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# Alabama

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Alaska

No subject area-specific requirements are available. Out-of-state program must be NCATE/CAEP accredited or "equivalent" to NCATE/CAEP standards

# Arizona

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Arkansas

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# California

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Colorado

## 1 Colo. Code Regs. § 301-101:4.10

To be endorsed in a world language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program including prescribed field experience and student teaching requirements; have completed an approved program for the preparation of world language teachers; be knowledgeable about the Colorado Academic Standards for world languages; and have demonstrated the competencies specified below:

4.10(1) Language proficiency: A competent world languages teacher is proficient in the language(s) taught, according to the proficiency guidelines outlined by the American Council of the Teaching of Foreign Languages; is able to communicate effectively in interpersonal, interpretive and presentational contexts at a minimum proficiency level, equivalent to the advanced low level defined by the council's proficiency guidelines; and is able to:

4.10(1)(a) speak in the interpersonal mode of communication (except classical languages such as Greek and Latin, as there is no requirement for them to be spoken in interpersonal mode).

4.10(1)(b) interpret oral, printed and video texts and visual images by demonstrating both literal and figurative or symbolic comprehension.

4.10(1)(c) present oral and written information to audiences of listeners or readers.

4.10(2) Cultures, linguistics, literatures and concepts from other disciplines: A competent world languages teacher demonstrates understanding of the multiple content areas that comprise the field of world language learning, recognizes the changing nature of language and is able to:

4.10(2)(a) demonstrate understanding of the interrelatedness of perspectives, products and practices in the target cultures.

4.10(2)(b) demonstrate target cultural understandings and compare cultures through perspectives, products and practices of those cultures.

4.10(2)(c) identify the linguistic elements of the target language system needed to communicate in a variety of settings.

4.10(2)(d) demonstrate an understanding of linguistics and the changing nature of language, and compare language systems.

4.10(2)(e) identify distinctive viewpoints in the literary texts, films, art works and documents from a range of disciplines available only through the target language.

4.10(2)(f) demonstrate an understanding of texts on literary and cultural themes as well as interdisciplinary topics.

4.10(3) Language acquisition: A competent world languages teacher understands second language acquisition theories and their applications to teaching methodologies, and is able to:

4.10(3)(a) apply second language acquisition theories which can be used to help students develop proficiency, increase knowledge and strengthen cognitive skills.

4.10(3)(b) articulate curriculum and instruction to ensure a sequence of age-appropriate learning experiences, progressing from a simple to a more advanced use of the language.

4.10(3)(c) understand the proficiency range levels as defined by the American Council on the Teaching of Foreign Languages.

4.10(4) Diversity of learners: A competent world languages teacher understands how learners differ in their knowledge, experiences, abilities and approaches to language learning; creates interactive, engaging and supportive learning environments that encourage student self-motivation and promote their language learning and understanding; and is able to:

4.10(4)(a) demonstrate an understanding of child and adolescent development to create a supportive learning environment for each student.

4.10(4)(b) create an inclusive, caring, challenging and stimulating differentiated classroom environment in which meaningful communication in the target language occurs and in which all students learn through active participation.

4.10(4)(c) promote a learning environment that encourages lifelong learning and that goes beyond the classroom to include families and communities.

4.10(4)(d) provide learning experiences that reflect learner diversity.

4.10(4)(e) use a variety of language-appropriate resources, available technologies and current state world language standards which meet the instructional and linguistic needs of all students and foster critical and creative thinking.

4.10(5) Colorado Academic Standards in world languages in planning and instruction: A competent world languages teacher understands and uses the current Colorado Academic Standards in world languages to make instructional decisions and integrate them into curricular planning, and is able to:

4.10(5)(a) demonstrate an understanding of the Colorado Academic Standards in world languages and use them as a basis for instructional planning.

4.10(5)(b) align K-12 world language curriculum and instruction with the Colorado Academic Standards in world languages and local school district policies.

4.10(5)(c) integrate the Colorado Academic Standards in world languages into their classroom practice.

4.10(5)(d) use the Colorado Academic Standards in world languages to select and integrate texts including authentic texts, use technology, and adapt and create instructional materials for use in communication.

4.10(6) Assessment of languages and cultures and impact on student learning: A competent world languages teacher designs ongoing assessments using a variety of assessment models to show evidence of K-12 students' ability to communicate in the instructed language in interpersonal, interpretive and presentational modes; expresses understanding of cultural and literary products, practices and perspectives of the instructed language; and is able to:

4.10(6)(a) design ongoing, authentic performance assessments using a variety of assessment models for all learners.

