

505-3-.48 FOREIGN LANGUAGE EDUCATION PROGRAM

Nature of Amendment(s):

Substantive
 Clarification
 Further Definition

Discussion:

It is proposed that GaPSC Rule 505-3-.48 FOREIGN LANGUAGE EDUCATION PROGRAM dated October 15, 2015, be REPEALED and that a new rule with the same number and a new name of WORLD LANGUAGES EDUCATION PROGRAM be INITIATED. The new rule reflects updated and modified standards by the American Council on the Teaching of Foreign Languages (ACTFL) (2013, 2015), and incorporates the applicable requirements for the teaching of reading specified in GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach World Languages and American Sign Language in grades P-12 and supplements requirements in GaPSC Rule [505-3.01 REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS](#) and GaPSC Rule 505-3-.03 FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

(2) Requirements.

(a) To receive approval, a GaPSC-approved educator preparation provider shall offer a preparation program described in program planning forms, catalogs, and syllabi addressing the following standards adapted from the standards published by the American Council on the Teaching of Foreign Languages (ACTFL) (2013, 2015).

1. Language Proficiency: Interpersonal, Interpretive, and Presentational.

- (i) The program shall prepare candidates who demonstrate proficiency speaking the language of the field of certification sought.
- (ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension; and
- (iii) The program shall prepare candidates who demonstrate proficiency presenting oral and written information to audiences of listeners or readers.

2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines.

- (i) The program shall prepare candidates who demonstrate target cultural understandings and are able to compare perspectives toward cultural products and practices in target cultures to their own;
- (ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language (honoring language varieties), and are able to compare language systems with their own; and
- (iii) The program shall prepare candidates who demonstrate understanding of authentic historical and authentic resources representing literary and cultural themes as well as interdisciplinary topics.

3. Language Acquisition Theories and Knowledge of Students and Their Needs.

- (i) The program shall prepare candidates who demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments; and
 - (ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student that includes a variety of instructional practices.
4. Integration of Standards in Planning and Instruction.
- (i) The program shall prepare candidates who demonstrate an understanding of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the ACTFL Core Practices for Language Learning as the basis for instructional planning;
 - (ii) The program shall prepare candidates who integrate the goal areas of the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards, and use the ACTFL Core Practices for Language Learning in their classroom practice; and
 - (iii) The program shall prepare candidates who use the ACTFL World-Readiness Standards for Learning Languages (2015) and Georgia state standards to select and integrate authentic resources, use technology, and adapt and create instructional materials for use in communication.
5. Assessment of Language and Cultures-Impact on Student Learning.
- (i) The program shall prepare candidates who design and implement ongoing authentic performance assessments using a variety of assessment models for all learners;
 - (ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instruction accordingly and use data to inform and strengthen subsequent instruction; and
 - (iii) The program shall prepare candidates who 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.
6. Professional Development, Advocacy, and Ethics.
- (i) The program shall prepare candidates who engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence, and promote reflection on practice;
 - (ii) The program shall prepare candidates who articulate the role and value of languages and intercultural competence in preparing all students to interact in the global community through collaboration and advocacy; and
 - (iii) The program shall prepare candidates who use inquiry and reflection to understand and explain the opportunities and responsibilities inherent in being a professional language educator, and demonstrate a commitment to fair and ethical interactions with all students, colleagues and other stakeholders.
- (b) The program shall prepare candidates who meet the P-12 standards for the teaching of reading as specified in GaPSC Rule 505-3-.03, FOUNDATIONS OF READING, LITERACY, AND LANGUAGE.

- (c) For the World Languages fields in which a GACE content assessment is available, candidates must attempt the GACE. A GACE assessment is not available for certain foreign language fields. For these fields, the GaPSC requires The American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and Written Proficiency Test (WPT). See GaPSC Rule [505-2-.26 CERTIFICATION AND LICENSURE ASSESSMENTS](#) for details.

Authority O.C.G.A. § 20-2-200