

505-3-.48 FOREIGN LANGUAGE EDUCATION PROGRAM

(1) Purpose. This rule states field-specific content standards for approving programs that prepare individuals to teach foreign languages in grades P-12 and supplements requirements in Rule 505-3-.01, REQUIREMENTS AND STANDARDS FOR APPROVING EDUCATOR PREPARATION PROVIDERS AND EDUCATOR PREPARATION PROGRAMS.

(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 published by the American Council on the Teaching of Foreign Languages (2013):

1. Language Proficiency: Interpersonal, Interpretive, and Presentational

(i) The program shall prepare candidates who 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.

(ii) The program shall prepare candidates who interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.

(iii) The program shall prepare candidates who 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.

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

(i) The program shall prepare candidates who demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

(ii) The program shall prepare candidates who demonstrate understanding of linguistics and the changing nature of language, and compare language systems.

(iii) The program shall prepare candidates who demonstrate understanding of texts on 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.

(ii) The program shall prepare candidates who demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

4. Integration of Standards in Planning and Instruction

(i) The program shall prepare candidates who demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century and their state standards and use them as the basis for instructional planning.

(ii) The program shall prepare candidates who integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century and their state standards in their classroom practice.

(iii) The program shall prepare candidates who use the Standards for Foreign Language Learning in the 21st Century and their state standards to select and integrate authentic texts, 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 use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.

(ii) The program shall prepare candidates who reflect on and analyze the results of student assessments, adjust instructional accordingly and use data to inform and strengthen subsequent instruction.

(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 cultures in preparing all students to interact in the global community of the 21st century through collaboration and advocacy.

(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 equitable and ethical interactions with all students, colleagues and other stakeholders.