4.10(6)(b) reflect on and analyze the results of student assessments and adjust instruction accordingly.

4.10(6)(c) use data to inform and strengthen instruction.

4.10(6)(d) interpret the results of student performances to all stakeholders in the community.

4.10(6)(e) build student responsibility for his/her own learning.

4.10(7) Professional learning and reflection: A competent teacher of world languages engages in ongoing professional learning opportunities to strengthen personal linguistic, cultural and pedagogical competence and promote reflection on practice, and in so doing is able to:

4.10(7)(a) demonstrate an understanding of the value of professional learning and reflection on instructional practice and professional growth.

4.10(7)(b) continually evaluate the effects of personal choices and their impact on student learning.

4.10(7)(c) reflectively evaluate the effect and impact of professional learning choices on instructional practice and student achievement.



4.10(7)(d) demonstrate an understanding of their professional responsibility to keep current with events relevant to the cultures of the target language.

4.10(7)(e) demonstrate an understanding of professional growth opportunities such as membership in professional organizations, accessing professional journals, attending conferences and study and/or travel abroad.

4.10(8) Advocacy: A competent teacher of world languages articulates the role and value of languages and cultures to interact successfully in the global community and is able to:

4.10(8)(a) articulate the role and value of languages and cultures in preparing students to interact in the global community.

4.10(8)(b) foster relationships with school colleagues, families and agencies in the larger community to support students' language learning and student achievement.

4.10(9) American Sign Language (ASL). To be endorsed in American Sign Language, an applicant must hold an earned bachelor's or higher degree from an accepted institution of higher education; have completed an approved teacher preparation program; have completed an approved program for the preparation of American Sign Language teachers including prescribe field experience and student teaching requirements; and have demonstrated the competencies for American Sign Language.

4.10(10) The world language educator shall self-assess the effectiveness of instruction based on the achievement of students and pursue continuous professional development through appropriate activities, coursework and participation in relevant professional organizations.

# Connecticut

Conn. Agencies Regs. 10-145d-451

On and after July 1, 1993, to receive an initial educator certificate for secondary academic subjects an applicant shall present evidence of meeting the following requirements in addition to meeting assessment requirements, as appropriate:

(a) Holds a bachelor's degree from an approved institution;

(b) Has a minimum of 39 semester hours of credit in general academic courses in five of the six areas listed below. A course in United States history. On and after July 1, 1998, a survey course in United States history comprised of not fewer than three semester hours of credit shall be included.

- (1) English;
- (2) Natural sciences;
- (3) Mathematics;
- (4) Social studies;
- (5) Foreign language; and
- (6) Fine arts;

(c) Has completed a subject-area major consisting of one of the following:

- (1) A major awarded by an approved institution in the subject area for which certification is sought, except that a major in professional education may not be accepted in fulfillment of this requirement; or
- (2) A minimum of 30 semester hours of credit in the subject for which endorsement is sought and a minimum of nine semester hours of credit in a subject or subjects related to the subject for which endorsement is sought, except that a major or course work in professional education may not be accepted in fulfillment of this requirement, and except that:

(D) For a foreign language endorsement, 24 semester hours of credit in the foreign language in which endorsement is sought; and

- (4) Has a minimum of 18 semester hours of credit in professional education in a planned program of study and experience to be distributed among each of the following:

- (A) Foundations of education. This group includes areas such as: (1) philosophy of education, (2) school effectiveness, (3) history of education and (4) comparative education;
- (B) Educational psychology. This group includes areas such as: (1) growth and development of children from birth through the life span, (2) psychology of learning, (3) child-adolescent psychology and (4) mental hygiene;
- (C) Curriculum and methods of teaching. This group includes areas such as: (1) subject area curriculum and methodology and (2) effective teaching skills;
- (D) Supervised observation, participation and full-time responsible student teaching in a secondary school totaling at least six but not more than 12 semester hours of credit as part of the requirement; and
- (E) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

Conn. Agencies Regs. 10-145d-441

To receive an initial educator certificate for foreign language instruction at the elementary level, an applicant shall present evidence of meeting the following requirements, in addition to meeting the assessment requirements, as appropriate:

- (a) Holds a bachelor's degree from an approved institution;
- (b) Holds or is eligible for a secondary foreign language certificate;
- (c) Has completed three semester hours of credit in each of the following:
  - (1) Language acquisition in young children;
  - (2) Methods and materials for teaching foreign language at the elementary level; and
- (d) A course of study in special education comprised of not fewer than 36 clock hours, which shall include study in understanding the growth and development of exceptional children, including handicapped and gifted and talented children and children who may require special education, and methods for identifying, planning for and working effectively with special-needs children in the regular classroom.

