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Standards and Foreign Language Teacher Education: Developing New Professionals during a Time of Reform

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Since 1989 when the National Council of Teachers of Mathematics published the first standards document, *Curriculum and Evaluation Standards for School Mathematics*, twelve other content areas have brought together professionals from their ranks to formulate content standards for their disciplines. In addition, numerous state education agencies have undertaken the development of standards and the means of assessing them for their K-12 students.

In the past, teachers have often been underinvolved participants in a broader educational policy. They have performed tasks and followed curriculum that for the most part has been written by someone else. For a long time, top-down management has been the norm, and the voice of teachers in policy development has been virtually nonexistent.

Suddenly, site-based management has plunged teachers into a leadership role, often with very little training on how to be a team member of a group larger than their grade level or subject area. Many teachers are now being asked to construct, write, and disseminate curriculum and policy, when before,

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the most extensive policy they had designed was that of their own classroom. Unlike at any time in the past, teachers are being held accountable for what and how well they teach. Today, classroom teachers are members of state and national standards-writing teams and committees, so along with greater accountability has come an increase in teachers' input on what students should know and be able to do as well as the subsequent assessments of these standards.

In addition, teachers have been used to either "covering the book," or following the department's or school's syllabus. Recently, though, these notions, concepts, duties, and beliefs have been turned upside down. Veteran teachers will admit that times have changed dramatically, and that their comfort zones are often violated. Today, a teacher's repertoire demands a knowledge not only of one's content area, but also of how to deal with students with special learning needs, how to address the multicultural issues of both school and community, and how to integrate into learning and teaching the many technological advances.

Therefore, if the teacher's role has changed, the assumption is that the way we train teachers must change. Also, if states, the federal government, and the content areas have reviewed, revised, and rewritten their standards to identify student expectations, should it not be assumed that the teacher-training profession should be doing the same?

What impact does the standards movement have on teacher education? What must universities do to keep pace with the evolution of and revolution in the profession? What role should professional organizations take in the development of future foreign language teachers? What are or should be some of the criteria to assess interns and initially certified teachers? What are other disciplines doing about the process? This article will explore the impact that national standards have had and will have on initial teacher-development programs in the field of K-12 foreign language teacher education.

Standards for Teacher Education

Before this most recent educational reform movement, teacher-education programs felt no pressure to change. Except for some minor fine tuning and updating, teacher development has remained relatively the same for decades. Then, quite suddenly, beginning in the mid to late 1980s, teachers were asked to participate in experiences and perform duties in which they had never been asked to participate before. In addition, student demographics have changed dramatically and radically. Up until recently, teachers have received little

formal training to become decision makers, policymakers, and public-relations officials and to deliver instruction to a highly diverse population in a technologically explosive world. With the changing demands on the field has come the need to review and revise teacher education.

Research has revealed other serious reasons to reform teacher education. Goodlad (1991) called for the complete redesign of teacher education because of the following findings: a debilitating lack of prestige in the teacher-education enterprise; a lack of program coherence; the gulf between theory and practice; a stifling regulated conformity.

These facts may well contribute to the poor retention and recruitment of new teachers that the profession has experienced over the past decade. For example, in 1993–1994, nearly 20 percent of all beginning teachers in North Carolina did not return to the classroom the next year. In fact, nearly half of all first-year teachers will leave the classroom within four years (*Keystone* 1994).

The Need for Standards in Teacher Education

Until the end of the 1980s, teacher development had changed relatively little since the advent of the normal school. Beginning in the 1960s, though, researchers began to investigate teacher-education students. They discovered time and again that teacher-education students were among the least academically able of all college students (Carnegie Forum 1986; Koerner 1963; Vance & Schlechty 1982; Weaver 1979). Policymakers tend to blame institutions of higher education (IHE) for the problem, claiming that IHEs are not recruiting the most academically able candidates for the teaching profession (Boyer 1983; National Center for Education Statistics 1990; National Commission for Excellence in Teacher Education 1985). Also, in the 1970s, few states mandated examinations of teacher competence, such as the National Teacher Exam (NTE). The profession was attracting poorly qualified individuals, and there was little in place to act as a quality control. In foreign languages, reports proliferated of teachers who barely were able to speak the target language.

Reform in Teacher Education

Finally, in the mid to late 1970s, the teaching profession began to confront the problem. Teacher educators awakened to the fact that something had to be done to correct years of neglect and complacency. The profession needed ways of assessing the competence of future teachers. For example, by 1984 all but nine states had either adopted the NTE or a similar exam, were going

to do so within three years, or were considering the adoption of one (Plisko & Stern 1985). The American Council on the Teaching of Foreign Languages (ACTFL) developed the Oral Proficiency Interview (OPI), which provided a way to ascertain the oral ability of an individual.

