers, for instance, might ask students to research the role of multilingual professionals in organizations (such as Doctors without Borders) or in international efforts (such as to combat AIDS or to construct the International Space Station). Teachers might encourage students to assist community organizations in expanding their linguistic and cultural outreach by helping to develop Web sites or brochures in target languages. Teachers regard diversity of language experiences as an asset that facilitates the pursuit of academic

[1] *Heritage language learners* are students who have been exposed to the target language in their homes or communities from a young age.

goals as they design curricula, assignments, teaching strategies, and evaluation techniques for their classes. Accomplished teachers also explore and investigate potential school and district programs that may advance the learning of heritage learners as well as other learners who demonstrate a background of diverse language experiences.

Acquiring Knowledge of Students through Assessment and Evaluation

Assessment, a continual practice within an accomplished teacher's repertoire, is vital to acquiring knowledge about the breadth and depth of students' language skills. Teachers rely on assessment findings to help shape their instructional planning for individuals, small groups, and the entire class. For accomplished teachers, assessment may precede instruction to establish a baseline of students' proficiency. During learning experiences, assessment helps both teachers and students identify successful activities. At the end of lessons and units, evaluation provides critical data to determine the quality of student achievement. To gauge student strengths, needs, and interests, teachers use a wide range of formal and informal assessment methods. (See Standard VII—*Assessment*.)

Standard II
Knowledge of Language

Accomplished teachers of world languages function with a high degree of proficiency in the languages they teach. They understand how languages and cultures are intimately linked, understand the linguistic elements of the languages they teach, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

Language Proficiency

Accomplished teachers of world languages exemplify a high proficiency in the languages they teach. They actively use the languages they teach in both formal and informal exchanges on a variety of discrete topics relating to work, school, home, and leisure activities, as well as to matters of personal and public interest. They narrate and describe events in present, past, and future time frames with only occasional errors in temporal flow. They appropriately handle communicative tasks that present complications or an unexpected turn of events. They are understood by native speakers unaccustomed to dealing with non-natives, although teachers may achieve this level of communication through repetition and restatement.

When listening and reading in interpretive settings, accomplished teachers infer the meaning of unfamiliar words and phrases in new contexts, infer and interpret the author's or speaker's intent, and offer personal interpretations of the message. When speaking or writing in the presentational mode, accomplished teachers deliver presentations on familiar literary and cultural topics and those of personal interest. They speak in connected discourse using a variety of time frames and vocabulary appropriate to the topic. When necessary, they use extra linguistic supports such as rephrasing or gestures to facilitate audience comprehension. Teachers write about familiar topics by means of narratives, descriptions, and summaries of a factual nature in major time frames with adequate control of temporal flow. Their writing demonstrates control of simple target language sentence structures and partial control of more complex syntactic structures. Their writing is understood by readers accustomed to the writing of second-language learners, although total and accurate comprehension may occur after interpretation and effort on the part of readers.

In the case of languages using ideographs, such as Japanese and Chinese, or non-Roman alphabets, such as Arabic, Hindi, or Russian, teachers might use keyboards with input method editors that recognize these non-Roman orthographies.

In such instances, teachers have a thorough knowledge of the phonological systems of the languages and the written representations of sounds, and they can accurately choose appropriate keyboard input to form words and sentences.

Accomplished teachers of classical languages read with comprehension and interpret original works in these languages, whether in formal prose, epic or lyric poetry, drama, inscriptions, or even Pompeian graffiti. They select and adapt texts to meet the needs of their students. Although teaching face-to-face communication is not the primary goal of accomplished teachers of classical languages, they read prose or poetry aloud fluently with appropriate pronunciation, voice inflection, phrase groupings, and attention to metrical structure. They use the languages in the classroom, asking questions orally, paraphrasing in the target language, and giving directions to support the reading of texts. As necessary to supplement classroom texts, teachers of classical languages can write in the target languages using forms, phrases, clauses, and styles appropriate to the subject matter.

Accomplished teachers of Native American languages understand their important role in helping to preserve the true essence of Native American cultures. Teachers know that Native American languages express the richness of culture in ways that cannot be translated into other languages. For example, the Ojibwe language has several expressions for "snow" that are more descriptive than the English translation because Ojibwe has specific words that indicate "smooth snow" and "crunchy snow." Although some Native American cultures have an alphabetic system to organize their language, as is the case with the Cherokee Nation, very few Native American languages are written. Teachers recognize that Native American languages embody the oral expression of traditions, which are brought to bear only through explicit preservation and teaching of the languages. Accomplished teachers of Native American languages ensure that youngsters of native cultures have authentic and numerous opportunities to communicate with their elders, because this communication provides the source of many established customs and beliefs.

As life-long learners who recognize that language acquisition is a continuing process, accomplished teachers demonstrate the language competencies they wish their students to emulate. To this end, teachers dedicate themselves to advancing their skills in the languages they teach. They participate in immersion activities and travel or study abroad to maintain or improve language proficiencies and cultural knowledge, read widely in target languages, and engage in conversations with speakers of the languages they teach. Teachers use language in culturally appropriate ways in varied situations and with varied audiences; at different levels of formality; when creating, reacting to and interacting with groups and individuals; and use the language in oral, visual, and printed texts in all three modes of communication—interpersonal, interpretive, and presentational.

Knowledge of How Language Works

Accomplished teachers of world languages have a strong foundation in linguistics. They understand the sound systems of languages, the rules by which words

are formed, and the ways that phrases, clauses, and sentences are structured. Additionally, they are aware of the cultural values associated with words and expressions and are able to choose among them in culturally appropriate ways. They are familiar with rhetorical and stylistic devices, figures of speech, and sociolinguistic and pragmatic competencies appropriate for a range of communicative tasks.

Accomplished teachers of world languages know how languages vary geographically, socially, and chronologically; maintain their knowledge of the changing linguistic and cultural norms of the languages they teach; and incorporate this knowledge into their instructional decisions. Their teaching strategies and selections of course materials, content, and tasks reflect an awareness of current trends in the development of the target languages. For example, teachers are knowledgeable about words that enter the standard language to designate new technologies in growing areas of common concern such as the environment and product use worldwide. Teachers can differentiate, for instance, classical from medieval Latin; help students recognize and understand the differences between standard German and other regional dialects of German; or explain the use of the honorific system in Japanese to indicate the social status of speakers. Teachers of Russian are knowledgeable of the many countries where Russian is spoken as a native or second language. In Spanish classes, accomplished teachers can point out differences between the variations of Spanish used in Equatorial Guinea, for example, and that used in peninsular Spain, citing the differences in pronunciation, vocabulary, and structures of the language. Teachers value the regional variants and local dialects of the languages they teach and help their students understand the historical backgrounds that have led to the emergence of those variants and the misconceptions that these differences sometimes engender. In addition, teachers realize the importance of comparing target language studies with the language system of English.