# Delaware

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## District of Columbia

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Florida

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Georgia

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Guam

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Hawaii

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Idaho

Out-of-state approved teacher preparation program must be NCATE/TEAC/CAEP accredited.

# Illinois

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Indiana

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Iowa

Iowa Admin. Code 282-13.28

13.28(7) World language. K-8 and 5-12. Completion of 24 semester hours in each world language for which endorsement is sought.

## Kentucky

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Louisiana

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Maine

05-071 CMR Ch. 115, Pt. II, § 1.1

## 1.7 Endorsement: World Language Teacher

A. Function: This endorsement on a teacher certificate allows the holder to teach students in a world language pre-kindergarten through grade 12, including but not limited to one of the following endorsement areas: 410 Latin, 420 French, 430 German, 440 Spanish, 445 Portuguese, 450 Russian, 454 American Sign Language, 455 Hebrew, 456 Arabic, 460 Italian, 465 Greek, 470 Chinese, or 480 Japanese.

Changes to the list of world language endorsements may be made by the State Board and Commissioner without further rulemaking proceedings.

## B. 2. Endorsement Eligibility Pathway 2

(a) Earned at least a bachelor's degree from an accredited college or university, in accordance with Part I Section 6.1 of this rule;

(b) Satisfied one of the following:

- i. Completed a minimum of 24 semester hours with an emphasis on world language acquisition and culture in the world language endorsement area being sought; or
- ii. Earned a score of at least an "Advanced Low" on the American Council on the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview administered by a certified ACTFL oral proficiency tester in the modern language endorsement area being sought, and earned a score of at least "Advanced Low" on the American Council on the Teaching of Foreign Languages (ACTFL) Writing Proficiency Test in the world language endorsement area being sought; or
- iii. Earned a score of at least a 7 in speaking and writing on the Avant STAMP 4S or Avant STAMP WS in the world language endorsement area being sought; or
- iv. Earned a score of at least a 4 on the American Sign Language Proficiency Interview (ASLPI) for the American Sign Language endorsement;



- (c) Completed a minimum of three semester hours in diversity-centered content related to today's classroom (e.g., culturally responsive teaching, multicultural education, intercultural education, second language acquisition or world language teaching methods);
- (d) Completed a minimum of three semester hours in human development, educational psychology, developmental psychology, adolescent psychology, or child development;
- (e) Passed basic skills test in reading, writing and mathematics, in accordance with Maine Department of Education Regulation 13, or achieved at least a 3.0 cumulative GPA in all courses required for the certification, or completed a successful portfolio review demonstrating competency in Maine's Initial Teacher Standards;
- (f) Passed content area methods course;
- (g) Completed an approved course for teaching students with exceptionalities in the regular classroom; and
- (h) Completed one academic semester or a minimum of 15 weeks of full-time student teaching, or a combination of part-time and full-time student teaching in an amount equivalent to 15 weeks in the endorsement area at the specified grade level. This requirement shall be waived upon completion of one full year of successful teaching under a conditional certificate in the endorsement area at the specified grade level.

## Maryland

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Massachusetts

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Michigan

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Minnesota

Minnesota Rules, part 8710.4950

Subpart 1. Scope of practice. A teacher of world languages and cultures is authorized to provide to students instruction that is designed to develop language fluency and cultural understanding in a language other than spoken English. If teaching in an immersion setting where the entire academic curriculum is taught in a language other than English, the teacher shall hold licensure with the scope of practice appropriate to the subjects to be taught. The specific language or languages which the teacher is qualified to teach must be clearly indicated on the license.

Subp. 2. Licensure requirements for teachers of world languages and cultures.

A. A candidate for licensure to teach world languages and cultures to students in kindergarten through grade 8 shall:

- (1) hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- (2) hold or apply and qualify for a Minnesota elementary education classroom teaching license; and
- (3) show verification of completing a Professional Educator Licensing and Standards Board-approved preparation program leading to the licensure of teachers of world languages and cultures in subpart 3, 4, or 5.

B. A candidate for licensure to teach world languages and cultures to students in kindergarten through grade 12 shall:

- (1) hold a baccalaureate degree from a college or university that is regionally accredited by the association for the accreditation of colleges and secondary schools;
- (2) demonstrate the standards for effective practice for licensing of beginning teachers in part 8700.2000; and
- (3) show verification of completing a Professional Educator Licensing and Standards Board preparation program approved under chapter 8705 leading to

the licensure of teachers of world languages and cultures in subparts 3 and 6, 4 and 6, or 5 and 6.