Besides requiring national testing as a way of assuring content competence, the American Association of Colleges of Teacher Education (1986) recommended a revamping of teacher education. AACTE proposed that IHEs, in partnership with school districts, develop alternative training programs that meet the following criteria:

1. Selective admission standards including but not limited to (a) a baccalaureate degree, (b) assessment of subject-matter competence, (c) assessment of personal characteristics, and (d) assessment of communication skills
2. A curriculum that provides candidates with the knowledge and skills essential to the beginning teacher
3. A supervised internship in which candidates demonstrate pedagogical competence
4. An examination that assures competence in the subject field and in professional studies

Concurrent to the publication of the AACTE's criteria, a group of concerned deans of schools and colleges of education founded the Holmes Group in 1985. The group, now including approximately ninety research universities across the country, formed a consortium dedicated to the improvement of teacher education and the upgrading of the teaching profession in general. In its first report, the group called for a more coherent link between the arts and sciences and teacher education (Stoddart and Floden 1995).

Professional Development Schools

Another development instituted to improve the training of teachers was the creation of Professional Development Schools (PDS). PDSs take teacher education into the schools, making the K-12 classroom the main site for preservice instruction rather than the university. PDSs also provide in-service instruction for participating school districts, and they also may confer clinical professor status upon classroom teachers who provide instruction for the preservice students. With PDSs, future teachers are present in and involved with the schools much more than they are during the early observational experiences and student teaching assignments of traditional teacher-education programs.

Professional Development Schools are an outgrowth of the national revision of teacher education and the implementation of higher standards in the profession. These programs of teacher training are also called "Fifth Year" programs. Five of the programs in place the longest, each with a different format, are at the University of Virginia, Stanford University, Louisiana State University, Michigan State University, and the University of Florida. When initially certified teachers graduate from these programs, they receive a master's degree in education from that institution. The programs differ in the number of credit hours they require, in when they admit students to begin the program (the most common entry point is either in the junior year of an undergraduate degree or at the beginning of the fifth year), and in their selection of a basic philosophy of teaching. What all PDS programs have in common is that a portion (if not all) of the teacher training that used to take place on campus now takes place in the schools. PDSs also elicit the assistance of classroom teachers in instructing the teacher interns.

Since the PDS model of teacher education is relatively new, no longitudinal research data is available. Future studies must ascertain the effectiveness of these programs and determine whether any model is more effective than the others. However, even though no empirical data are presently available, there appear to be a number of advantages to the PDS model. First, the extended period of time in the schools for preservice teachers should provide for a more thorough and realistic introduction into the profession. In addition, the universities create an agreement with local school districts to develop sites that will place and work with the PDS universities' student teachers before they accept student teachers from another university. This is extremely important in areas where many universities are vying for a few student teacher placements. Also, cooperating teachers, or clinical adjunct professors as they are sometimes called, go through extensive training before receiving a student intern. This provides an excellent opportunity for universities to introduce state-of-the-art teaching techniques to practicing teachers in a much more comprehensive way than in the past. It is hypothesized that the cadre of cooperating teachers will enhance their own classroom performance, and the students will receive better instruction.

Alternative Paths to Teacher Certification

Besides reworking traditional teacher-education programs, another popular option has been the creation of alternative certification programs now found in most states. These programs have evolved in response to the national teacher shortage in math, science, foreign language, and ESL, as well as from a concern about the caliber of new teachers coming from colleges and

universities. Alternative path programs hope to address the main criticisms of traditional teacher-education programs: the novice teachers' lack of content knowledge and their inability to control and cope with today's students. Alternative certification streamlines teacher training by (1) recruiting individuals who already have a strong knowledge of their subject area and (2) providing these individuals with what is felt to be essential pedagogical information so that they may succeed in the classroom. Alternative certification provides a quick supply of teachers for areas in critical demand.

Nearly every state has alternative routes to teacher certification. They are typically administered by state departments of education or school districts. They allow college graduates a short preservice training and purport to provide continued training and support during the first year of teaching. There were eighteen states in 1986 that offered alternative paths to certification; in 1992, there were forty (Feistritz 1993).

Alternative paths to certification have added a substantial number of teachers across the country. For example, between 1986 and 1991, more than 10,000 new teachers were recruited via alternative routes in nine states in the Southern Regional Board: Alabama, Florida, Georgia, Maryland, Mississippi, North Carolina, South Carolina, Texas, and Virginia (Corbin 1991). Texas enrolled 1,064 new teachers via the alternative path in 1989-1990 (Texas Education Agency 1990). The Los Angeles Unified School District recruited 1,100 new teachers into their alternative certification program between 1984 and 1990, many in the fields of bilingual education, math, and science (Stoddart 1992).

School districts, state departments of education, state legislatures, and universities have all been involved in the process. For example, in Los Angeles the district hires uncertified teachers, selected certified teachers in the school district deliver instruction to the certification candidates, and the district grants licenses to the candidates who meet the requirements of the Los Angeles Unified School District (LAUSD). An individual who has a baccalaureate degree and demonstrates subject-matter competence is given a fifteen-day orientation on policies, practices, and procedures of the LAUSD. They also take a two-year curriculum of course work and a one-week seminar on multicultural education. These courses and seminars are offered at a district training center and are taught by district teachers and administrators (Stoddart and Floden 1995).

