

Professional Development for Language Teachers

Implementing the Texas Essential Knowledge and Skills for Languages Other Than English

Project ExCELL
Excellence and Challenge: Expectations for Language Learners

*Southwest Educational Development Laboratory
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Teacher Competencies for Professional Development: COMMUNICATION STRAND

Program Goal 1: Acquiring another language incorporates communication skills such as listening, speaking, reading, writing, viewing, and showing. Students develop these communication skills by using knowledge of the language, including grammar, and culture, communication and learning strategies, technology, and content from other subject areas to socialize, to acquire and provide information, to express feelings and opinions, and to get others to adopt a course of action.

Knowledge and Skills: The student communicates in a language other than English using the skills of listening, speaking, reading, and writing.

CORE KNOWLEDGE	SAMPLE PRACTICES	YES	NO	UNCERTAIN
<p>The teacher knows the language.</p> <p>This page of the competencies is structured differently from the remainder of the document. Teachers are to signal whether or not they are of a certain proficiency level (Advanced, Advanced-High, or Superior) by choosing “yes”, “no” or “uncertain”. To be considered at a proficiency level, the language user must be able to sustain that performance all of the time; therefore, the scale of “good”, “better”, and “exemplary” does not apply in the same manner as for the other competencies.</p>	<p>The teacher of modern languages:</p> <ul style="list-style-type: none"> ✓ as a <u>good</u> practitioner, can use the language for instruction at the Advanced proficiency level in speaking. ✓ as a <u>better</u> practitioner, can use the language for instruction at the Advanced-High proficiency level in speaking. ✓ as an <u>exemplary</u> practitioner, can use the language for instruction at the Superior proficiency level in speaking. <p style="text-align: center;">For a complete description of proficiency levels, see the <i>ACTFL Proficiency Guidelines</i>, included in Appendix B. Teachers can use the proficiency descriptions informally to determine their level of proficiency.</p>			
	<p><i>Additional Sample Practices:</i></p> <p>NOTE: <i>The teacher is encouraged to follow the model above for self-assessment in writing, reading, and listening.</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
The teacher knows the language.	The teacher of classical languages: <ul style="list-style-type: none"> ✓ demonstrates comprehension of authentic texts (prose and poetry) of various authors through instruction. ✓ uses the skills of listening, speaking, and writing in instruction to reinforce the skill of reading in students. 			
	<i>Additional Sample Practices:</i>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows the language.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ conducts class in the language at an appropriate level for all students. ✓ uses the language to the maximum extent possible, providing comprehensible input and strategies to facilitate comprehension. ✓ uses knowledge of the subsystems of the language, such as syntax (including grammar), lexicon, and phonology, to develop communication skills in students. ✓ demonstrates knowledge of dialectal and sociolinguistic variations. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands language pedagogy as it relates to the teaching of the student standards, the <i>Texas Essential Knowledge and Skills for Languages Other Than English</i>.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ maintains a clear focus on communication as the primary goal of language learning by: <ul style="list-style-type: none"> ● using experiences and activities to develop students' <i>interpersonal</i> communication skills, i.e., direct oral or written communication between individuals who come into interactive contact; ● using experiences and activities to develop students' <i>interpretive</i> communication skills, i.e., the receptive communication skills of listening, reading, and viewing; ● using experiences and activities to develop students' <i>presentational</i> communication skills, i.e., one-way communication for an audience of listeners, readers, or viewers. ✓ implements the concept of a balanced curriculum that integrates the skills of listening, speaking, reading, writing, viewing, and showing with a knowledge of culture. ✓ facilitates and emphasizes meaningful communication through: <ul style="list-style-type: none"> ● maximal student participation; ● diagnostic use of students' linguistic errors; ● learning of grammar in a communicative approach; ● activities that provide a real-world context. 			

