



DISTRICT OF COLUMBIA
OFFICE OF THE STATE SUPERINTENDENT OF
EDUCATION

OSSE Foreign Language Standards

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE Foreign Language standards adapted from the [American Council on the Teaching of a Foreign Language \(2015\)](#).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state foreign language subject area program review. In completing this form, the EPP should describe how its foreign language program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE foreign language program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title and contact information (email and phone number in the box below)
Submission date (in the box below)	

EPP Notification: OSSE will notify the EPP of its state approval status within 60 calendar days of the subject area program review.

OSSE Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE foreign language standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours
	<p><i>EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i></p>		
<p>Standard 1: Language Proficiency - Interpersonal, Interpretive, and Presentational. 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). For international programs, where candidates' first language is not English and where candidates are preparing to teach English as a Foreign Language, candidates speak at the proficiency level equivalent to the categories above. Ex. Candidates whose first language is Spanish speak English at "Advanced Low"; candidates whose first language is Arabic speak English at "Intermediate High". Candidates 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>			
<p>Component 1.1 – Candidates 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.</p>			
<p>Component 1.2 - Candidates interpret oral, printed, and video texts by demonstrating both literal and figurative or symbolic comprehension.</p>			
<p>Component 1.3 – Candidates 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.</p>			
<p>Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines - 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</p>			

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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.			
Component 2.1 - Candidates demonstrate target cultural understandings and compare cultures through perspectives, products, and practices of those cultures			
Component 2.2 - Candidates demonstrate understanding of linguistics and the changing nature of language, and compare language systems.			
Component 2.3 - Candidates demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics.			
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			
Component 3.1 - Candidates demonstrate an understanding of key principles of language acquisition and create linguistically and culturally rich learning environments.			
Component 3.2 - Candidates demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.			

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<p>Standard 4: Integration of Standards in Planning and Instruction - Candidates in foreign language teacher preparation programs understand and use the national Standards for Foreign Language Learning in the 21st Century (2006) or their recently refreshed version World-Readiness Standards for Learning Languages (2015) 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.</p>			
<p>Component 4.1 - Candidates demonstrate an understanding of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards and use them as the basis for instructional planning.</p>			
<p>Component 4.2 - Candidates integrate the goal areas of the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards in their classroom practice.</p>			
<p>Component 4.3 - Candidates use the Standards for Foreign Language Learning in the 21st Century or their recently refreshed version World-Readiness Standards for Learning Languages (2015) and their state standards to select and integrate authentic texts, use technology, and</p>			

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adapt and create instructional materials for use in communication.	<p><i>EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.</i></p>		
<p>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.</p>			
<p>Component 5.1 - Candidates design and use ongoing authentic performance assessments using a variety of assessment models for all learners, including diverse students.</p>			
<p>Component 5.2 - Candidates reflect on and analyze the results of student assessments, adjust instruction accordingly, and use data to inform and strengthen subsequent instruction.</p>			
<p>Component 5.3 - Candidates 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>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.</p>			

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Component 6.1 - Candidates engage in ongoing professional development opportunities that strengthen their own linguistic, cultural and pedagogical competence and promote reflection on practice.			
Component 6.2 - Candidates 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.			
Component 6.3 - Candidates 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.			