Subp. 3. Subject matter standard for teachers of modern languages and cultures. A candidate for licensure as a teacher of modern languages and cultures must complete a preparation program under subpart 2, item A or B, subitem (3), that must include the candidate's demonstration of the knowledge and skills in items A to C.

A. All teachers of modern languages and cultures must:

- (1) understand language as a system;
- (2) understand first and second language acquisition theory and how this informs practice;
- (3) demonstrate intermediate-high level speaking proficiency as defined in the ACTFL Proficiency Guidelines established by the American Council on the Teaching of Foreign Languages;
- (4) comprehend, interpret, and evaluate information received in the target language through reading and listening at the level that results from demonstrating the speaking proficiency; and
- (5) use familiar topics to write narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs at a level understandable to a native speaker of the target language.

B. A teacher who is a native speaker of the modern language to be taught must:

- (1) demonstrate advanced level speaking proficiency in English and the target language as defined in the ACTFL Proficiency Guidelines;
- (2) comprehend, interpret, and evaluate information received in the target language and in English through reading and listening at the level that results from demonstrating the speaking proficiency; and
- (3) use familiar topics to write in English and the native language narratives and descriptions of a factual nature or routine correspondence consisting of several paragraphs to a level understandable to a native.

C. A teacher of modern languages and cultures must:

- (1) be aware of areas of the world where the target language is spoken and know that life in all these areas may vary widely;
- (2) understand the target culture from a variety of perspectives, including historical, geographical, political, and artistic and contemporary viewpoints;

- (3) be familiar with culture and literature of children and adolescents in both the United States and target cultures;
- (4) understand the history of institutions within the cultures sufficiently for comprehending why current conditions exist;
- (5) have a sociolinguistic understanding sufficient for accurately communicating the interrelationships of the language and culture;
- (6) understand that both content and process are important and that cultural knowledge and understanding are interdisciplinary;
- (7) understand that culture is neither monolithic nor static and that developing insights into the variability of cultural phenomena is a lifelong process;
- (8) know that every cultural phenomenon is unique and is affected by age, geographic region, sex, class, and other factors and that multiple perspectives, value systems, and modes of decision-making and behaviors exist;
- (9) know about cultural stereotyping and how to address it as a result of developing skills in processing information which include observing, comparing, and inquiring about cultural phenomena; analyzing and hypothesizing about the phenomena; and synthesizing and determining their generalizability;
- (10) compare and contrast cultures of people who speak another language with the teacher's own culture; and
- (11) have opportunities for first-hand experiences with the target cultures, whether in the United States or abroad, and relate those experiences to the classroom setting.

Subp. 6a. Student teaching and field experiences. A candidate for licensure to teach world languages and cultures must have a broad range of targeted field-based experiences, of a minimum of 100 hours prior to student teaching, that provide opportunities to apply and demonstrate competency of professional dispositions and the required skills and knowledge under this part and part 8710.2000.

Across the combination of student teaching and other field-based placements, candidates must have experiences teaching the content at three levels: kindergarten through grade 6, grades 5 through 8, and grades 9 through 12.

For initial teacher licensure, the student teaching period must be a minimum of 12 continuous weeks, full time, face-to-face, in which the candidate is supervised by a cooperating teacher, and evaluated at least twice by qualified faculty supervisors in collaboration with the cooperating teachers.

Subp. 7. Continuing license. A continuing license shall be issued and renewed according to the rules of the Professional Educator Licensing and Standards Board governing continuing licensure.

Subp. 8. Incorporations by reference.

A. For the purposes of this part, the ACTFL Proficiency Guidelines published in 1986 by the American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, NY 10701-6801, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the State Law Library.

B. For the purposes of this part, the Signed Communication Proficiency Interview Guidelines published in August 1994 by the National Technical Institute for the Deaf, 52 Lomb Memorial Drive, Rochester, NY 14623-5604, and subsequent editions are incorporated by reference. The guidelines are not subject to frequent change and are available from the State Law Library.

## Mississippi

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Missouri

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Montana

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Nebraska

Neb. Admin. R. & Regs. Tit. 92, Ch. 24, § 006

006.72C Persons with this endorsement may teach at the grade levels and the world language(s) for which they have been prepared.

006.72D Certification Endorsement Requirements: This endorsement requires a minimum of 30 semester hours in the world language for either the K-8 or 7-12

endorsement. Those candidates seeking a K-12 endorsement must complete course work and clinical experiences which address elementary and secondary levels.

