

**INDIANA LICENSING STANDARDS FOR TEACHERS OF FOREIGN LANGUAGES
(INDIANA ACADEMIC STANDARDS FOR FOREIGN LANGUAGES (K-12)- IAS(K-12))**

ILSTFL Standards IAS(K-12) Standards	Courses meeting standard	Course assignment/activity meeting standard.
1. Teachers of FL understand the goals, purposes, and instructional approaches of foreign language education as they are continuously developing in the United States .	S428	Readings, class discussion of readings, reflective journal, written test, reflective essay and development of lessons for teaching portfolio.
2. Teachers of FL understand how a foreign language is learned and can create learning experiences for all students in order for them to become successful language learners.	S428	Readings, class discussion of readings, reflective journal, written test, reflective essay and development of lessons for teaching portfolio.
3. Teachers of Foreign Languages can communicate fluently in the foreign language and understand the culture(s) in which the language is used.	See separate matrix.	

<p>4. Teachers of FL are reflective practitioners who continually evaluate the effects of their choices and actions on students, parents, colleagues, and the community, and who actively seek out opportunities to grow professionally.</p>	<p>S428</p>	<p>Peer and self-analysis of microteaching in reflective journal and class discussion, class and group analysis of model lessons for K-12, peer review of teaching portfolios, critical review of Spanish teaching textbooks.</p> <ul style="list-style-type: none"> -Students are required to attend the Annual Conference of the Indiana Foreign Language Association and the Annual Conference on Teaching Spanish held at IUPUI. -Students are encouraged to become members of professional organizations such as the American Association of Teachers of Spanish and Portuguese, and the American Council for the Teaching of Foreign Languages. -Students are encouraged to attend and participate in professional development activities such as lectures, workshops, and language immersion days hosted by IUPUI, Spanish Resource Center or other institutions.
<p>5. Teachers of FL foster positive relationships with colleagues, parents, and the larger community to support students' learning and well-being.</p>	<p>S428</p>	<p>Evidence of community involvement in at least one lesson included in the teaching portfolio.</p>

<p>6. Teachers of FL seek opportunities for students to use the language outside the classroom, in their future careers, and as lifelong learners.</p>		
<p>IAS(K-12)#10: Communities: Students use the language both within and beyond the school setting.</p>	<p>S320 S428</p>	<p>Students interview native-speakers in the community in order to study their pronunciation. At least one lesson in their teaching portfolio focuses on the Communities National Standard and requires interaction with the FL community.</p>
<p>IAS(K-12)#11: Communities: Students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment.</p>	<p>S360</p>	<p>Class discussions focus on developing personal enjoyment of the texts.</p>

<p>7. Teachers of FL understand how a foreign language is connected to other disciplines and provide opportunities for their students to develop an understanding of these connections.</p>		
<p>IAS(K-12)#6: Connections: Students reinforce and further their knowledge of other disciplines through the foreign language.</p> <p>IAS(K-12)#7: Connections: Students acquire information and recognize the distinctive viewpoints that are only available through the foreign language and its culture.</p>	<p>S311</p> <p>S313</p> <p>S320</p> <p>S360</p> <p>S363</p> <p>S428</p>	<p>Linguistic analysis of texts reinforces and provides new knowledge of grammar and linguistics.</p> <p>Readings, class discussion, research paper reinforce and provide new knowledge on areas such as history, geography, literature, etc.</p> <p>Written tests and quizzes, research paper reinforce and provide new knowledge of phonetics and dialectology.</p> <p>Readings, class discussion, written tests reinforce and provide new knowledge of literature, literary analysis, history, geography, etc.</p> <p>Readings, class discussion, movies, student research for presentations reinforce and provide new knowledge of history, geography, politics, sociology, economics, anthropology, film, literature, etc.</p> <p>Readings, class discussion, written exam, research for teaching portfolio reinforce and provide new knowledge of applied linguistics, psycholinguistics, pedagogy, and culture.</p>

<p>8. Teachers of FL foster an appreciation of cultural and ethnic diversity.</p> <p>IAS(K-12)#4. Cultures: Students demonstrate an understanding of the relationship between the practices and perspectives of the culture studied.</p> <p>IAS(K-12)#5. Cultures: Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.</p>	<p>S313 S317 S320 S360 S363 S428</p>	<p>Research paper on cultural topic. Class readings and discussion. Research paper on regional variation in Spanish. Class readings and discussion, written exams, oral presentation. Readings, class discussion, oral group presentations, papers based on movies with cultural content, presentations of current news from Latin America, written exams. Class discussion, class readings on teaching FL culture, reflective journal, teaching portfolio.</p>
<p>9. Teachers of FL understand that learning another language enhances students' understanding of their own language and culture.</p> <p>IAS(K-12)#8. Comparisons: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.</p> <p>IAS(K-12)#9. Comparisons: Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.</p>	<p>S311 S320 S428 S363 S428</p>	<p>Linguistic analysis of texts, short research papers, written exams. Class discussion, lectures, research paper, written tests and quizzes. Teaching portfolio (lesson design) Class discussion of readings, written tests, essays and oral presentations. Teaching portfolio (lesson design).</p>

10. Teachers of FL understand and use formal and informal assessment strategies to evaluate and ensure the ongoing intellectual and social development of the learner.	S428	Readings and class discussion, teaching portfolio (at least some lessons must include traditional and alternative assessment procedures consistent with ACTFL foreign language proficiency guidelines).
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INDIANA LICENSING STANDARDS FOR TEACHERS OF FOREIGN LANGUAGES
Standard #3 Teachers of Foreign Languages can communicate fluently in the foreign
language and understand the culture(s) in which the language is used.
INDIANA ACADEMIC STANDARDS FOR FOREIGN LANGUAGES (K-12)-IAS(K-12)