Accomplished teachers exhibit a deep understanding of the communicative functions of language and of the ways language varies depending on the context and use of the communication. They recognize the demands put on learners by different types of interactions and contacts with the target language. For example, teachers know that face-to-face communication among speakers—the interpersonal mode of communication—requires learners to engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions. Teachers also know that the comprehension of both oral and written texts—the interpretive mode of communication—requires that students develop the ability to understand and interpret a variety of print and nonprint materials in culturally appropriate ways. Finally, they understand that presenting information to audiences in spoken and written formats—the presentational mode—requires learners to acquire authentic patterns and appropriate styles of language for use in communicating with listeners or readers.

Standard III
Knowledge of Culture

As an integral part of effective instruction in world languages, accomplished teachers know and understand the practices, products, and perspectives of target cultures and understand how languages and cultures are intimately linked.

Accomplished teachers of world languages understand culture as the relationships among a group's products, such as books, tools, foods, laws, and music; practices, such as social interactions, use of personal space, and rites of passage; and perspectives, such as meanings, attitudes, values, and ideas. Teachers are not only acquainted with products and practices of target cultures, but also understand, reflect on, and analyze the perspectives of the cultures. Teachers recognize that certain universal traits characterize all cultures and transcend cultural boundaries; they also demonstrate their awareness that cultures generally embody great diversity. For example, many variations exist between and within the Spanish-speaking cultures in the Caribbean and Spain. Similarly, French-speaking cultures in Africa, North America, the South Pacific, and Europe embody wide diversity, and Latin speakers in Rome during the first century C.E. led lives very different from those of Latin speakers in the western provinces of the Roman Empire and those in North Africa. Teachers respect the dignity of disparate cultural groups within a commonly shared language and understand their impact in the pluralistic society of the United States.

Accomplished teachers draw from a repertoire of cultural knowledge and experience. They are knowledgeable about the daily life and heritage of target-language cultures and are acquainted with such aspects of culture as current events, traditions, history, literature, performing and visual arts, intellectual movements, beliefs and values, and geography. They know how target cultures compare with cultures of the United States and with the cultures of their diverse classroom populations. Teachers demonstrate appreciation of other cultures and strive to help students develop sensitivity toward other cultures. They broaden students' knowledge of culture by keeping abreast of contemporary cultural developments through the media; by participating in courses, conferences, lectures, and workshops; and by visiting museums, attending concerts and performances, and reading literature. Teachers are knowledgeable about the cultural implications of unique linguistic practices such as writing systems, colloquialisms, idioms, and proverbs. A teacher of Chinese, for example, might teach the simplified and traditional forms of Chinese character writing to demonstrate to students the differences in writing systems used in China and Taiwan. Teachers know that such differences in geographic variations may have

historical as well as political significance. Students of accomplished teachers come to appreciate the concept of culture as neither monolithic nor static and realize that developing insights into cultural phenomena is a life-long process.

Accomplished teachers provide students opportunities to understand the richness of the cultures of the languages studied in the context of meaningful language experiences. Teachers acquaint students with key cultural traits and concepts and help them synthesize and interpret this information in sensitive and meaningful ways. With the goal of developing a process of inquiry in students regarding the dynamic dimensions of culture, teachers systematically and continuously integrate cultural perspectives with their instruction. Students learn about important historical and contemporary issues, significant works of literature and art, cultural attitudes and priorities, everyday life, social institutions and, when relevant, the roles such factors play in today's global society. A teacher of a middle school Portuguese class, for instance, might have students access opinion columns from online Brazilian newspapers discussing the deforestation of the Amazon rainforest and then ask students to create posters or public service announcements arguing their viewpoints regarding the issue. Similarly, an online map depicting the route of the Trans-Siberian Railway can inform a discussion by middle school students on the ethnic diversity of Eurasia and the long-standing role of Russian for communication within its vast expanses. Such accomplished instructional strategies taught in the target language, enrich language instruction, promote students' understanding of how culture and language interact, and become a catalyst for cross-cultural and intra-cultural understanding.

Accomplished teachers of world languages enable students to learn about contemporary societies and the histories of these societies and to interact with target cultures through a variety of means. To create a lesson in which students explore cultural similarities and differences, for example, a French teacher might ask students to research information on masks from tribes in Senegal, from Inuit Amerindians in Quebec, and from Mardi Gras celebrations in Louisiana. A teacher of German might have students read a poem by Goethe in addition to a contemporary work by an Afro-German author. Teachers know the importance of new technologies to support and extend their students' learning and use these technologies to provide a range of cultural experiences. For example, they might access articles from foreign publications as a basis for units of study. Accomplished teachers strengthen their instruction with a mosaic of authentic materials and resources dealing with target cultures that includes literary as well as nonliterary sources, such as artifacts and guest speakers. Whenever possible, teachers use the target language to illuminate classroom experiences with the products, practices, and perspectives of target cultures, and they encourage students to explore target cultures within their own communities. For example, teachers might encourage students to attend local ethnic festivals or suggest that students visit ethnic markets or restaurants in the area. Teachers carefully match these resources to the ages and developmental levels of students.

When possible, accomplished teachers take advantage of opportunities to arrange travel and study abroad for themselves and, possibly, for their students in regions where the target language is spoken or, in the case of classical languages, in areas of the world where those languages once flourished. As necessary, teachers seek funding and other means of support from such sources as scholarships, professional organizations, embassies, or grant foundations and fellowships to create opportunities for cultural investigations that might include independent research, use of the Internet, formal instruction, visits with host families, or the hosting of exchange students or teachers. In such ways, accomplished teachers enable themselves and their students to develop firsthand experience with target cultures and learn to communicate their knowledge of culture as insiders. Cultural perspectives gained from experiences allow teachers and students to compare and contrast home cultures with target cultures and to expand their awareness of other cultures while gaining insights into their own.