Teacher Competencies for Professional Development: COMMUNICATION STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ adapts the classroom to students’ needs by: <ul style="list-style-type: none"> ● using knowledge of learning and communication strategies ● selecting, adapting, and creating materials and activities to support students’ progress through Novice, Intermediate, and Advanced checkpoints ✓ applies current research related to language learning pedagogy. ✓ presents a clear rationale for pedagogical choices that address students’ differences, diversity, and special needs. ✓ assesses in an ongoing manner students’ progress in their interpersonal, interpretive, and presentational communication skills. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNICATION STRAND *(continued)***SELF-ASSESSMENT: COMMUNICATION STRAND**

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: CULTURES STRAND

Program Goal 2: Knowledge of other cultures provides the context for understanding the connections among the practices (what people do), products (what people create), and the perspectives (how people perceive things) of those cultures. Students use this knowledge to increase their understanding of other cultures as well as to interact with members of those cultures.

Knowledge and Skills: The student gains knowledge and understanding of other cultures.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher has a thorough understanding of the culture(s) associated with the language and knows about the connections among the practices, products, and perspectives of the culture(s).</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ portrays the culture(s) accurately by: <ul style="list-style-type: none"> ● using culturally appropriate materials (visuals, realia, oral and written texts); ● embedding appropriate cultural contexts into language instruction; ● conducting activities (discussions, role plays, presentations) that prompt an understanding of the culture(s) and of the impact this knowledge can have on the way students interact with members of another culture. ✓ applies knowledge of the culture(s) being studied to help students recognize how the practices (patterns of behavior) and products (tangible and intangible things people create) reflect the perspectives (attitudes and values) of the culture(s). 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the relationship between the practices and the perspectives of the culture(s) being studied as it concerns, for example:</p> <ul style="list-style-type: none"> ❖ family life ❖ social interactions ❖ leisure pursuits ❖ involvement with work ❖ religion/beliefs ❖ societal hierarchies 	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ integrates concepts of cultural practices into language instruction (e.g., everyday patterns of behavior that represent the knowledge of “what to do when and where” in the culture(s). ✓ promotes an understanding of cultural practices and of the relationship between cultural practices and perspectives through activities in which students: <ul style="list-style-type: none"> ● obtain information from visuals, realia, oral and written texts; ● participate in age-appropriate cultural activities (games, songs, storytelling, dramatizations); ● use appropriate verbal and non-verbal behavior in common classroom interactions and in daily activities among peers and adults. ✓ prepares students to make observations and analyze the relationship between cultural practices and perspectives through activities in which students: <ul style="list-style-type: none"> ● identify and describe cultural practices as experienced in a dramatization or as viewed in a videotape; ● form hypotheses about how practices relate to cultural perspectives; ● find information about how practices reveal perspectives (interviews, readings, etc.). <hr/> <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the relationship between the products and the perspectives of the culture(s) as it concerns, for example:</p> <ul style="list-style-type: none"> ❖ products used in daily life (e.g., culinary items, religious artifacts, clothing) ❖ works of art (e.g., literature, the visual arts and architecture, drama, music, film) ❖ non-artistic institutions (e.g., government, systems of transportation, use of technology, systems of education, legal practices) 	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ integrates concepts of cultural products into language instruction (e.g., tangible and intangible things people create such as a painting, a pair of chopsticks, a dance, a system of education). ✓ promotes an understanding of cultural products and of the relationship between cultural products and perspectives through activities in which students: <ul style="list-style-type: none"> ● identify tangible products of the culture(s) such as foods, toys, dress, types of dwellings; ● explore ways in which cultural products are required or justified by the underlying beliefs and values of the culture(s). ✓ prepares students to make observations and analyze the relationship between cultural products and perspectives through activities in which students: <ul style="list-style-type: none"> ● experience or read about expressive products of the culture(s) such as songs, selections from literature, and types of artwork; ● investigate the function of utilitarian products of the culture(s) (household items, clothing); ● find information about how products reveal perspectives (interviews, readings, etc.). <hr/> <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND (continued)