Knowledge Standards	Courses meeting standard	Course objectives and assignments/activities meeting standard.
<p>1. The teacher is proficient in the FL at least at the IH level in all four skills (listening, speaking, reading, and writing) as defined by ACTFL.</p> <p>IAS(K-12)#1. Communication: students engage in conversation, provide and obtain information, express feelings and emotions, and exchange opinions.</p> <p>IAS(K-12)#2. Communication: Students understand and interpret written and spoken language on a variety of topics.</p> <p>IAS(K-12)#3. Communication: Students present information, concepts and ideas to an audience of listeners or readers on a variety of topics.</p>	<p>S311-Spanish Grammar</p> <p>S317-Spanish Conversation</p> <p>S313-Writing Spanish</p>	<p><i>Course goal(s) related to Standard:</i> -practice and improve use of grammar for communicative purposes. <i>Assignments and evaluation:</i> -short compositions, translations, exams, short papers, grammatical and cultural readings in the FL, class discussion, oral presentations, and grammar exercises in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3.</p> <p><i>Course goal(s) related to Standard:</i> -increase ability to speak and comprehend spoken Spanish -increase vocabulary and improve grammar skills. <i>Assignments and evaluation:</i> -in-class oral communication and discussion of readings, oral production tests, oral presentations, cultural readings, oral interpretation of video and audio materials, written homework assignments and quizzes focusing on acquisition of vocabulary, idioms and grammar in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3.</p> <p><i>Course goal(s) related to Standard:</i> -improve written communication in Spanish including the writing of research papers. -expand general command of Spanish including vocabulary, grammar, and practice of reading and speaking skills. <i>Assignments and evaluation:</i> -writing portfolio, research paper on literary or cultural topic, in-class and out-of-class compositions, peer review of writing, group oral presentations of class readings, quizzes on vocabulary and grammar, class discussion and readings in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3.</p>

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	<p>S320- Pronunciation</p>	<p><i>Course goal(s) related to Standard:</i> -to show how one's own pronunciation can be corrected and improved. <i>Assignments and evaluation:</i> -class discussion and readings in the FL, intepretation of oral texts in video and audio, evaluation of recorded scripted and spontaneous speech, reflective essay of one's own pronunciation and fluency, classroom oral presentations,conversation practice with peers and interview with a native speaker, all performed in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3.</p>
	<p>S360-Intro to Hispanic Lit.</p>	<p><i>Course goal(s) related to Standard:</i> -improve reading skills. <i>Assignments and evaluation:</i> -oral presentation of analysis of literary pieces, written exams, written responses to questions about the readings, reading of literary texts, and in-class oral discussion of the readings in the FL at a level equivalent or above IH as described by ACTFL.. IAS(K-12)#1,#2,#3.</p>
	<p>S363-Intro to Culture</p>	<p><i>Course goal(s) related to Standard:</i> -practice and improve language usage (reading, writing, speaking and listening) to a level sufficient to be successful in advanced language, literature and civilization courses. <i>Assignments and evaluation:</i> -group and individual oral presentations on cultural topics and current news from Latin America, written reports on movies dealing with cultural topics, written exams, class discussions of movies and readings, all performed in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3</p>
	<p>S428-Applied Linguistics</p>	<p><i>Course goal(s) related to Standard:</i> -to increase competency and fluency in Spanish. <i>Assignments and evaluation:</i> -written exams, reflective journal, and teaching portfolio (including seven Spanish lessons and a reflective essay), oral presentation of readings, readings, class discussion, participation in model K-12 lessons (including interpretation of oral texts in video and audio in the FL), video recording of micro-teaching in Spanish. All performed in the FL at a level equivalent or above IH as described by ACTFL. IAS(K-12)#1,#2,#3.</p> <p><i>The Spanish Program encourages students to participate in Study Abroad programs. Students are also encouraged to attend conversation hours, and language immersion days on campus.</i></p>

<p>5. The teacher understands the ever changing and interrelated nature of language and culture.</p>	<p>S311-Spanish Grammar</p>	<p><i>Course goal(s) related to Standard:</i> - increasing students' explicit knowledge of morphology and syntax of Spanish <i>Assignments and evaluation:</i> -short research papers on grammar topics including evolution of language and geographical variations, linguistic analysis of texts from differnt periods and Spanish-speaking regions.</p>
	<p>S320- Pronunciation</p>	<p><i>Course goal(s) related to Standard:</i> -introducing geographical variations in Spanish . <i>Assignments and evaluation:</i> -written tests and quizzes, reflective essay analyzing one's own pronunciation,short research paper analyzing pronunciation of a native speaker, readings, class discussions, in-class analysis of peer pronunciation, listening and discussing native speakers' pronunciation.</p>
	<p>S363-Intro Culture</p>	<p><i>Course goal(s) related to Standard:</i> -provide an overview of the histories and cultures which make the Spanish-speaking world what it is today. -examine Hispanic societies through the products, practices and perspectives of their culture <i>Assignments and evaluation:</i> -group and individual oral presentations on cultural topics, written reports on movies dealing with cultural topics, written exams, class discussions of movies and readings.</p>
	<p>S428-Applied Linguistics</p>	<p><i>Course goal(s) related to Standard:</i> -introduce language teaching principles based on acquisition theories, teaching methods, and National Standards for Foreign Language Learning (K-12). -Apply language teaching principles and National Standards (K-12) to the teaching of Spanish. <i>Assignments and evaluation:</i> -lesson plans integrating language and culture, portfolio reflective essay, reflective journals including peer review of lessons, class discussion and class readings.</p>