006.72D1 Upon successful completion of the Official American Council for the Teaching of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI) and the Official ACTFL Writing Proficiency Test (WPT) at the Advanced-Low level of proficiency in the target languages of French, German, Hebrew, Italian, Portuguese, Russian, and/or Spanish, and at the Intermediate-High level for Arabic, Chinese, Japanese, and/or Korean, the standard institutions of higher education may waive up to 15 hours of the 30 hours required in the world language.



# Nevada

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# New Hampshire

N.H. Code Admin. R. Ed 507.38

The following requirements shall apply to the certification of a world language teacher for grades K-12:

(b) A candidate for certification as a world language teacher shall have:

(1) A bachelor's degree or higher, and

(2) Except as provided for ASL below, an intensive experience at the advanced level in the target language, such as, but not limited to:

a. A term of residence in the country/community of the target language;

b. A service learning experience requiring the use of the target language; or

c. A term of residence in a certified total immersion program in the target language; and

(c) A candidate for certification as a world language teacher shall have the following skills, competencies and knowledge through a combination of academic experiences and demonstrated competency and equivalent experiences in the following areas:

(1) In the area of speaking and listening, the candidate shall have the ability to interact with ease and confidence when dealing with most routine tasks and social situations of the intermediate level in the target language, as evidenced by:

a. The ability to understand equivalent to a minimum of Intermediate High according to the American Council on the Teaching of Foreign Languages (ACTFL) criteria in ACTFL Proficiency Guidelines - Speaking (2012), as specified in Appendix II; or

b. The ability to meet the New Hampshire Guidelines for Language Learning Continuum, Stage III, as outlined in the New Hampshire Guidelines for World Language Learning K-College, published by the New Hampshire Association of World Language Teachers, as specified in Appendix II;

(2) In the area of written communication, the candidate shall have the ability to understand and create written materials in the target language for a variety of purposes and audiences;

(3) In the area of cultures, the candidate shall have the following knowledge and abilities as related to target language societies:

- a. Knowledge of customs and ranges of cultural expression, including but not limited to art, cuisine, and music;
- b. Knowledge of representative types of literature including various literary themes and perspectives across authors, genres, and regions;
- c. Knowledge of the history, geography, and contemporary events;
- d. Knowledge of social structures, roles, and attitudes, such as family, education, work, and leisure; and
- e. Knowledge of political systems and institutions.

(4) In the area of connections, the candidate shall have the ability to apply the target language to other content areas to reinforce and further the knowledge of other disciplines, including:

- a. Knowledge of the range of career opportunities for speakers of more than one language;
- b. Ability to describe and compare how basic sports and leisure activities are conducted in areas where the target language is spoken to these practices in the United States;
- c. Ability to identify the currency and principal products of various target language countries;
- d. Knowledge of and ability to use the target language to explain its structure;
- e. Knowledge that differences exist in language use among different social and regional groups in such areas as vocabulary, pronunciation, and level of formality; and
- f. Ability to compare and contrast cultural practices and social roles, such as ceremonies, and interpersonal relationships, among various countries where the target language is spoken.

## New York

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## North Carolina

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## North Dakota

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## North Mariana Islands

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Ohio

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Oklahoma

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## Oregon

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## Pennsylvania

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## Rhode Island

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## South Carolina

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## South Dakota

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Tennessee

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## Texas

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## Utah

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

# Vermont

## 5440-06 Modern and Classical Languages

The holder is authorized to teach a modern (including American Sign Language) and/or classical language(s) in grades PK-6, 7-12, or PK-12, as specified on the endorsement. In order to qualify for this endorsement, the candidate shall demonstrate the following:

### 1. Knowledge Standards:

Demonstrates knowledge of target language. Demonstrate knowledge of the current national standards related to modern and classical languages/ASL (i.e. The 5 C's of American Council of the Teaching of Foreign Languages, American Classical League, American Sign Language Teachers Association).

- 1.1. Proficiency in speaking, reading, writing, and listening comprehension in the target language(s)
- 1.2. The structure, phonetic system, and different socio-linguistic levels of the target language(s)
- 1.3. The practices, products, and perspectives of the target culture(s), including a broad general foundation in the arts, history, geography, economics, and literature of the target culture(s)
- 1.4. The individual and societal advantages of learning another language
- 1.5. The developmental process of second language acquisition (SLA) at the early childhood/elementary and/or middle/secondary levels
- 1.6. Research-based instructional methods and strategies that develop target language communication skills as they relate to the continuum of instruction and the endorsement level.

