


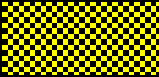




American Council on the Teaching of Foreign Languages (ACTFL): World Languages and Classical Languages

edTPA Mapping to ACTFL/CAEP Program Standards for Initial Licensure, which includes *ACTFL/CAEP Standards for Initial Preparation of Foreign Language Teachers* (2013) and *World-Readiness Standards for Learning Languages* (2015)

All edTPA rubrics align with two or more ACTFL elements and 12 rubrics address nine or more elements. At the global level, four standards are addressed by one or more edTPA rubrics. edTPA is designed as a measure of pedagogy and is not intended to measure ALL aspects of effective teaching for special educators. Some elements of the ACTFL standards listed here as Blank are recognized as beyond the scope of edTPA purpose and composition. Other program embedded measures are more suitable for evaluating candidate knowledge, skills, or abilities in these areas.

KEY

Strong and Comprehensive Evidence	
Moderate Evidence	
Limited Evidence	
Not Evaluated by edTPA or No Evidence	

Preparation Standards		edTPA Tasks and Rubrics												
		Planning for Instruction and Assessment				Instructing and Engaging the Focus Learner(s)					Assessing Learning			
		1	2	3	4	5	6	7	8	9	10	11	12	13
<p>ACTFL STANDARD 1: Language Proficiency: Interpersonal, Interpretive, and Presentational.</p> <p>Candidates in foreign language teacher preparation programs possess a high level of proficiency in the target languages they will 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). They 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, as described above.</p>														
	Element 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.													
	Element 1b) Interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.													
	Element 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.													

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<p>ACTFL STANDARD 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines</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 viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.</p>													
Element 2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.													
Element 2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems.													
Element 2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.													

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ACTFL STANDARD 3: Language Acquisition Theories and Knowledge of Students and Their Needs Candidates demonstrate an understanding of the principles of language acquisition and use this knowledge to create linguistically and culturally rich learning environments. 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.														
	Element 3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.													
	Element 3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.													

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ACTFL STANDARD 4: Integration of Standards in Planning and Instruction. Candidates in foreign language teacher preparation programs understand and use the national <i>Standards for Foreign Language Learning in the 21st Century</i> (2006) 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.													
Element 4a) Demonstrate an understanding of the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards and use them as the basis for instructional planning.													
Element 4b) Integrate the goal areas of the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards in their classroom practice.													
Element 4c) Use the <i>Standards for Foreign Language Learning in the 21st Century</i> and their state standards to select and integrate authentic texts, use technology, and adapt and create instructional materials for use in communication.													

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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.														
	Element 5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.													
	Element 5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.													
	Element 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.													

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