Comparison Report

Standards for Teachers of Chinese to Speakers of Other Languages (TCSOL)

and

American Council on the Teaching of Foreign Languages (ACTFL) &
Council for the Accreditation of Educator Preparation (CAEP)
Standards for Language Teacher Preparation Programs

Prepared for Chinese Testing International

July 2017

Table of Contents

Overview to ACTFL/CAEP Program Standards for the Preparation of Language Teachers

The Council for the Accreditation of Educator Preparation (CAEP) is recognized by the U.S. Department of Education and the Council of Higher Education as the sole professional accrediting body for teacher preparation. CAEP advances excellence in educator preparation through evidence-based accreditation that assures quality and supports continuous improvement to strengthen student learning at the elementary and secondary levels. Accreditation is a nongovernmental activity based on peer review that serves the dual functions of assuring quality and promoting improvement. More than 900 college and university with educator preparation programs leading to teacher certification participate in the CAEP accreditation system, which serves all providers currently accredited by the National Council for Accreditation of Teacher Education (NCATE) and the Teacher Education Accreditation Council (TEAC). Educator preparation providers include traditional institutions of higher education, as well as alternative pathways such as residency programs. CAEP determines which educator preparation programs meet rigorous national standards in preparing teachers and other classroom specialists. Functioning as the profession's quality control mechanism for teacher preparation, CAEP is a coalition of 34 national education organizations, which represents teachers, teacher educators, subject matter specialists, and policymakers.

ACTFL, in conjunction with the Standards Collaborative Board, has been a member organization of CAEP since 1998. Member organizations such as ACTFL represent millions of Americans who support rigorous, high quality teacher preparation. ACTFL is the designated professional association charged with developing the standards for language teacher preparation and providing support for and review of the language teacher preparation programs at US colleges and universities.

The process for the development of the ACTFL/CAEP Program Standards and how the Standards link to program approval and state certification to teach languages is summarized as follows:

1. Council for Accreditation of Educator Preparation (CAEP) sets overarching principles for ALL subject areas
   a. The Learner and Learning
   b. Content Knowledge
   c. Instructional Practice
   d. Professional Responsibility

2. ACTFL sets standards for preparing language teachers based on CAEP principles

3. Universities/Colleges create or revise programs to meet ACTFL/CAEP Standards

4. ACTFL reviews university/college language teacher preparation programs (for alignment with ACTFL/CAEP Standards), resulting in one of three ratings:
   a. Nationally Recognized
   b. Nationally Recognized with Conditions
   c. Further Development Required

5. Future language teachers complete requirements of approved programs that meet ACTFL/CAEP Standards

6. Language teacher qualifies for state certification to teach language in K-12 public schools

CAEP-approved teacher preparation program standards in languages reflect the profession's expectations for the specific knowledge, skills, and dispositions that language teachers should have as they begin their teaching career. These standards enable the profession to monitor the quality of language teachers being certified by institutions throughout the US.   ACTFL revised the ACTFL/CAEP Programs Standards for the Preparation of Language Teachers in 2013.

The ACTFL/CAEP Program Standards for the Preparation of Language Teachers contain six content standards:
Standard 1: Language proficiency: Interpersonal, Interpretive, and Presentational
Standard 2: Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
Standard 3: Language Acquisition Theories and Knowledge of Students and Their Needs
Standard 4: Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
Standard 5: Assessment of Languages and Cultures – Impact on Student Learning
Standard 6: Professional Development, Advocacy, and Ethics
These six content standards, their supporting elements, supporting explanations, and rubrics for each element form the basis for identifying the content and experiences for the preparation of language teachers ready to be effective in designing instruction and assessment to facilitate language learning.

Method for Comparison of TCSOL Standards and ACTFL/CAEP Standards

The TCSOL Standards document and the ACTFL/CAEP Standards were analyzed for alignment starting with a comparison of the descriptions of the five TCSOL Standards and the six ACTFL/CAEP Standards. Immediately the level of alignment around the intent of each standard and the basic elements included in each document was determined as very strong.

A second level of analysis was conducted to reveal the degree of alignment found in the goals, specific content, and evidence expected of teacher candidates. This analysis was presented in a summary side-by-side comparison of each TCSOL Standard (e.g., Standard 1.1) and its sublevels of content (e.g., Content Area 1.1.1, 1.1.2, 1.2.1, etc.) compared with the related ACTFL/CAEP elements of each Standard (e.g., Key Elements 1a, 1b, 1c) and the rubric for that Standard (examining both the "Acceptable" and "Target" evidence for each element and sub-element). Note: the "Acceptable" evidence represents the minimum level that a language teacher candidate must demonstrate; the "Target" evidence represents a higher level of accomplishment where the teacher candidate demonstrates more than minimal preparation to be a language teacher.

Based on this analysis, the comparison report was prepared by Dr. Teresa Bell, Associate Professor at Brigham Young University (Provo, Utah, USA). Dr. Bell serves as the coordinator for the ACTFL/CAEP reviews of college and university programs for preparing language teachers and oversees the development of the ACTFL/CAEP Standards. In order to determine the degree of alignment, Dr. Bell compared the intentof both the TCSOL Standard and the ACTFL/CAEP Standard and also examined the details of the required content. Dr. Bell then identified the specific points of evidence used for each element cited in the comparisons.