Standard IV Knowledge of Language Acquisition

Accomplished teachers of world languages are familiar with how students acquire proficiency in languages, understand varied methodologies and approaches used in the teaching of languages, and draw upon this knowledge to design instructional strategies appropriate to their instructional goals.

Accomplished teachers of world languages apply their knowledge of the processes by which new languages are acquired to construct classroom environments in which purposeful language learning occurs. To develop instructional frameworks for effective language learning, teachers apply methodologies and strategies that reflect theories of language acquisition. Their knowledge of language acquisition takes into account the interrelationships of language and culture with language functions in a variety of settings. The study of language acquisition is fluid and constantly evolving, so accomplished teachers regularly seek information on current theories and research—and their applications—through familiarity with professional literature and through participation in professional organizations, professional development activities, and advanced course work. Continually reflecting on their classroom practice, teachers make adjustments as they evaluate theories and research in language acquisition within the context of their own instructional programs.

Accomplished teachers understand research on language acquisition; they know that language learning takes time; and they are mindful that learners acquire language in predictable developmental patterns and sequences of acquisitions at different rates and in different ways. Teachers design instruction that reflects their understanding of the complexity of the language-learning continuum. Teachers know, for example, that students undergo a "silent period" when learning a new language where they absorb more information than they are capable of reproducing. Teachers take into account research suggesting that students often rely on their knowledge of their native language when communicating in the target language, and teachers understand patterns of errors and avoidances students sometimes produce. Teachers are also carefully attuned to positive evidence that reflects the students' emerging capacities to convey new meanings in the target language.

Teachers understand that characteristics such as age, cognitive development, learning profiles, attitudes toward the target language, motivation, affect, cultural background, learning strategies, and other factors influence the learning process in

complex ways. Teachers realize that some learners are highly visual, whereas others rely on their ability to imitate and reproduce language they hear. Teachers also realize that some students learn globally, while others are analytical learners. Teachers might work with students who are beginning language learners and others who are advanced speakers or heritage speakers of the language but lack proficiency in reading or writing. Accomplished teachers design appropriate instructional strategies for all language learners. Teachers understand that their students must acquire a wide range of competencies that includes various components of linguistic systems—the use of grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings. Teachers use their knowledge of language acquisition and learner characteristics to create supportive learning environments that facilitate each student's language learning.

Accomplished teachers select approaches consistent with what is known about how learners acquire language in instructional settings and make principled decisions for instruction. They are familiar with a variety of methodologies and strategies—including the use of technology—effective in the teaching and learning of languages through standards-based, content-based, and proficiency-based instruction. A teacher of Japanese, for example, might have students engage in interpretive listening—a standards-based activity—by observing their teacher ask for a glass of water using requests ranging from casual to polite. Students would then verify their content knowledge of the cultural concept of Japanese honorifics, demonstrating their proficiency and proving their understanding by holding up pictures that match the teacher's spoken language choices.

Because teachers understand the complex relationship between learner performance and language proficiency, they recognize the importance of cultural knowledge in enabling students to communicate appropriately. A teacher of Russian, for instance, might demonstrate the range of possibilities that exist in the language for apologizing to classmates in different situations. A teacher of Arabic might ask students to enact a restaurant skit in which students confirm their knowledge of cultural practices regarding dining out, such as customs and rituals relative to menus, service, and payment. Teachers design instruction that acquaints students with underlying cultural perspectives by providing opportunities for them to apply their language abilities in real-world scenarios.

Accomplished teachers understand that language acquisition is a constructive and interactive process. With the important goal in mind of enabling students gradually to take control of their own language learning, teachers create situations in which students learn to negotiate meaning with the teacher, with one another, and with texts. Teachers skillfully encourage in students a willingness to use language, even though errors occur. Teachers facilitate students' production of language by discriminating between salient errors that obstruct communication and those that are systematic and part of the learning process. Teachers understand how and why errors are made and modify instruction to address concepts students have yet to master. Teachers also foster students' abilities to monitor and correct their use of language.

Many language structures taught early in programs require extensive exposure in the language before students acquire them. Teachers therefore provide input-rich environments, meaningful and contextualized lessons, opportunities for collaborative work, and frequent opportunities for students to participate in culturally appropriate ways. For example, high school students might demonstrate their language expertise by reading Spanish-language articles regarding environmental issues in Central and South America, and then, using vocabulary acquired through their reading, participate in small-group exchanges with classmates—in Spanish—in which they discuss similarities and differences among their findings. To confirm their ability to use the target language, students might prepare a brochure, make a presentation using current presentational technology, or write and illustrate a children's book portraying the importance of issues they investigate. In making instructional decisions in the context of their knowledge of theories of language acquisition, teachers always take into consideration the needs and experiences of their students, local and state guidelines, state and national standards, and the benefits of articulation across levels of instruction.

Standard V
Fair and Equitable Learning Environment

Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.

Effective language classrooms are lively, vital, and exciting places where meaningful communication in target languages occurs and where students take responsibility for their learning. Accomplished teachers of world languages create classrooms in which all students take pride in their growing language proficiency and in their increasingly adventurous explorations of new languages. Teachers exhibit a contagious enthusiasm in their teaching. They establish stimulating, relevant, and supportive learning environments that welcome students' efforts and encourage all students to meet the highest expectations. Illuminating the practice of accomplished teachers is their concern for their students as individuals, which is a function of their understanding of the needs of the class as a whole. Because teachers combine their enthusiasm and knowledge of their field with their knowledge of students, they engage students constructively in sustained activity in which students express their active, spirited involvement in and appreciation for language learning.

Valuing Diversity to Ensure Equity and Fairness

Accomplished teachers of world languages know that the attitudes they manifest as they work with students, colleagues, families, and others who support the learning process provide powerful exemplars for young people. Therefore, they conscientiously model the kind of behavior they expect from their students. Teachers learn as much as possible about the backgrounds of their students and use this information to create inclusive learning environments. They understand and value their students as individuals by learning such information as each student's cultural, racial, linguistic, and ethnic heritage; religious affiliation; sexual orientation; family setting; socioeconomic status; exceptional learning needs; prior learning experiences; and personal interests, needs, and goals. Accomplished teachers are particularly sensitive to cultural, family, and personal distinctions and promote respect for others by honoring and respecting the differences among students.

