

Appendix D. Research supporting the 2013 ACTFL/CAEP Program Standards

ACTFL/CAEP Standard 1: Language Proficiency

CAEP Principle B: Content

Standard 1 elements	Research influencing the Standard
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.	Documents: <i>ACTFL Proficiency Guidelines: Speaking, Writing, Listening, and Reading</i> (2012); <i>Common Core</i> (2010); <i>Framework for 21st Century Skills</i> (2010); <i>Standards for Foreign Language Learning in the 21st Century</i> (2006) Articles: Chambless (2012); Clifford (2003); Donato & Brooks (2004); Glisan (2013); Glisan, Swender, & Surface (2013); Hamlyn, Surface, & Swender (2007); Lindseth (2010); Liskin-Gasparro (2003); Mantero (2002, 2006); Swender (1999); Tshirner & Heilenman (1998); Zyzik & Polio (2008, 2009)
1b) Interpret oral, printed, and videotexts by demonstrating both literal and figurative or symbolic comprehension.	Arens, & Byrnes (1991); Bernhardt (1991); Maxim (2002); Scarcella & Oxford (1992); Shrum & Glisan (2010); Swaffar, Galloway (1998, p. 133)
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.	Glisan (2013); Hall (1999); K. Hyland (2007); Roca de Larios, Manchón, Murphy, & Marín (2008)

ACTFL/CAEP Standard 2: Cultures, Linguistics, Literatures, Concepts from Other Disciplines

CAEP Principle B: Content

Standard 2 elements	Research influencing the Standard
2a) Demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures.	Abrams (2002); Byram (1997); Deardorff (2006); Fantini (1997); Kluckholn (2004); Lange (1999); Schulz (2007); Shrum & Glisan (2010) adapted from Ortuño (1991); Wright (2000, 2003); Tedick & Cammarata (2012)
2b) Demonstrate understanding of linguistics and the changing nature of language, and compare language systems	Bachman (1990); Celce-Murcia, Dörnyei, & Thurrell (1995); Savignon (1972); c.f. Shrum & Glisan, 2010, p. 13)

<p>2c) Demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.</p>	<p><i>Common Core</i> (2010); Curtain & Dahlberg (2010); <i>Framework for 21st Century Skills</i> (2010); Herron & Seay (1991); Hoecherl-Alden (2006); Kennedy (2006); Met (1999); Pessoa, Hendry, Donato, Tucker, & Lee (2007); Snow & Brinton (1997); <i>Standards for Foreign Language Learning in the 21st Century</i> (2006); Swaffer & Arens (2005)</p>
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ACTFL/CAEP Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs

CAEP Principle B: Instructional Practice

Standard 3 elements	Research influencing the Standard
<p>3a) Demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.</p>	<p>Anderson & Krathwohl (2001); Ellis (1994); Gardner (2006); (Haley, 2001, 2004); Haley & Hancock (2007/2008); Hall (1997); Hancock (2002); Kennedy (2006); Lantolf (2000); Rodríguez Pino, (1997); Scarcella & Oxford (1992); Sparks, Humbach, & Javorsky, (2008); Sousa (2006); Shrum & Glisan (2010); Spinelli (1996); Swain (2000); Swain & Deters (2007); Valdés (1999, 2005); Vygotsky (1978); Webb & Miller (2000); Wells (1999); Wesely (2012)</p>
<p>3b) Demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.</p>	<p>Documents: ACTFL <i>Performance Descriptors for Language Learners</i> (2012); <i>Standards for Foreign Language Learning in the 21st Century</i> Books, articles: Tomlinson (1999); Tomlinson & Eidson (2003); Tomlinson & McTighe (2006); Wesely (2012) Tomlinson (1999); Tomlinson & Eidson (2003); Tomlinson & McTighe (2006); Wesely (2012)</p>

ACTFL/CAEP Standard 4: Integration of Standards in Planning and Instruction

CAEP Principle B: Instructional Practice

Standard 4 elements	Research influencing the Standard
<p>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.</p>	<p>Documents: <i>Alignment of the national Standards for Learning Languages with the Common Core State Standards: Performance expectations</i> (ACTFL, 2013); <i>Common Core</i> (2010); <i>Framework for 21st Century Skills</i> (2010); <i>Standards for Foreign Language Learning in the 21st Century</i> (2006) Articles: Caldwell (2007); Hellenbrandt, Arries, & Varona (2003); Kolb (1984); Overfield (1997); Tilley-Lubbs (2007); Troyan (2012)</p>
<p>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.</p>	<p><i>Common Core</i> (2010); <i>Framework for 21st Century Skills</i> (2010); Troyan (2012)</p>

<p>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.</p>	<p><i>Common Core</i> (2010); <i>Framework for 21st Century Skills</i> (2010); <i>Standards for Foreign Language Learning in the 21st Century</i> (2006); Magnan (2007); Schultz (2009); van Lier (2002)</p>
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ACTFL/CAEP Standard 5: Assessment of Languages and Cultures – Impact on Student Learning

CAEP Principle C: Instructional Practice (Note that ACTFL/CAEP Standards 3 and 4 as described above also address CAEP Principle C)

Standard 5 elements	Research influencing the Standard
<p>5a) Design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>	<p>Adair-Hauck, Glisan, & Troyan (2013); Adair-Hauck, & Troyan (2013); Sandrock (2010); Shrum & Glisan (2010); Wiggins, (1998)</p>
<p>5b) Reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>	<p>Fall, Adair-Hauck, & Glisan (2007); Lantolf & Poehner, (2008); Poehner (2007)</p>
<p>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.</p>	<p>Renaissance Partnership for Improving Teacher Quality Project (2004); Wiggins & McTighe (2005)</p>

ACTFL/CAEP Standard 6: Professional Development, Advocacy, and Ethics

CAEP Principle D: Professional Responsibility

Standard 6 elements	Research influencing the Standard
<p>6a) Engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.</p>	<p>Darling-Hammond (2005, 2006); Fountain & Evans (1994); Glisan (2001); Guskey (2000); <i>INTASC Standards for Licensing Beginning Foreign Language Teachers</i> (2011); <i>NBPTS Early Adolescence and Young Adulthood/World Languages Other Than English Standards (2011-2012)</i>; Little (2006); Steele, Peterson, Silva, & Padilla (2009)</p>
<p>6b) Articulate the role and value of languages and cultures in preparing all students to interact successfully in the</p>	<p>de Lopez, Montalvo, & Lawrence (1990); <i>Standards for Foreign Language Learning in the 21st Century</i> (NSFLEP, 2006); websites of organizations such as ACTFL (www.actfl.org), the Modern Language</p>

<p>global community of the 21st century. They also understand the importance of collaborating with all stakeholders, including students, colleagues, and community members to advocate for the learning of languages and cultures as a vital component in promoting innovation, diverse thinking, and creative problem solving, and they work collaboratively to increase P-12 student learning of languages and cultures.</p>	<p>Association (MLA) (www.mla.org), the Association of Departments of Foreign Languages (ADFL) (www.adfl.org), the National Network for Early Language Learning (NNELL) (www.nnell.org), and the Joint National Committee for Languages and the National Council for Languages and International Studies (JNCL-NCLIS) (www.languagepolicy.org);</p>
<p>6c) 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.</p>	<p><i>Code of Ethics of the Education Profession</i> (National Education Association [NEA], 1975); Reagan & Osborn (2002); <i>Statement of Professional Responsibility for ACTFL Members</i> (ACTFL, 2009)</p>