

**World Languages Endorsement Competencies**  
**Side-by-Side Comparison between**  
**Washington State (2007) endorsement competency standards and**  
**the American Council on the Teaching of Foreign Languages**

| Washington State Competency Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | National Competency Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| <p>The Designated World Languages approved in Washington state are: Arabic, Chinese, French, German, Hindi, Japanese, Latin, Norwegian, Russian, Spanish, and Swedish.</p> <p><b>1.0 Child and Adolescent Development, Individuality and Diversity</b></p> <p>Competent teachers of world languages know and understand child and adolescent development, individuality and diversity. Teachers of world languages know and understand:</p> <p><b>1.1</b> Child and adolescent development.</p> <p><b>1.2</b> The individuality of language learners.</p> <p><b>1.3</b> Principles of equity, diversity, and fairness as they relate to world language instruction.</p> <p><b>2.0 Language and Culture</b></p> <p>Competent teachers of world languages have knowledge of the language and culture. Teachers of world languages know and understand:</p> <p><b>2.1</b> The target language, its grammatical structure, and how they compare to English.</p> <p><b>2.2</b> The cultures of the regions where the language is spoken and how they compare with other cultures in the United States.</p> <p><b>2.3</b> How language and culture are linked.</p> <p><b>2.4</b> In depth, at least one region where the language is spoken.</p> <p><b>3.0 Language Acquisition/Teaching</b></p> <p>Competent teachers of world languages understand second language acquisition theories and their applications to teaching methodologies. Teachers of world languages know and understand:</p> | <p><b>ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs</b></p> <p>Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments.</p> <p>Candidates demonstrate an understanding of child and adolescent development, the context of instruction, and their students' backgrounds, skills, and learning profiles in order to create a supportive learning environment that meets individual students' needs.</p> <p><b>3a)</b> Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p> <p><b>3b)</b> Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p> <p><b>ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</b></p> <p>Candidates demonstrate understanding of the multiple content areas that comprise the field of foreign language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive</p> |

**3.1** Second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

**3.2** How to provide multiple paths to learning through a variety of teaching strategies.

**3.3** How to articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

**3.4** The current national standards for world language learning defined in the Standards for Foreign Language Learning: Preparing for the 21st Century (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities), published by the American Council on the Teaching of Foreign Languages (ACTFL).

#### **4.0 Learning Environment**

Competent teachers of world languages create a positive learning environment to meet instructional and linguistic needs of students while promoting critical and creative thinking skill. Teachers of world languages know and understand:

**4.1** The importance of creating an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students learn through active participation.

**4.2** How to create a learning environment that promotes lifelong learning and goes beyond the classroom to include families and communities, and promotes lifelong learning.

**4.3** The variety of language-appropriate resources, available technologies, and current national standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.

#### **5.0 Assessment**

Competent teachers of world languages employ a variety of assessment strategies. Teachers of world languages know and understand:

**5.1** A variety of assessment strategies that address the three communication modes (interpersonal,

viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.

**2a)** Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.

**2b)** Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

**2c)** Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.

#### **ACTFL STANDARD 5: Assessment of Languages and Cultures – Impact on Student Learning.**

Candidates in foreign language teacher preparation programs design ongoing assessments using a variety of assessment models to show evidence of P-12 students' ability to communicate in the instructed language in interpretive, interpersonal, and presentational modes; and to express understanding of cultural and literary products, practices, and perspectives of the instructed language. Candidates reflect on results of assessments, adjust instruction, and communicate results to stakeholders.

**5a)** Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

**5b)** Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction. **5c)** Interpret and report the results of student performances to all stakeholders in the community, with particular emphasis on building student responsibility for their own learning.

#### **ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.**

Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will

interpretive, and presentational), and that encompass the skills of reading, writing, listening, and speaking.

**5.2** How to use assessment results to monitor student learning, to encourage student reflection, to report student progress, and to shape instruction.

## **6.0 Language Competency/Proficiencies**

Competent teachers of world languages have linguistic knowledge and communicative competency in the languages they teach Teachers of world languages know and understand:

**6.1** Various components of the linguistic system – grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings.

**6.2** The proficiency guidelines as defined by the American Council on the Teaching of Foreign Languages for speaking (1999), listening, reading and writing (1986).

## **7.0 Professional Development**

Competent teachers of world languages participate in on-going professional development. Teachers of world languages know and understand:

**7.1** The value of professional growth and reflection on instructional practice and professional growth.

**7.2** The importance of advocating both within and beyond the school for opportunities for all students to study multiple languages.

**7.3** The importance of professional growth opportunities such as membership in professional organizations, reading professional journals, attending conferences, and study and/or travel abroad, etc.

**7.4** Their professional responsibility to keep current with events relevant to the cultures of the target language.

## **8.0 Instructional Methodology**

Teachers of world languages are able to perform the following as indicated in each Core stated below:

teach. They are able to communicate effectively in interpersonal, interpretive, and presentational contexts. Candidates speak in the interpersonal mode at a minimum level of "Advanced Low" (French, German, Hebrew, Italian, Portuguese, Russian, and Spanish) or "Intermediate High" (Arabic, Chinese, Japanese, and Korean) on the ACTFL Oral Proficiency Interview (OPI). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex. Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates comprehend and interpret oral, printed, and video texts by identifying the main idea(s) and supporting details, inferring and interpreting the author's intent and cultural perspectives, and offering a personal interpretation of the text. Candidates present information, concepts, and ideas to an audience of listeners or readers with language proficiency characteristic of a minimum level of "Advanced Low" or "Intermediate High" according to the target language.