Teachers foster positive classroom climates that arise from mutual respect among all learners. Fairness and respect for individuals are key to their instructional practice. By valuing all members of the learning community, teachers model and promote their expectation that their students will treat one another equitably and with dignity. Accomplished teachers show no difference in the welcoming manner in which they speak to, include, call on, or otherwise engage each of their students in learning situations in the classroom. Teachers allocate resources fairly, including one-on-one attention. At the same time they recognize that students' needs differ dramatically and that the most equitable distribution is not necessarily the most equal one. Aware of biases that result from assessment practices that limit opportunities for students to express their understanding, teachers determine that their assessments of student progress are fair; teachers avoid biases by providing a variety of assessments that allow a range of response modes. Using their awareness of students' backgrounds, accomplished teachers are mindful of and recognize possible misinterpretations of students' responses and actions. Teachers are alert to the ramifications of their own philosophical, cultural, and experiential biases and take these into account when teaching students whose backgrounds, beliefs, or values may differ substantively from their own. Teachers thoughtfully examine such differences and treat students fairly. Teachers retain an absolute sense of responsibility for the learning progress of each of their students and work collaboratively with other school professionals to ensure that all their students are engaged in pursuing the same high-quality curriculum. Accomplished educators of world languages respect the dignity and worth of each student in a manner appropriate to an equitable, multicultural society, and they include each one in the learning community as an important individual and active contributor.

Teachers seek opportunities to provide forums where experiences can be shared and mutual understandings of similarities and differences can be deepened. In grouping students for cooperative assignments, for example, teachers might bring together individuals from varying backgrounds or establish leadership roles to prevent stereotyping and gender bias. Through their choice of varied structures for activities—such as whole-class, group, and individual—and of texts for study, teachers show their commitment to engaging all students in learning about themselves and others. Teachers develop and use materials and lessons that reflect the diversity of their learners, as well as the multicultural aspect of language itself. For example, in the teaching of Portuguese, accomplished teachers might analyze with their students the diversity of cultures and peoples among the Portuguese-speaking populations of Angola, Brazil, and Portugal.

Teachers value diversity and promote respect for others by modeling appreciation for the richness of cultural and ethnic groups. As an integral part of language instruction, teachers provide appropriate cross-cultural activities. Teachers, for example, might lead discussions in the target language that explain the quinceañera celebration in Mexico for 15-year-old girls or the "adult day" for 20-year-olds in Japan. Teachers help to increase students' understanding of the diverse nature of their own and other countries and encourage students to respect and appreciate the products, practices, and perspectives of other cultures and ethnic groups. In such a way, teachers highlight the diversity as well as the commonalities among their learners and

build on a source of strength and dynamism for the learning community. However, teachers also are sensitive to the student who is the only member of a minority group in a classroom. In settings in which cultural diversity is limited, teachers provide opportunities for direct contact with target cultures by inviting parents, grandparents, or community members to meet with their classes. A teacher might arrange service-learning opportunities in cooperation with a local heritage community organization, such as a recreation center for elderly immigrants from Russia or Francophone Africa. Through such opportunities to share experiences and cultural perspectives, students develop cultural sensitivity and acquire a deeper understanding of their own and other cultures.

Creating Safe and Supportive Environments Conducive to Language Learning

Accomplished teachers establish classroom cultures of trust and mutual respect that support and encourage students to take risks. Students in such classrooms feel optimistic that they can meet challenges with success; they want to proceed and are eager to learn. These students learn by trying out language and by using language creatively to serve communicative needs. Accomplished educators in world languages bring to their practice a vision of excellence and methods for achieving it. As experts in language teaching and experienced observers of students, teachers know when to praise and when to push; they know when to challenge and when to ease demands; they understand when to cajole and when to correct. Teachers know the right questions to ask and comments to make that show concern and care for their students and create nurturing and motivating learning environments. They also know how to pose open-ended questions that challenge students to respond at complex levels and motivate them to use language in increasingly creative and meaningful ways. Teachers readily celebrate students' accomplishments, communicating to all students a vision for their success that students might not have for themselves.

Teachers set the highest goals for all students at all developmental levels and communicate these high expectations to their students, confident that students will meet them when goals are set appropriately and conditions for learning foster significant achievement. Accomplished teachers take advantage of the initial excitement, inquisitiveness, and wonder of new language learners and develop strategies, materials, and opportunities to maintain this enthusiasm throughout the language-learning experience. When students enter the classroom with low expectations for their own language learning, teachers offer them numerous opportunities to demonstrate their expertise, motivating students toward increased proficiency. Teachers understand that building self-confidence encourages students to be open to new learning experiences and elicits excitement and interest in immediate as well as life-long participation in language learning.

Teachers know that language learning is not a passive process; students must participate actively in every aspect of instruction. In the classrooms of accomplished teachers, students use the target language in a variety of interactive tasks. Teachers incorporate cooperative learning experiences effectively, planning student-to-student

or small-group activities in which students have the need and the motivation to communicate with each other in order to negotiate meaning in an authentic manner. These activities may involve partner practice, role play, debates, interviews, structured writing, peer editing, and technology-based activities that connect students to the real world. Students may then expand their activities to include critical and creative thinking demonstrated in interviews and reports for age-appropriate publications and presentations.

Accomplished teachers use the physical settings of their classrooms as effective tools of instruction. In classrooms dedicated to the teaching of world languages, the physical arrangement of space, equipment, and furniture as well as appropriate props, posters, photographs, artifacts, and visuals—including many created by students, either by hand or with technology—both pique and respect students' interests and promote their involvement in dynamic language learning. By carefully selecting equipment, artifacts, and realia, teachers who must teach in a variety of classrooms create transportable and purposeful language-learning environments.

Teachers effectively manage resources, including instructional time. They establish orderly and workable learning routines that maximize student time on task. Students know what is expected of them and feel confident and willing to participate. Accomplished educators know when to extend time devoted to an activity and, just as important, when to curtail or stop an activity. To help maintain task-oriented environments, teachers clearly communicate what students are to do; teachers provide purposeful and focused explanations and demonstrations during instruction. Teachers know when and how to employ instructional cues clearly and accurately to elicit student responses and guide learners toward self-direction, deeper learning, and optimal development of their competency. In attempting new instructional strategies, teachers themselves take risks to stretch their abilities to teach. They thus model for their students a willingness to take chances and learn from experience.