Summary of Comparison of TCSOL Standards and ACTFL/CAEP Standards

1. TCSOL Standard 1 is 90% aligned with ACTFL/CAEP Standards 1-3:

    Areas of close alignment include:
    *   Knowledge of Chinese linguistics and ability to analyze Chinese language
    *   Knowledge of second language acquisition theories
    *   Ability to teach Chinese

    An area of discrepancy is:
    *   TSCOL Standard 1.1.1 has a requirement of a minimum level of proficiency in the Chinese language (HSKK Intermediate Level and HSK Level 5) and the ACTFL/CAEP Standard 1 requirement is for a minimum of Intermediate High for Chinese on the ACTFL Proficiency Guidelines (with Advanced Low set as the target for teachers' language competence above the minimum required).

2. TCSOL Standard 2 is 90% aligned with ACTFL/CAEP Standards 3-4.

    Areas of close alignment include:
    *   Ability to analyze the target language and compare it to the native language
    *   Ability to create lesson plans based on learner characteristics.

    Areas of discrepancy are:
    *   ACTFL/CAEP Standard 4 requires candidates to "demonstrate an understanding of the *World-Readiness Standards for Learning Languages* and their state standards and use them as the basis for instructional planning"
    *   ACTFL/CAEP Standard 2c requires candidate to "demonstrate understanding of texts on literary and cultural themes as well as interdisciplinary topics" (Interpretive Mode)
    *   ACTFL/CAEP Standard 2c requires that candidates "interpret literary texts that represent defining works in the target cultures; identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions."
    *   ACTFL/CAEP Standard 2c requires that candidates "derive general meaning and some details from materials with topics from a number of disciplines." (Understanding of texts on interdisciplinary topics)

3. TCSOL Standard 3 is 90% aligned with ACTFL/CAEP Standards 3-5.

    Areas of close alignment include:
    *   Use of language teaching standards as a basis for lesson planning
    *   Ability to design appropriate classroom curricula

- Design of opportunities for students to communicate by using the three modes of communication in an integrated manner
- Use of language textbooks.

Areas of discrepancy are:
- ACTFL/CAEP Standard 4 requires that candidates "demonstrate an understanding of the *World-Readiness Standards for Learning Languages* and their state standards and use them as the basis for instructional planning," and TCSOL Standard 3 does not require understanding of the *World-Readiness Standards* or state standards
- ACTFL/CAEP Standard 3b requires that candidates "demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student"
- ACTFL/CAEP Standard 3b requires that candidates "design and/or implement specific foreign language program models that lead to different language outcomes"
- ACTFL/CAEP Standard 3b requires that candidates "implement activities that promote critical thinking and problem-solving skills"
- TCSOL Standard 3.6 focuses on assessment; ACTFL/CAEP Standards 5a, 5b, and 5c adds these elements for preparation in assessment:
  - Assessment of Interpretive and Presentational Communication
  - Assessment of cultural perspectives
  - Use of assessment to reflect on and adjust instruction
  - Ability to interpret and report progress to students and communicate with stakeholders

4. TCSOL Standard 4 is 95% aligned with ACTFL/CAEP Standards 2 and 4.

Areas of close alignment include:
- Familiarity with basic knowledge of the target culture, values, and contemporary implications
- Ability to integrate culture into language teaching
- Ability to demonstrate and teach cross-cultural communication

Areas of discrepancy are:
- TSCOL Standard 4.4.3 requires teachers to use English or the native/official language of the target country for communication and as a pedagogical language for teaching Chinese; ACTFL/CAEP Standards only emphasize use of the target language
- ACTFL/CAEP Standard 2c requires that candidates "interpret literary texts that represent defining works in the target cultures; identify themes, authors, historical style, and text types in a variety of media that the cultures deem important to understanding their traditions"

5. TCSOL Standard 5 is 95% aligned with ACTFL/CAEP Standards 5 and 6.

   Areas of close alignment include:
   - Demonstration of professional values
   - Establishing and maintaining a professional reputation
   - Conducting action research
   - Willingness to collaborate with others
   - Keeping current on trends and research in language teaching and learning

   Areas of discrepancy are:
   - ACTFL/CAEP Standard 6b requires that candidates "develop a rationale for advocating the importance of language learning"
   - ACTFL/CAEP Standard 6C requires that candidates "select appropriate data sources to develop products in support of language learning for designated audiences"

In summary, the Standards for TCSOL are very strongly aligned with the ACTFL/CAEP Program Standards for the Preparation of Language Teachers.

Elements of ACTFL/CAEP Standard Descriptors Not Included in TCSOL Standards:

The ACTFL/CAEP Standard Descriptors that are either not well-aligned or are not included in the TCSOL Standards are:

ACTFL Standard 1:
Language Proficiency: Interpersonal, Interpretive, and Presentational

Comparable to TCSOL Standards' requirement of HSK at minimum of Level 5 and HSKK at minimum of Intermediate, but assessed using different criteria.

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

Not included are elements of2c:
- Knowledge of literacy and cultural texts
- Content from across the disciplines

ACTFL Standard 3:
Language Acquisition Theories and Knowledge of Students and Their Needs

Not included are elements of 3b:
- Understanding of relationship of articulated program models to language outcomes
- Critical thinking and problem solving

ACTFL Standard 4:
Integration of Standards in Planning and Instruction

All elements are covered in TCSOL Standards.

ACTFL Standard 5:
Assessment of Languages and Cultures – Impact on Student Learning

Not included are elements of 5a, 5b, and 5c
- Specifically addressing assessment of Interpretive and Presentational Communication
- Assessment of cultural perspectives
- Use assessment to reflect on and adjust instruction
- Interpret and report progress to students
- Communicate with stakeholders

ACTFL Standard 6:
Professional Development, Advocacy, and Ethics

Not included are elements of 6b and 6c:
- Develop an advocacy rationale for language learning
- Use inquiry and reflection to access, analyze and use data to support language learning