Core Knowledge	Sample Practices	Good (some of the time)	Better (most of the time)	Exemplary (almost all of the time)
<p>The teacher understands the pedagogy of teaching culture as it relates to the <i>Texas Essential Knowledge and Skills for Languages Other Than English</i>.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ embeds authentic culture in communication by using culture as lesson content and designing lessons around cultural themes/ perspectives. ✓ uses appropriate cultural behavior in the classroom (e.g., gestures, greetings). ✓ uses a variety of media to promote an understanding of cultural products, practices, and perspectives. ✓ provides opportunities for students to experience, analyze, and create cultural practices and products (age-appropriate games, songs, literature, art, dramatizations, etc.). ✓ designs meaningful learning experiences whereby students discover, observe, and analyze the connections among cultural practices, products, and perspectives through activities such as role plays, games, artifact study, group discussions, presentations, and projects. ✓ uses assessment activities that provide evidence of students' knowledge of culture(s), including how that knowledge can have an impact on the way they interact with members of another culture. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CULTURES STRAND *(continued)*

SELF-ASSESSMENT: CULTURES STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: CONNECTIONS STRAND

Program Goal 3: Knowledge of other languages and cultures provides the tools and context for connecting with other subject areas. Students use the language to acquire information and reinforce other areas of study.

Knowledge and Skills: The student uses the language to make connections with other subject areas and to acquire information.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the connections between languages and other disciplines.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ connects the study of languages to other disciplines by looking to other subject areas for content, curriculum resources, and motivation. ✓ draws upon colleagues from other disciplines for support and collaboration to design activities that reinforce and expand knowledge among disciplines. ✓ creates learning experiences and activities that allow students to integrate language knowledge and skills with other subject areas. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher is able to link the study of languages to other disciplines or subject areas.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ supports curriculum connections to other disciplines by using relevant materials in the language and incorporating content that helps students increase their communicative competency to include academic language. ✓ provides opportunities within the language discipline for students to use the language in another subject area (e.g., to research a topic). ✓ helps to develop students' higher order thinking skills by designing learning experiences that encourage students to think in and use the language in conjunction with content from other disciplines. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
The teacher understands formal interdisciplinary programs.	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ investigates ways of connecting with and supplementing the curricula of other disciplines by becoming familiar with the knowledge base of those disciplines. ✓ uses curricular themes and resources that can be transferred from other disciplines into the language classroom. ✓ uses the content of other disciplines in a natural, embedded, constant, and ongoing fashion as part of the language curriculum. ✓ creates connections by planning and teaching with teachers in other disciplines. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows strategies for teaching content through the medium of the language (e.g., in immersion programs and content-based courses).</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ ensures student comprehension and expands student language production through the use of speech that focuses on meaning while incorporating visuals, manipulatives, and role-play. ✓ sequences instruction to proceed from the concrete to the abstract to ensure student success with all content. ✓ ensures student mastery of language required for the content and promotes learning of language compatible with the content. ✓ uses assessment activities that provide evidence of students' ability to use the language to explore other disciplines. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: CONNECTIONS STRAND *(continued)***SELF-ASSESSMENT: CONNECTIONS STRAND**

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: COMPARISONS STRAND

Program Goal 4: Learning another language enhances one's understanding of the nature of language and culture. Students use this knowledge to compare languages and cultures, and to expand insight into their own language and culture.