Standard VI Designing Curriculum and Planning Instruction

Accomplished teachers of world languages design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies and appropriate instructional resources to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking. They work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students move from simple to sophisticated use of languages.

Designing Curriculum

Accomplished teachers of world languages understand that instruction in languages and cultures is a core academic pursuit vital to students' success in the twenty-first century. With the goal that over a period of years students move from simple to increasingly sophisticated use of language, teachers work to establish and maintain programs in world languages that begin in elementary school and progress through young adulthood, ensuring that the experiences students have from one level to the next are seamless, sequential, and uninterrupted. Accomplished educators know how the structures and functions of languages are introduced, reviewed, and enhanced at each level of the curriculum. This process of "spiraling" curriculum and instruction not only addresses communicative skills but also embraces cultures, connections to other disciplines, comparisons of languages and cultures, and community experiences.

The effectively-articulated, curricular-based instruction of accomplished teachers reflects and advances overall goals of language education, as well as school, district, state, and national guidelines. In addition to ensuring continuity of curriculum and instruction through vertical articulation, accomplished teachers know the importance of horizontal articulation. At their own school and in other schools, they communicate about and collaborate on curriculum development with other teachers of the same language and with teachers of other languages at the same level. Through such communication as team planning times, visits to each others' classes, peer reflections, sharing of student work, collaboration on lesson plans, development of materials and

assessments, teaching exchanges, and joint projects and field trips, teachers place their students within a language-learning continuum. Collaboration with community members and among teachers at all levels—including colleagues in post-secondary education—aids effective instruction, celebrates language and culture, connects language instruction to real-world scenarios, and inspires enthusiasm for language learning.

Standards for Language Learning

Communication

Accomplished teachers know they must immerse students in meaningful, interesting, and comprehensible input at and slightly beyond their level of proficiency in the target language. To strengthen students' language proficiency, teachers use the target language to the greatest extent possible with all students in all classes and at all levels. Teachers tailor their language to students' developmental levels and support meaning in a variety of ways. Teachers expand and enrich the input provided to students by regularly seeking out and integrating into their lessons authentic print, auditory, and visual materials. Such interpretive listening, viewing, and reading experiences provide the foundation for interpersonal and presentational language use.

Teachers understand that students need rich and varied opportunities to use languages for purposeful communication in order to broaden language and cultural proficiency. On a daily basis, students of accomplished teachers engage in meaningful exchanges on topics of personal interest; develop strategies to initiate, sustain, redirect, and close conversations; and present ideas orally and in writing. A teacher of a middle school Greek class, for instance, might ask students to express and compare ideas and preferences about their schools in the target language. In the presentational mode, teachers might allow students time to organize their thoughts and compose their messages in detail, encourage them to work from notes, or provide opportunities for students to edit their own and others' work, and do so in a variety of styles or genres. For example, students in an early childhood Korean language class might create a storybook about family members using phrases and sentences in the target language. These activities encourage students to take risks with target languages and set the stage for real-life experiences in target cultures.

Cultures

Accomplished teachers of world languages systematically and continually integrate cultural perspectives with language instruction, providing students opportunities to understand the richness of the cultures of the languages studied and promoting students' understanding of how culture and language interact. Using varied and authentic texts, materials, and technologies matched appropriately to their age and developmental levels, students explore the relationships among cultural practices, products, and perspectives as they learn about important historical and contemporary issues, significant works of literature and art, cultural attitudes and priorities, everyday life, traditions, celebrations, and social institutions. A teacher of

a high school Spanish class, for example, might ask students to identify an existing holiday or celebration, summarize its social and cultural significance as well as rituals or activities associated with the holiday, and then create a tableau or dance interpreting how celebrants participate in the festivities. Teachers strengthen their instruction with a mosaic of cultural resources that includes literary as well as nonliterary sources, artifacts, and guest speakers. In addition, accomplished teachers engage students in making cross-cultural and intra-cultural comparisons, encourage them to explore target cultures within their own communities, and help them synthesize and interpret cultural information in sensitive and meaningful ways. By such means, accomplished teachers enable students to understand and appreciate other cultures. (See Standard III—*Knowledge of Culture*.)

Connections

Effective teaching of world languages is interdisciplinary in its approach. Thus, accomplished teachers seek developmentally appropriate opportunities to incorporate, reinforce, enrich, and expand on content drawn from across curricula, including concepts from science, technology, business, literature, social studies, mathematics, physical education, and the arts. Teachers stay abreast of what is taught in other classes so that they can choose topics and materials in target languages that relate to other curricular areas in subject, style, theme, or genre. Within their instructional repertoires, teachers at all levels include highly motivating, hands-on activities that engage multiple senses—such as games, crafts, dances, or songs from target cultures—which might be drawn from diverse curricular areas. Teachers might collaborate with colleagues from other academic subjects to develop interdisciplinary units that take into account students' intellectual abilities, interests, and maturity levels. Students in a French-immersion elementary school mathematics class, for example, might reinforce their mastery of multiplication tables by pairing kinesthetic movements to songs and then teaching the movements to other classes so that all students learn their multiplication tables in French. A teacher of Chinese, German, Japanese, or Russian might collaborate with a history, science, or mathematics teacher to plan a unit studying the purposes and goals of international competition in space exploration. By making such connections to other content areas, accomplished teachers enable students to see that language learning contributes to a realm of educational opportunities, as well as to the students' lives beyond the classroom.

Comparisons

Accomplished teachers of world languages help students understand idioms and nuances of meaning conveyed by varying linguistic structures so that students may perceive, in culturally appropriate ways, how different languages express ideas, emotions, and views of the world. These linguistic comparisons lead students to new and deeper understandings of both language and culture. Furthermore, teachers encourage students to compare their own heritage cultures with target cultures; through such intercultural comparisons, students come to appreciate the uniqueness of each culture, as well as the commonalities of both. A teacher of an advanced language class, for instance, might design an activity to demonstrate that speakers of

many non-European languages are much less self-referential in formulating requests in their native languages than are English speakers. Teachers also guide students in making intracultural comparisons, noting how cultures change from country to country, from region to region, and over time.