### 3. Performance Standards:

Implements target language curriculum that provides students with opportunities to achieve the cultural and linguistic outcomes specified in current national standards (i.e. The 5 C's of American Council for the Teaching of Foreign Languages (ACTFL), American Classical League ACL, and American Sign Language Teachers Association ASLTA)

Specifically, the Educator:

- 3.1. Applies knowledge of research-based methods and strategies to design developmentally-appropriate learning activities for students with diverse learning styles, interests, and linguistic backgrounds



- 3.2. Uses appropriate technologies to enhance instruction and learning.
- 3.3. Incorporates authentic materials and media (e.g. music, art, food, film, literature, print or online resources) in order to develop students' understanding and appreciation of the target language and its cultures' history, geographical regions, values, and customs
- 3.4. Designs instruction to develop linguistic and cross-cultural competence, and interdisciplinary connections through critical thinking, problem solving and communication.
- 3.5. Designs a variety of learning activities that incorporate all modes of communication (interpretive, interpersonal and presentational).
- 3.6. Integrates classroom curricular themes with the target language curriculum (early childhood/elementary)
- 3.7. Advocates for all students to acquire foreign language skills and cultural knowledge at the earliest possible age
- 4. A major in a modern or classical language, or the equivalent in undergraduate and/or graduate coursework. (Native speakers and speakers of ASL are exempt from this requirement.)
- 5. A minimum of a practicum, or the equivalent, in modern and classical languages at the elementary (PK-6) or middle/secondary (7-12) instructional level, depending on the authorization sought. For the full PK-12 authorization, a minimum of a practicum, or the equivalent, in modern and classical languages at both the PK-6 and 7-12 instructional levels is required.
- 6. REQUIRED TESTING: Praxis II subject assessments in the Target Language.  
French -- Test Code 5174

Spanish -- Test Code 5195

German -- Test Code 5183

Latin -- Test Code 0600

Chinese -- Test Code 5665

American Sign Language -- Test Code 0632

If applicant/Educator is seeking an endorsement in a language with no specified Praxis II requirement, applicant/Educator must take appropriate ACTFL examination for that language. See [www.languageTesting.com](http://www.languageTesting.com) for more info.

# Virginia

## 8 VAC 20-23-360

A. The specific language of the endorsement will be noted on the license.

B. Endorsement requirements for foreign language preK-12--languages other than Latin and American Sign Language. The candidate shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and graduated from an approved teacher preparation program in a foreign language; or

2. Earned a baccalaureate degree from a regionally accredited college or university, and completed a major in the foreign language or 30 semester hours of coursework above the intermediate level in the foreign language distributed in the following areas:

- a. Advanced grammar and composition;

- b. Conversation, culture and civilization, and literature; and

- c. In addition to the 30 semester hours, completed a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.

3. Endorsement in a second foreign language may be obtained by successfully completing 24 semester hours of coursework above the intermediate level.

4. Candidates who have learned a foreign language without formal academic credit in a regionally accredited college or university shall complete the following requirements:

- a. Achieve a qualifying score on a foreign language assessment in the appropriate language as prescribed by the Virginia Board of Education; and

- b. Earn a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States or obtain teacher certification in another country with at least 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels at a foreign institution.

## 8 VAC 20-23-190

Professional studies requirements for preK-12, secondary grades 6-12, and adult education endorsements: 18 semester hours. Professional studies requirements for special education endorsements: 21 semester hours. These requirements may be taught in integrated coursework or modules.

### 1. Human development and learning (birth through adolescence): 3 semester hours.

- a. Skills in this area shall contribute to an understanding of the physical, social, emotional, speech and language, and intellectual development of children and the ability to use this understanding in guiding learning experiences and relating meaningfully to students.
- b. The interaction of children with individual differences - economic, social, racial, ethnic, religious, physical, and cognitive - should be incorporated to include skills contributing to an understanding of developmental disabilities and developmental issues related to, but not limited to, low socioeconomic status; attention deficit disorders; developmental disabilities; gifted education, including the use of multiple criteria to identify gifted students; substance abuse; trauma, including child abuse and neglect and other adverse childhood experiences; and family disruptions.