Knowledge and Skills: The student develops insight into the nature of language and culture by comparing the student's own language and culture to another.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows how to compare and contrast the features of languages (e.g., syntax, lexicon, phonology, non-verbal communication, etc.)</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ facilitates students' comparisons and contrasts of linguistic features of the language studied with their own by, for example: <ul style="list-style-type: none"> ● exploring how languages use word order, inflection, and other linguistic features to signal meaning; ● providing opportunities to observe and use formal and informal language; ● developing an understanding of cognates and idioms; ● helping students discover the role of connotation in understanding the meaning of words. ✓ guides students to compare and contrast the usage and meaning of non-verbal communication (e.g., gestures) in the language studied with their own. ✓ utilizes student errors (e.g., first language interference, over-generalizations) to direct and/or inform learning. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the similarities and differences between the target culture(s) and that of the United States.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ fosters awareness of the cultural connotations of vocabulary. ✓ analyzes with students various features of the languages to link them to the practices, products, and perspectives of their respective cultures. ✓ facilitates student comparisons and analyses of cultural perspectives as seen through the practices of the cultures. ✓ facilitates student comparisons and analyses of cultural perspectives as seen through products of the cultures. ✓ uses assessment activities that provide evidence of students' ability to compare linguistic features of the language being studied and their own, as well as the practices, products, and perspectives of the culture(s) being studied and their own. <p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands how the language and the target culture(s) have affected and have been affected by other languages and cultures.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ increases student awareness of the interrelationships between and among languages and cultures. ✓ guides students to trace the interaction between languages and cultures. ✓ facilitates independent research on the interaction between languages and cultures. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND *(continued)*

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher understands the universality of stereotyping and is familiar with the stereotypes associated with the culture(s) being studied.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ introduces students to character traits of the culture(s) and contrasts them with stereotypes. ✓ compares a culture's self-view with another's stereotype of that culture(s). ✓ discusses the possible origins of specific stereotypes that cultures have about one another. ✓ creates and shares activities which enhance knowledge of the culture(s) and reduce stereotyping. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMPARISONS STRAND (continued)

SELF-ASSESSMENT: COMPARISONS STRAND

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>

Teacher Competencies for Professional Development: COMMUNITIES STRAND

Program Goal 5: Learning languages other than English increases opportunities for participating in communities in Texas, in other states, and around the world. Students use languages to enhance their personal and public lives, and to meet the career demands of the 21st century successfully.

Knowledge and Skills: The student participates in communities at home and around the world by using languages other than English.

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows ways to access and use the language and its cultural resources beyond the school setting.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ informs students about and guides independent participation in opportunities to use the language outside the classroom (e.g., through contests, research projects, events of ethnic organizations, or opportunities abroad—travel, study, or work). ✓ incorporates into lessons guest speakers, real-world materials reflective of the language and culture, and information on using the language outside the classroom. ✓ uses classroom and extra-classroom learning experiences and activities to practice using the language and culture in real-world situations. ✓ creates opportunities to use the language beyond the school setting (e.g., through service projects, student exchanges, or school-sponsored cultural events). ✓ integrates technology (e.g., the Internet) into the curriculum to enable students to use the language in real-world contexts by connecting students to language users in other parts of the world. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNITIES STRAND (continued)

CORE KNOWLEDGE	SAMPLE PRACTICES	GOOD (some of the time)	BETTER (most of the time)	EXEMPLARY (almost all of the time)
<p>The teacher knows how to use the language for lifelong learning, personal enrichment, and career development.</p>	<p>The teacher:</p> <ul style="list-style-type: none"> ✓ motivates students to independently pursue personal enrichment activities using the language (e.g., travel, research, reading, networking). ✓ provides experiences and implements learning activities where language skills are used for personal enrichment (e.g., participation in social, civic, and avocational events). ✓ helps students discover how the language and culture can be used in various careers and shows students where and how they may access this information (e.g., uses career situations and business literature/forms in classroom activities). ✓ assists students in finding applications for the language in job settings (e.g., internship programs). ✓ brings local and area resources and resource persons into the classroom to advise and interest students in career applications for languages. ✓ encourages students to see themselves as world citizens and helps them understand that language proficiency is an asset that will help them function successfully in the world community. 			
	<p><i>Additional Sample Practices:</i></p>			

Teacher Competencies for Professional Development: COMMUNITIES STRAND *(continued)***SELF-ASSESSMENT: COMMUNITIES STRAND**

<u>GREATEST STRENGTHS:</u>	<u>AREAS FOR IMPROVEMENT:</u>	<u>PLAN FOR IMPROVEMENT:</u>