Communities

Accomplished teachers understand that, for language learners to develop and thrive, students must interact with individuals and groups that represent target languages and cultures. Teachers ensure that students have many opportunities to participate in meaningful language and cultural experiences with members of target-language communities. A teacher of advanced Spanish classes, for instance, might arrange for students to use the target language beyond the classroom by encouraging them to offer their services as teachers of Spanish to adults through a charitable or community service organization, such as a church. Teachers of Arabic, French, Farsi, or Hindi might have students help a Chamber of Commerce visitors' bureau provide local tourist information in the target language. A teacher of Japanese might arrange for students to assist a civic organization in the planning, designing, construction, and maintenance of a Japanese garden for public enjoyment. Such activities offer students challenging topics and ideas they can discuss, compare, or analyze using their competencies in target languages, and these activities enable teachers to affirm for students the pragmatic applications of language and cultural studies.

In addition, accomplished teachers provide students opportunities for firsthand immersion into target languages and cultures by incorporating community resources into their instructional activities. For example, they might invite a local businessperson to discuss working in another country or with an international firm, a Peace Corps volunteer to share personal experiences with language and culture, or have students interview local chefs to learn how their understanding of target languages assists them in their jobs. Teachers sponsor or avail themselves of a variety of community resources and events, such as museum exhibits, performances, film festivals, lectures, or college and university programs and presentations. A teacher of Korean might attend a cultural fair where a Korean dance troupe performs, for instance, and record the performance for students to watch as a basis for discussion about community connections to language and culture. Through such purposeful and effective use of community and human resources, accomplished teachers enrich and enliven their practice and promote cultural understanding and respect.

Using Instructional Strategies and Resources

To provide students with rich, developmentally appropriate, and meaningful standards-based learning opportunities to use language, accomplished teachers make purposeful choices about curriculum and instruction based on study, research, experience, and knowledge of their students. Teachers understand the multiple aspects of developing lessons, units and curriculum and the importance of creating effective lessons that scaffold learning activities. Conscious of local, state, and national standards for students learning world languages, teachers clearly envision what they want students to know and be able to do, define short- and long-range objectives,

and then deliberately design instruction. Teachers use a repertoire of learner-centered strategies, activities, and instructional approaches and differentiate content, process, and product to address the varied needs, interests, abilities, readiness levels, and learning profiles of all students.

Teachers provide students numerous and challenging ways to participate in learning experiences, actively engage learners in decision-making processes, and encourage learners to determine how they will demonstrate achievement. In such ways, accomplished teachers foster students' successes and involvement and help students make sense of their learning. To accommodate the needs and abilities of diverse learners, teachers provide opportunities to communicate in the target language in ways that capitalize on students' strengths. Computer-assisted instruction, for example, allows flexibility in the pacing of instruction, benefiting both proficient students who need acceleration and students who require additional practice. Teachers modify the pace of instruction or shift focus in response to students' performance, taking advantage of opportunities that arise when classroom discourse suggests related paths to follow; teachers recognize and seize such teachable moments to provide meaningful instruction. Accomplished teachers challenge their students cognitively at both individual and group levels by asking questions that disclose problem-solving abilities and allow students to synthesize knowledge in order to derive solutions. Teachers provide appropriate transitions from one activity to the next and encourage learners to make connections between tasks in the present lesson and the overall goals of the instructional program, thus linking the lesson at hand to the continuum of language learning.

Accomplished teachers purposefully check for understanding and adjust instruction as necessary, using differentiated formative and summative assessments that require creativity and higher-order thinking and that result in real-life products. Assessment results help teachers determine both what students have learned and what areas require additional learning experiences. (See Standard VII—*Assessment*.)

A wealth of linguistically- and culturally-rich input provided by accomplished teachers and augmented by varied and appropriate authentic materials is essential to proficiency-oriented, standards-based instruction in world languages. Teachers look beyond textbooks, taking advantage of authentic materials available in the community as well as using technology to seek out, evaluate, and choose from a variety of authentic print, listening, and viewing materials. To enrich and broaden students' experiences within and beyond the classroom and to deepen students' understanding, teachers seamlessly incorporate into their instruction a wealth of authentic artifacts and realia representing diverse aspects of the target language and culture, and, as necessary, create instructional materials. For example, a teacher of German might provide students with copies of Berlin newspapers from November 1989 featuring articles concerning the dismantling of the Berlin Wall and ask students to read excerpts from these periodicals to gain understanding of the significance of the fall of Communism in the lives of East and West Berliners. A teacher of Italian might have students gather photographs from parents, neighbors, friends, and teachers who have traveled to Italy and compose captions in Italian for the pictures to

create a classroom gallery depicting interesting sites and portraying the experiences of people who have visited there.

Technology makes target languages and cultures from around the world available to individual classrooms and offers students opportunities to explore important ideas, concepts, and theories. For example, students at all levels can use multimedia systems to create projects in target languages. Alternatively, a teacher might use news broadcasts in the target language as the basis for lessons that could vary according to the instructional level and language competence of the students. After accessing news about efforts to reduce Yangtze River pollution, for instance, students in a Chinese class might debate the viability of the recommended solutions. Current and emerging technologies, matched appropriately to students' language abilities, grant students access to a wealth of information. Students can interact with native speakers, view authentic texts and artifacts, conduct research, access news updates, view collections of museums, and investigate matters of personal interest—all in the target language. A teacher of Italian, for instance, might create an interdisciplinary unit incorporating math skills in which students given imaginary budgets in dollars use technological resources to convert dollars to Euros and determine which Italian automobile they can afford or which items they might purchase from Italian fashion catalogues. The purposeful use of resources, matched appropriately to students' language abilities, maximizes opportunities to use target languages, enhances language acquisition, strengthens students' linguistic skills, encourages insight into cultures and language systems, and solidifies links between language learning and the real world.

Standard VII
Assessment

Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

Accomplished teachers of world languages view assessment as an integral part of their instruction that benefits both the teacher and the student. Assessment of student progress is a continual process teachers employ to reflect on the effectiveness of their instructional design, set high and worthwhile goals for student learning, and determine instructional strategies appropriate to student needs. Every student assessment is informed by the goals of the instructional program, including local, state and national standards. Teachers first assess students to determine proficiency and readiness. Teachers understand that the initial design and selection of assessments that ask students to demonstrate proficiencies in the interpersonal, interpretive, and presentational modes of communication inform the planning of lessons, units, products, and performances. Effective assessments indicate when to move forward, when to refine, when to re-teach, and when to apply learning; this continual modification of instruction enables accomplished teachers to maximize student learning and work most effectively toward target outcomes.