### 2. Curriculum and instruction: 3 semester hours.

- a. Skills in this area shall contribute to an understanding of the principles of learning; the application of skills in discipline-specific methodology; varied and effective methods of communication with and among students; selection and use of materials, including media and contemporary technologies; selection, development, and use of appropriate curricula, methodologies, and materials that support and enhance student learning and reflect the research on unique, age-appropriate, and culturally relevant curriculum and pedagogy.
- b. Understanding of the principles of online learning and online instructional strategies and the application of skills to deliver online instruction shall be included.
- c. Instructional practices that are sensitive to culturally and linguistically diverse learners, including English learners; gifted and talented students

and students with disabilities; and appropriate for the level of endorsement sought shall be included.

d. Teaching methods shall be tailored to promote student academic progress and effective preparation for the Virginia Standards of Learning assessments.

e. Methods of improving communication between schools and families, ways of increasing family engagement in student learning at home and in school, and family engagement with the Virginia Standards of Learning shall be included.

f. Study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Virginia Board of Education in consultation with the Virginia Department of Social Services and training or certification in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators shall be included. The certification or training program shall (i) be based on the current national evidenced-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of automated external defibrillator, such as a program developed by the American Heart Association or the American Red Cross, and (ii) include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

g. Curriculum and instruction for secondary grades 6-12 endorsements shall include middle and secondary education.

h. Pre-student teaching experiences (field experiences) should be evident within these skills. For preK-12, field experiences shall be at the elementary, middle, and secondary levels.

3. Assessment of and for learning: 3 semester hours.

a. Skills in this area shall be designed to develop an understanding and application of creating, selecting, and implementing valid and reliable classroom-based assessments of student learning, including formative and summative assessments. Assessments designed and adapted to meet the needs of diverse learners shall be addressed.

b. Analytical skills necessary to inform ongoing planning and instruction, as well as to understand, and help students understand their own progress and growth shall be included.

- c. Skills shall also include the ability to understand the relationships among assessment, instruction, and monitoring student progress to include student performance measures in grading practices, the ability to interpret valid assessments using a variety of formats in order to measure student attainment of essential skills in a standards-based environment, and the ability to analyze assessment data to make decisions about how to improve instruction and student performance.
  - d. Understanding of state assessment programs and accountability systems, including assessments used for student achievement goal-setting as related to teacher evaluation and determining student academic progress shall be included.
  - e. Knowledge of legal and ethical aspects of assessment and skills for developing familiarity with assessments used in preK-12 education such as diagnostic, college admission exams, industry certifications, and placement assessments shall be included.
4. Foundations of education and the teaching profession: 3 semester hours.
- a. Skills in this area shall be designed to develop an understanding of the historical, philosophical, and sociological foundations underlying the role, development, and organization of public education in the United States.
  - b. Attention shall be given to the legal status of teachers and students, including federal and state laws and regulations; school as an organization and culture; and contemporary issues and current trends in education, including the impact of technology on education. Local, state, and federal governance of schools, including the roles of teachers and schools in communities shall be included.
  - c. Professionalism and ethical standards, as well as personal integrity shall be addressed.
  - d. Knowledge and understanding of Virginia's Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers shall be included.
5. Classroom and behavior management: 3 semester hours.
- a. Skills in this area shall contribute to an understanding and application of research-based classroom and behavior management techniques, classroom community building, positive behavior supports, and individual interventions, including techniques that promote emotional well-being and teach and maintain

behavioral conduct and skills consistent with norms, standards, and rules of the educational environment.

b. This area shall address diverse approaches based upon culturally responsive behavioral, cognitive, affective, social and ecological theory and practice.

c. Approaches should support professionally appropriate practices that promote positive redirection of behavior, development of social skills and of self-discipline.

d. Knowledge and an understanding of various school crisis management and safety plans and the demonstrated ability to create a safe, orderly classroom environment shall be included. The link between classroom management and the students' ages shall be understood and demonstrated in techniques used in the classroom.

#### 6. Language and literacy.

a. Adult education, preK-12, and secondary grades 6-12 - literacy in the content areas: 3 semester hours. Skills in this area shall be designed to impart an understanding of vocabulary development and comprehension skills in English, mathematics, science, history and social science, and other content areas. Strategies include teaching students how to ask effective questions, summarize and retell both verbally and in writing, and listen effectively. Teaching strategies include literal, interpretive, critical, and evaluative comprehension, as well as the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading for adolescent learners.

b. Special education - language acquisition and reading and writing: 6 semester hours. Skills listed for these endorsement areas represent the minimum competencies that a beginning teacher shall be able to demonstrate. These skills are not intended to limit the scope of a beginning teacher's program. Additional knowledge and skills that add to a beginning teacher's competencies to deliver instruction and improve student achievement should be included as part of a quality learning experience.

(1) Language acquisition: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the complex nature of language acquisition as a precursor to literacy. Language acquisition shall follow the typical development of

linguistic competence in the areas of phonetics, semantics, syntax, morphology, phonology, and pragmatics.