**1a)** Speak in the interpersonal mode of communication at a minimum level of "Advanced Low" or "Intermediate High" (for Arabic, Chinese, Japanese and Korean) on the ACTFL Oral Proficiency Interview (OPI) according to the target language being taught.

**1b)** Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

**1c)** Present oral and written information to audiences of listeners or readers, using language at a minimum level of "Advanced Low" or "Intermediate High" according to the target language being taught.

## **ACTFL STANDARD 6: Professional Development, Advocacy, and Ethics.**

Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural, and pedagogical competence and promote reflection on practice. Candidates articulate the role and value of languages and cultures in preparing all students

*Child and Adolescent Development, Individuality and Diversity*

**8.1** Actively acquire knowledge of their students to foster their students' skills and interests as individual language learners.

**8.2** Demonstrate the principles of equity, strength through diversity, and fairness toward all students.

**8.3** Demonstrate the ability to work with students from diverse backgrounds, including students with special needs and native or heritage speakers of world languages.

*Language and Culture*

**8.4** Draw on the knowledge of language and culture to set attainable and worthwhile goals for their students.

**8.5** Demonstrate that an integral part of effective world language instruction is knowing the target cultures and language and how they are intimately linked with each other, and that no variety or dialect of a language is inherently superior to another.

**8.6** Demonstrate in-depth knowledge and understanding of at least one region where the language is spoken.

*Language Acquisition/Teaching*

**8.7** Apply different methodologies/approaches/strategies based on an understanding of current second language acquisition theories to the teaching of world languages to help students develop proficiency, increase knowledge and strengthen cognitive skills.

**8.8** Plan lessons written in a wider curriculum that includes age-appropriate learning experiences that are sequential, long range, and continuous with the goal that over a period of years students will progress from a simple to a more advanced use of the language.

**8.9** Connect the target language to other content areas such as math, science, economics, history, geography, dance, music, theatre and visual arts in meaningful learning experiences.

to interact successfully in the global community of the 21st century. They understand the importance of collaboration to advocate for the learning of languages and cultures. Candidates understand and explain the opportunities and responsibilities inherent in being a professional language educator and are committed to equitable and ethical interactions with all stakeholders.

**6a)** Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.

**6b)** Articulate the role and value of languages and cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy with all stakeholders.

**6c)** Use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator and demonstrate a commitment to equitable and ethical interactions with all students, colleagues and other stakeholders.

**ACTFL STANDARD 4: Integration of Standards in Planning and Instruction.**

Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to make instructional decisions. Candidates demonstrate an understanding of the standards and integrate them into their curricular planning. They design instructional practices and classroom experiences that address these standards. Candidates use the principles embedded in the standards to select and integrate authentic materials and technology, as well as to adapt and create materials, to support communication in their classrooms

**4a)** Demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state

**8.10** Align lessons to the current national standards for language learning defined in the Standards for Foreign Language Learning: Preparing for the 21st Century (the 5 C's: Communication, Cultures, Connections, Comparisons, and Communities), published by the American Council on the Teaching of Foreign Languages (ACTFL).

**8.11** Engage students in language learning and cultural studies using techniques which support mastery of the required state standards in other academic areas.

**8.12** Draw attention to career options available for those who are proficient in world languages, emphasizing that knowledge of a language can provide career advancement within a given profession as well as expand employment opportunities for people around the globe.

#### *Learning Environment*

**8.13** Create an inclusive, caring, challenging, and stimulating classroom environment in which meaningful communication in the target language occurs and in which students learn through active participation.

**8.14** Create a learning environment that promotes lifelong learning and goes beyond the classroom to include families and communities.

**8.15** Use language-appropriate resources and available technologies to meet the instructional and linguistic needs of all students and to foster critical and creative thinking.

#### *Assessment*

**8.16** Employ a variety of assessment strategies that address the three modes of communication (interpersonal, interpretive, and presentational) and encompass the skills of reading, writing, listening and speaking.

**8.17** Use the results of both formative and summative assessments to monitor student learning, to assist students in reflecting on their progress, to report student progress, and to shape instruction.

Language Competency/Proficiencies

standards and use them as the basis for instructional planning.

**4b)** Integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.

**4c)** Use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.

**8.18** Demonstrate competencies in various components of the linguistic system—grammatical, lexical, phonological, orthographic, semantic, pragmatic, and discourse features needed to communicate in a variety of settings.

**8.19** Function at a proficiency level equivalent to the Advanced Low level as defined by the American Council on the Teaching of Foreign Languages proficiency guidelines in speaking (1999), listening, reading and writing (1986).

*Professional Development*

**8.20** Continually analyze, evaluate, and strengthen the effectiveness and quality of their teaching in order to enhance student learning.

**8.21** Advocate for opportunities for students to study multiple languages both within and beyond the school.

**8.22** Participate in professional growth opportunities such as maintaining membership in professional organizations, reading professional journals, attending conferences, and study and/or travel abroad, etc.

**8.23** Keep current with events relevant to the cultures of the target language in their larger global context