

EARLY ADOLESCENCE THROUGH YOUNG ADULTHOOD

WORLD LANGUAGE STANDARDS



Standard I: Knowledge of Students

Accomplished teachers of world languages actively acquire knowledge of their students and draw on their understanding of child and adolescent development to foster their students' competencies and interests as individual language learners.

Standard III: Knowledge of Culture

As an integral part of effective instruction in world languages, accomplished teachers know and understand the practices, products, and perspectives of target cultures and understand how languages and cultures are intimately linked.

Standard V: Fair and Equitable Learning Environment

Accomplished teachers of world languages demonstrate their commitment to the principles of equity, strength through diversity, and fairness. Teachers welcome diverse learners who represent our multiracial, multilingual, and multiethnic society and create inclusive, caring, challenging, and stimulating classroom environments in which all students learn actively.

Standard VII: Assessment

Accomplished teachers of world languages employ a variety of assessment strategies appropriate to the curriculum and to the learner and use assessment results to shape instruction, to monitor student learning, to assist students in reflecting on their own progress, and to report student progress.

Standard IX: Professionalism

Accomplished teachers of world languages collaborate with colleagues and contribute to the improvement of professional teaching and learning communities and to the advancement of knowledge. They advocate both within and beyond the school for the inclusion of all students in articulated programs of instruction that offer opportunities to study multiple languages from early childhood through adolescence and young adulthood.

Standard II: Knowledge of Language

Accomplished teachers of world languages function with a high degree of proficiency in the languages they teach. They understand how languages and cultures are intimately linked, understand the linguistic elements of the languages they teach, and draw on this knowledge to set attainable and worthwhile learning goals for their students.

Standard IV: Knowledge of Language Acquisition

Accomplished teachers of world languages are familiar with how students acquire proficiency in languages, understand varied methodologies and approaches used in the teaching of languages, and draw upon this knowledge to design instructional strategies appropriate to their instructional goals.

Standard VI: Designing Curriculum and Planning Instruction

Accomplished teachers of world languages design and deliver curriculum and instruction that actively and effectively engage their students in language learning and cultural studies. They use a variety of teaching strategies and appropriate instructional resources to help develop students' proficiency, increase their knowledge, strengthen their understanding, and foster their critical and creative thinking. They work to ensure that the experiences students have from one level to the next are sequential, long-range, and continuous, with the goal that over a period of years students move from simple to sophisticated use of languages.

Standard VIII: Reflection

Accomplished teachers of world languages continually analyze and evaluate the effectiveness of their instruction in order to strengthen their teaching and enhance student learning.

WHAT ARE THE STEPS TO ▶ CERTIFICATION? ◀



Component 1: Content Knowledge

-Computer-based assessment of 45 selected response questions.

-3 short essays / constructed response exercises on:

- I. Knowledge of Language Acquisition
- II. Culture
- III. Knowledge of Language

Component 2: Differentiation in Instruction

-Demonstrate your ability to plan, implement, and assess instruction.

-Select two students and assess their progress in the target language.

-Submit responses from the two selected students to two assessments.

-Submit a Written Commentary that analyzes and reflects upon the instructional sequence.

Component 3: Teaching Practice and Learning Environment

-Provide a brief overview of the content of your overall submission.

-Submit two 10–15 minute videos of your teaching practice, showcasing different instructional units, content, and strategies in each.

-Submit information about the instructional context for each video.

-Describe your instructional planning for the lesson featured in each video and submit supporting materials.

-Submit a commentary for each video that includes analysis and reflection on your teaching practice; that communicates your pedagogical decision making before, during, and after the lesson shown in the video; and that focuses on your impact on student learning.



Component 4: Effective and Reflective Practitioner

-Provide a profile or description of one entire class of current students developed from and supported by information you collect about the students.

-Provide evidence that you collect relevant information about your group of students to prove you base assessment practices on your knowledge of the students and understanding of sound assessment principles. Show you use assessments and other data sources to positively impact students' learning. You must link the assessment data to your practice.

-Submit evidence you use accumulated knowledge about students from the current year and/or previous school year to analyze the effectiveness of your own practice and to initiate or contribute to collaborative efforts designed to support students' learning and growth.

-Reflect on your practice of gathering and using information about students and how you can best contribute to positive changes for students and your practice in the future.

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