Teachers assess students' abilities to gain perspectives, apply knowledge to real situations, and make connections among various forms of knowledge. Teachers also assess students' work to give them clear, meaningful, and timely feedback to use to improve their abilities and to facilitate adjustments to their learning strategies. Teachers provide individual and group feedback that models the skills students need to self-assess and self-correct. Teachers monitor students' readiness to grasp new ideas, theories, and concepts; observe their ability to synthesize and evaluate knowledge; and consider their awareness of the complexities of target languages and cultures. Accomplished teachers of world languages design, implement, and assess their instructional programs in a constant process of intervention, review, and evaluation.

Accomplished teachers understand the advantages and limitations of a wide range of assessment methods and strategies and choose among them to gauge student progress within their curricular framework. They give students opportunities to succeed in a variety of tasks that motivate learners to higher-order thinking and allow them to demonstrate growth and progress in ways that traditional assessments

might not. Teachers recognize the importance of authentic assessments that measure student progress in all three modes of communication—interpersonal, interpretive, and presentational—and in integrated contexts that require students to fulfill real-world tasks in culturally appropriate ways. For example, a teacher might ask a high school student in a Spanish class to analyze and interpret the linguistic and cultural content of a target-language television commercial and discuss the commercial's similarities to other commercials observed by classmates. After discussion, the student will write and present a new commercial using technology. When appropriate, teachers create their own tools for assessment that might include a wide range of technological enhancements. Assessments for elementary school students might include drawings and dramatic performances in which students demonstrate their interpretive comprehension. In determining appropriate assessments, teachers effectively use scoring rubrics, including holistic and analytic rubrics, distributed and discussed with students well in advance to inform them of tasks and defined levels of performance. Accomplished teachers seek good matches among methods, instructional goals, and students' abilities, considering the relative strengths and weaknesses of the procedures as well as the timing, focus, and purpose of each evaluation.

By using real-world assessments meaningful to the academic, social, and motivational needs of their students and setting high yet realistic goals, teachers construct formative and summative evaluations as well as formal and informal assessments. Formal instruments might include competency tests that incorporate both language and culture; informal assessments can be as simple as comprehension checks. Formative assessment strategies might include listening and reading comprehension tests, whereas projects or oral proficiency interviews are examples of summative assessments. A student portfolio might be used as a formative assessment to help both teacher and student determine how to strengthen the learning process, or as a summative assessment to evaluate the student's proficiency over time. Teachers analyze assessment results and make purposeful adjustments to curriculum and instruction consistent with their findings.

In making assessment meaningful, teachers often seek student involvement in planning methods of assessment. For example, teachers might give students opportunities to select from among a number of assessments and to design personal assessment instruments and rubrics. Teachers know that developing their students' capacity for self-assessment enhances their collaborative-learning and decision-making skills, promotes their ability to discern real-world connections, and fosters their growth as independent, reflective learners. Teachers use student-created evaluations as another source of information for constructing profiles of student progress and performance.

Teachers use assessment results to provide frequent and specific information to students, parents, other educators, and school officials about each learner's progress and performance. To that end, accomplished teachers employ appropriate methods—including the most current technology—for collecting, summarizing, and reporting assessment data to demonstrate that learning occurs.

Standard VIII
Reflection

Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.

For accomplished teachers, every classroom experience provides an opportunity for reflection and improvement. Teachers know that the demands of their craft change over time and, indeed, with each class and each student. Teachers view each class session and learning activity as another opportunity to improve the quality of their teaching, their interactions with students, and their professional vision. No matter the success of an activity or lesson, the reflective professional believes it can be improved or altered to more effectively meet students' needs. Accomplished teachers critically examine their practice on a regular basis by describing, analyzing, and reflecting on their successes as well as on their setbacks in the classroom, rethinking instructional choices to maximize student learning and fulfill short- and long-term objectives. Always open to innovation, teachers continually seek information, assistance, and ideas from a variety of sources—including students, parents, and colleagues—to gain insight regarding their planning, assessments, and instructional techniques. For example, teachers might initiate and participate in face-to-face or virtual study groups to reflect on their teaching practices. Effective reflection stimulates a teacher's creativity, guides personal growth, contributes to content knowledge and classroom skills, and enhances student learning.

Teachers willingly conduct informal or formal research on their own and use the results to set instructional goals both for themselves and their students. For instance, a teacher might engage in action research by evaluating the effectiveness of Total Physical Response Storytelling on student learning. In this case, the teacher might formulate a hypothesis, read current research about the methodology, obtain training on the technique, implement a Total Physical Response Storytelling unit, adjust instruction based on data gathered from student work, and evaluate data in light of the hypothesis to draw appropriate conclusions about the method. Such introspective self-assessment is a habit of accomplished teachers by which they challenge themselves, take responsibility for their own professional growth and development, and reinvigorate their practice.

Teachers know that instruction in world languages is an evolving field. In their quest for self-renewal, they investigate the most recent research in making curricular and instructional decisions. Teachers are up-to-date on issues of research in the field and conversant in current professional literature, and—because they engage in a

process of study and reflection that permits them to assess current research—they apply this knowledge as necessary to their own instructional programs.

Teachers stay abreast of relevant technological advancements and are familiar with how technology not only assists instructional planning and delivery of instruction, but also offers ways to examine the effectiveness of lessons. Teachers avail themselves of technology to update their own knowledge; assist their planning, assessment, and research; and communicate and collaborate with colleagues to improve instruction and enhance professionalism. Accomplished teachers create and design learning activities and projects meaningful to students that integrate technology into lessons, empowering students to participate in real-life situations and interact with the world. As careful observers of students in such twenty-first century situations, teachers constantly reevaluate and rethink instructional choices, analyzing the relationship between their practice and student learning.

Standard IX
Professionalism

Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.

Professional Communities

Accomplished teachers of world languages function as leaders of professional teaching and learning communities. They contribute to the quality of their peers' practice and benefit from their collaboration with colleagues, administrators, university faculty, and other members of the profession. Teachers demonstrate an informed commitment to their profession in a variety of ways.

