# Template for 2042 Single Subject Matter Standards for Languages Other Than English Program Narrative

**(For guidance see** [**http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html**](http://www.ctc.ca.gov/educator-prep/STDS-subject-matter.html)**)**

### Category I: Standards Common to All

| **Standard** | **Narrative Response including examples and link to supporting documentation** |
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| **Standard 1: Program Design**Subject matter programs are based on an explicit statement expressing the purpose, design, and expected outcomes of the program.  |  |
| **Standard 1: Program Design**The program curriculum builds on the K-12 State-adopted academic content standards, with student outcomes and assessments aligned to the subject matter requirements. |  |
| **Standard 1: Program Design**The program provides prospective teachers with conceptual knowledge of the subject matter, develops academic literacy and discipline-based fluency, addresses issues of equity and diversity, and exposes prospective teachers to a variety of learning experiences appropriate for the discipline. |  |
| **Standard 2:** **Program Resources and Support**The program sponsor allocates resources to support effective program coordination, which includes advising students, facilitating collaboration among stakeholders, and overseeing program review. |  |
| **Standard 2:** **Program Resources and Support**Ongoing review processes use assessments of the prospective teachers and a variety of data such as input from stakeholders and other appropriate measurements for review and evaluation of the subject matter program. |  |

## Category II: Program Standards

| **Standard** | **Narrative Response including examples and link to supporting documentation** |
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| **Standard 3: Program Philosophy and Purpose**The program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes and defines the institution’s concept of a well-prepared teacher of language. |  |
| **Standard 4: Nature of Language**The program provides coursework and experiences necessary for candidates to acquire and demonstrate an understanding of the nature of language, language use, and applied linguistics. |  |
| **Standard 5: Linguistics of the Target Language**The program insures that candidates understand and can demonstrate a deep and broad knowledge of the linguistic features of the target language system. |  |
| **Standard 5: Linguistics of the Target Language**The program insures that prospective teachers can demonstrate an understanding of the use of rhetorical and stylistic devices, figures of speech, and the levels of language appropriate for various tasks and communication purposes. |  |
| **Standard 6: Literary and Cultural Texts and Traditions**The program requires prospective teachers of languages other than English to demonstrate knowledge of literary and cultural texts and traditions. |  |
| Prospective teachers study major literary and intellectual movements, genres, writers, and works and use literary and cultural texts from a variety of media. |  |
| **Standard 7: Cultural Analysis and Comparison**The program requires prospective teachers of languages other than English to develop knowledge of the cultures associated with the target language and to demonstrate understanding of the interrelationships among the perspectives, practices and products of those cultures. |  |
| **Standard 7: Cultural Analysis and Comparison**As a result of their experiences in the program, candidates are able to recognize culture as a dynamic, interrelated system and employ a variety of processes to identify, analyze and evaluate cultural themes, values and ideas. |  |
| **Standard 8: Language and Communications: Listening Comprehension**The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of oral texts in the target language, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the states of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). |  |
| **Standard 8: Language and Communications: Listening Comprehension**Candidates demonstrate the ability to listen effectively for various purposes and to comprehend a range of content. |  |
| **Standard 8: Language and Communications: Listening Comprehension**Candidates can identify main ideas and supporting details of oral communication, infer meaning within a given context, analyze oral messages on a number of levels, provide supporting details, and demonstrate the ability to think critically about oral communication. |  |
| **Standard 8: Language and Communications: Listening Comprehension**Finally, prospective teachers evaluate oral messages in relation to stylistics and to social relationships within the context of the communication, as well as in relation to the speaker’s purposes, assumptions and intended audience. |  |
| **Standard 9: Language and Communications: Reading Comprehension**The program requires prospective teachers of a language other than English to demonstrate proficiency in the comprehension of texts in the target language. |  |
| **Standard 9: Language and Communications: Reading Comprehension**Candidates who are readers of languages using a Roman alphabet will identify main ideas and details, move beyond literal comprehension and identify the author’s perspective(s) or cultural perspective(s), and candidates who are readers of languages using a non-Roman alphabet will demonstrate a literal level of comprehension, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). |  |
| **Standard 9: Language and Communications: Reading Comprehension**The program requires prospective teachers to demonstrate the ability to read, understand and interpret effectively a variety of texts and other media in the target language, for multiple purposes and across a range of content and contexts. |  |
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| **Standard 10: Language and Communications: Oral Expression**The program requires prospective teachers of a language other than English to demonstrate proficiency in oral expression in the target language. |  |
| **Standard 10: Language and Communications: Oral Expression**Candidates in Group I, II and III languages on the FSI (Foreign Service Institute) scale must speak at a minimum level of Advanced-Low and candidates in Group IV languages must speak at a minimum level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). |  |
| **Standard 10: Language and Communications: Oral Expression**Candidates are also required to use a variety of text types and accurately express ideas in culturally appropriate language across a range of topics and themes. |  |
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| **Standard 11: Language and Communications: Written Expression**The program requires prospective teachers of a language other than English to demonstrate proficiency in written expression in the target language. |  |
| **Standard 11: Language and Communications: Written Expression**Candidates in languages that use the Roman alphabet, including classical languages, must demonstrate a minimum writing proficiency level of Advanced-Low, and candidates in languages that use a non-Roman alphabet or characters must demonstrate a minimum writing proficiency level of Intermediate-High, as described in the American Council on the Teaching of Foreign Languages (ACTFL): *Program Standards for Foreign Language Teachers* (2002) and the stages of the language learning continuum as reflected in the *Foreign Language Framework for California Public Schools, Kindergarten through Grade Twelve* (2003). |  |
| **Standard 11: Language and Communications: Written Expression**Candidates demonstrate the ability to express themselves in formal and informal writings on practical, social and professional topics in different contexts and text types. |  |
| **Standard 12: Connection to Other Disciplines and Language Communities**The program includes a variety of learning experiences (Standard 2), incorporating recent developments in language acquisition approaches. |  |
| **Standard 12: Connection to Other Disciplines and Language Communities**The program also implements a variety of contextualized authentic teaching and learning experiences, using media and various other means such as internet-based, community-based and other related strategies. |  |
| **Standard 12: Connection to Other Disciplines and Language Communities**These experiences enable prospective teachers to interact with the larger cultural communities associated with the target language to broaden their perspectives and experience base for language learning and teaching. |  |
| **Standard 12: Connection to Other Disciplines and Language Communities**Candidates demonstrate the ability to relate the target language to broaden their perspective and experience base for language learning and teaching. |  |
| **Standard 12: Connection to Other Disciplines and Language Communities**Candidates demonstrate the ability to relate the target language to other disciplines. |  |