(2) Reading and writing: 3 semester hours. Skills in this area shall be designed to impart a thorough understanding of the Virginia English Standards of Learning, as well as the reciprocal nature of reading and writing. Reading shall include phonemic and other phonological awareness, concept of print, phonics, fluency, vocabulary development, and comprehension strategies. Writing shall include writing strategies and conventions as supporting the composing and written expression and usage and mechanics domains. Additional skills shall include proficiency in understanding the stages of spelling development and the writing process and the ability to foster appreciation of a variety of fiction and nonfiction texts and independent reading.

7. Supervised classroom experience. Supervised clinical experiences shall be continuous and systematic and comprised of early field experiences and a minimum of 10 weeks of successful full-time student teaching in the endorsement area sought under the supervision of a cooperating teacher with demonstrated effectiveness in the classroom. The summative supervised student teaching experience shall include at least 150 clock hours spent in direct teaching at the level of endorsement in a public or accredited nonpublic school.

If a preK-12 endorsement is sought, teaching activities shall be at the elementary and middle or secondary levels. Individuals seeking the endorsement in library media shall complete the supervised school library media practicum in a school library media setting. Individuals seeking an endorsement in an area of special education shall complete the supervised classroom experience requirement in the area of special education for which the endorsement is sought. One year of successful full-time teaching experience in the endorsement area in a public or an accredited nonpublic school may be accepted in lieu of the supervised teaching experience. For the Online Teacher License only, one year of successful online teaching experience in the endorsement area in a public school, an accredited nonpublic school, or an accredited virtual school or program may be accepted in lieu of the supervised teaching experience. A fully licensed, experienced teacher shall be available in the school building to assist a beginning teacher employed through the alternate route.

## Washington

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.

## West Virginia

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.



# Wisconsin

Wisconsin standards are aligned with CAEP (and relevant SPA) standards.

Wis. Adm. Code  $\beta$  PI 34.040 (g) Out--of--state program. The applicant meets all of the following requirements: 1. Completed an out--of--state educator preparation program that meets all of the following requirements: a. Is approved by the state education agency of the state in which it is located. b. Is comparable to an approved program, including student teaching experience. 2. Received an institutional endorsement from the preparation program. 3. Demonstrated content knowledge by meeting the requirements under s. PI 34.021 (1) (c). 4. Demonstrated pedagogical knowledge, as required under s. PI 34.021 (1) (d).

Wis. Adm. Code  $\beta$  PI 34.002 Except as otherwise provided in this chapter, to receive a license to teach under subch. VI, an applicant shall complete an approved program and demonstrate proficient performance in the knowledge, skills, and dispositions in all of the following: (1) PUPIL DEVELOPMENT. The teacher understands how pupils grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas. The teacher designs and implements developmentally appropriate and challenging learning experiences for pupils. (2) LEARNING DIFFERENCES. The teacher uses his or her understanding of individual pupil differences and diverse cultures and communities to ensure inclusive learning environments that enable each pupil to meet high standards. (3) LEARNING ENVIRONMENTS. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self--motivation. (4) CONTENT KNOWLEDGE. The teacher understands the central concepts, tools of inquiry, and structures of each discipline he or she teaches. The teacher creates learning experiences that make the discipline accessible and meaningful for pupils to assure mastery of the content. (5) APPLICATION OF CONTENT. The teacher understands how to connect concepts and use differing perspectives to engage pupils in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues. (6) ASSESSMENT. The teacher understands and uses multiple

methods of assessment to engage pupils in their own growth, to monitor pupil progress, and to guide the teacher's and pupil's decision making. (7) PLANNING FOR INSTRUCTION. The teacher plans instruction that supports every pupil in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross--disciplinary skills, pedagogy, pupils, and pupils' communities. (8) INSTRUCTIONAL STRATEGIES. The teacher understands and uses a variety of instructional strategies to encourage pupils to develop a deep understanding of content areas and their connections, and to develop skills to apply knowledge in a meaningful way. (9) PROFESSIONAL LEARNING AND ETHICAL PRACTICE. The teacher engages in ongoing professional learning. The teacher uses evidence to continuously evaluate the teacher's practice, including the effects of the teacher's choices and actions on pupils, their families, other educators, and the community. The teacher adapts the teacher's practice to meet the needs of each pupil. (10) LEADERSHIP AND COLLABORATION. The teacher seeks appropriate leadership roles and opportunity in order to take responsibility for pupil learning, to collaborate with pupils, their families, educators, and the community, and to advance the profession.

## Wyoming

Out-of-state approved teacher preparation program graduates who hold license/certificate from state/territory where program is approved meet educational requirements.