Accomplished educators of world languages contribute purposefully to the intellectual quality and professional culture in their schools. Knowing that effective teachers do not work in isolation, they share responsibility with their colleagues to improve the school's instructional programs and to foster the success of all students. Teachers collaborate with colleagues to promote connections within the department and across levels of instruction. Teachers work with colleagues on lesson plans, share materials and expertise with their peers, analyze and develop curricula for their department, or act as mentors or master teachers to observe and coach other teachers. In these ways, they take on leadership responsibilities in the language department, the school, and the district and emphasize their commitment to the well-being of the institution as a whole.

In addition, accomplished teachers collaborate with colleagues to promote connections across disciplines, and they act as resources for colleagues in various ways. Accomplished teachers honor all academic disciplines and show sensitivity to the needs and concerns of teachers in other subject areas. Teachers participate actively in developing interdisciplinary lessons or programs of instruction. Teachers coordinate instruction in world languages with the total school curriculum, integrate other academic curricula into language instruction, and aggressively seek opportunities to integrate language instruction into all of the school's academic pursuits, therefore clarifying for colleagues the significance of the program. Teachers collaborate with

colleagues to examine their own practices critically, welcoming observations from colleagues to assist in self-evaluation and to continue to develop both as teachers and as learners. Accomplished teachers also collaborate with learning specialists to identify and meet the needs of exceptional students. Teachers actively influence professionalism in the school as they work to establish and sustain a community of learners.

Accomplished teachers collaborate with colleagues at many levels of instruction and at various educational institutions. For example, teachers may cooperate with postsecondary education institutions in the preparation of new world language teachers and volunteer to supervise student teachers or to serve as mentors. Teachers might work with colleagues in higher education to ensure the effective articulation of instructional programs. Teachers might also collaborate with educators from colleges, universities, or other institutions and agencies in pilot programs or research projects; teach postsecondary classes or enrichment courses; or serve on evaluation teams for local, state, or regional program reviews.

Accomplished teachers are members of district, state, regional, and national professional organizations. In these roles, they might propose, design, and carry out staff development opportunities; make presentations at professional meetings; serve on education policy committees or councils; contribute to the design, review, or revision of standards, benchmarks, and curriculum guidelines; write for professional publications; or participate in efforts to address and solve policy issues related to language instruction. Thus, accomplished teachers take leadership roles within the profession, sharing their accumulated knowledge and strengthening the quality of practice of all teachers.

Accomplished teachers of world languages are passionate and serious about their field. They have a strong commitment to life-long learning; they develop focused professional development plans that include structured, continuing education opportunities, professional reading, and advanced coursework.

Advocacy for World Languages

Accomplished teachers actively seek and participate in opportunities to promote education in world languages, in general, as well as in the languages they teach, making clear the importance of world languages as a core academic curriculum. Teachers advocate for their field and their profession by helping increase public awareness of the goals and benefits of learning world languages. They skillfully articulate that language acquisition promotes intellectual growth as well as personal development, especially with regard to enhancing literacy skills and understanding the diversity of cultures. Accomplished teachers initiate and foster constructive relationships with colleagues, school administrators, community agencies, local governing boards, and state and national policy-makers. For example, teachers might organize film festivals, language clubs, international assemblies, honor societies, or language and cultural competitions. Teachers might plan and direct student activities in the local community as well as in the international community, such as student performances, student

exchanges, and study abroad programs. Teachers might also make presentations on world languages and international issues to local civic groups, businesses, or government organizations. Through such efforts, teachers promote links between language education and programs that advance the development of multilingualism and multiculturalism.

As advocates for effective language instruction for all students, accomplished teachers readily take on the responsibility of educating the public regarding general misconceptions about language teaching and acquisition. Teachers work to ensure the public understands that language learning involves much more than developing basic survival skills and advocate for expanding language offerings. Teachers help school officials and community members understand that high levels of language proficiency require long, well-articulated sequences of instruction, clarifying both the immediate and long-term applications of language learning.

Accomplished teachers understand and communicate to students, parents, community leaders, and policy-makers that highly proficient speakers of world languages are more likely to interact successfully in multilingual and multicultural situations. Collaboration and competition on a global scale demand that U.S. citizens in the twenty-first century have expertise in varied languages and cultures, especially in those vital to economic and security concerns of the nation. A pluralistic American society, unprecedented mobility among students and professionals, and instantaneous communications require a workforce that meets the needs of communities, colleagues, clients, and consumers throughout the United States and in all parts of the world. Teachers draw attention to career options available for those who are highly proficient in world languages, emphasizing that knowledge of a modern or a classical language can provide career advancement within many professions and is essential to expanding employment opportunities around the globe.

For their advocacy efforts to succeed, accomplished teachers must be familiar with historical events and prevailing attitudes related to languages that have shaped and continue to influence the field. This historical perspective on the part of the teachers—in addition to their knowledge of contemporary issues, legislation, and current policies affecting education in world languages—is essential to the development and implementation of quality, coherently-articulated programs of instruction from early childhood through adolescence and young adulthood.

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World Languages Standards, Second Edition (formerly *World Languages Other Than English*), derives its power to describe accomplished teaching from an amazing degree of collaboration and consensus among educators from the field. Through the expertise and input of two standards committees; numerous reviews by the board of directors; and two periods of public comment by educators, policy-makers, parents, and the like, as well as through the intense study of candidates for National Board Certification who have immersed themselves in the first edition, these second-edition standards emerge as a living testament to what accomplished teachers should know and be able to do. *World Languages Standards, Second Edition*, represents the best thinking by teachers and for teachers about advanced teaching practice in the field.

The National Board for Professional Teaching Standards (NBPTS) is deeply grateful to all those who contributed their time, wisdom, and professional vision to *World Languages Standards*. Any field grows, shifts, and evolves over time. Standards, too, must remain dynamic and therefore are subject to revision. In 2008, NBPTS convened a second World Languages Standards Committee. This committee was charged with achieving both continuity and change, using the first edition of the standards as the foundation for its work but modifying the standards to reflect best practices of the early twenty-first century. The World Languages Standards Committee exemplified the collegiality, expertise, and dedication to the improvement of student learning that are hallmarks of accomplished teachers. Special thanks go to committee chairs, Toni Theisen, NBCT, and Thomas Keith Cothrun, for their invaluable leadership in making the second edition a reality.

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