In New Jersey, the teacher candidates spend twenty days in a classroom, supervised by an experienced teacher. The teacher candidate gradually assumes responsibility for the classroom. The candidates then participate in twenty weeks of professional education at a state regional training center, taught by university teacher-education faculty (Stoddart and Floden 1995).

Traditional versus Alternative Routes to Teacher Certification

The main differences between university-based and alternative teacher-training programs are the context and the content of the programs. With university-based programs, most of the instruction takes place on university campuses, while alternative paths provide training and instruction either exclusively in the schools or at a combination of sites, such as at a university, a state training center, and the school district.

The content of a university-based program requires more hours of formal instruction, but alternative certification programs typically require more hours of supervised field experience as a full-time teacher. Alternative routes focus more on teaching methods and classroom management than on subject matter, since the alternative-route candidate was deemed to be knowledgeable in their content area upon hiring (Darling-Hammond, Hudson, & Kirby 1989).

Traditional routes to teacher education and alternative paths are based on different philosophical beliefs. Those who believe in the traditional path feel that an individual requires several years of supervised preservice training. Those who believe in the alternative route maintain that individuals with subject-matter expertise can learn on the job with in-service training and support (Stoddard and Floden 1995).

Information on the effectiveness of alternative routes to teacher certification is lacking, even though the number of certificates via this path is proliferating. For example, no empirical data report whether these on-the-job trained teachers become effective teachers, or how long they stay in the profession. What has been noted is that alternative paths to certification are not always a solution to the teacher shortage. Darling-Hammond (1994) forcefully criticizes Teach for America, an organization that takes excellent arts and sciences graduates, and with minimal training, puts them in the classroom. Darling-Hammond notes that an individual with content knowledge, commitment, and sincerity still may lack important pedagogical skills needed to be an effective teacher.

Standards for Initially Certified Teachers

Up to this point, this article has explored the need for standards in teacher education. Are specific standards established for teacher education? ACTFL developed provisional program guidelines for foreign language teacher education in 1988. ACTFL formulated these guidelines before the standards movement took hold. How do these guidelines compare with more recent efforts of states and content areas? Who has created standards that are being used as the model for what initially certified teachers need to know? The

group recognized as the model for teacher-education standards is the Interstate New Teacher Assessment and Support Consortium.

The Interstate New Teacher Assessment and Support Consortium

The Interstate New Teacher Assessment and Support Consortium (INTASC) was formed in 1987 to enhance collaboration among states interested in reforming teacher development and teacher assessment for licensing. Now sponsored by the Council of Chief State School Officers (CCSSO), thirty-six states are actively involved in the mission of creating standards for initially certified teachers. INTASC focuses on standards-based licensing of new teachers and works in collaboration with a number of other institutions and organizations that are involved with the creation of standards for teachers and the delivery of both preservice and in-service instruction for teachers. INTASC primarily collaborates with state education agencies, which includes state boards of education and professional standards boards. INTASC also includes members from key organizations such as the National Board for Professional Teaching Standards (NBPTS), the American Association of Colleges of Teacher Education (AACTE), the National Council for the Accreditation of Teacher Education (NCATE), the National Association of State Boards of Education (NASBE), the National Association of State Directors of Teacher Education and Certification (NASDTEC), the National Education Association (NEA), and the American Federation of Teachers (AFT).

INTASC's goal is to provide direction in the creation of teachers who are able to nurture, support, and encourage *all* learners. INTASC believes there is more to teaching than just covering the curriculum. To achieve these goals, teachers must have a deeper understanding of their subject, how knowledge is acquired and nurtured, and how individual differences affect learning (CCSSO 1994).

In 1992 INTASC proposed ten core standards that promote a systemic, performance-based approach to education, licensing, and the support of continued professional growth of teachers (CCSSO 1994).

The ten core standards for new teachers proposed by INTASC are

1. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.
2. The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3. The teacher understands how students differ in their approaches to learning and can create instructional opportunities that are adapted to diverse learners.
4. The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.
5. The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.
6. The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
7. The teacher plans instruction based on knowledge of subject matter, students, the community, and curriculum goals.
8. The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.
9. The teacher is a reflective practitioner who continually evaluates the effects of his or her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.
10. The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being (CCSSO 1994).

These ten standards embody three essential characteristics. First, they are performance-based, describing what teachers should be able to do, not what courses need to be taken to receive a license. Second, they reflect the knowledge and skills required to develop learner-centered education. And third, they interlink with the standards created by the National Board for Professional Teaching Standards (NBPTS) for experienced teachers. The first standard addresses the requisite content-area knowledge; standards two through ten describe the pedagogical base that enables such teaching.

The INTASC standards furnish teacher-education professionals with the basis for revising both the content and the structure of their teacher-preparation programs. These standards focus on what teachers need to know and how they must translate that knowledge into effective practice in the classroom. They also contribute a framework between state teacher-education

program review and approval and national program accreditation. The INTASC standards also provide a framework for institutions of higher education and state departments of public instruction to create performance-based assessments that lead to the initial certification of teachers (CCSSO 1994).

Mathematics was the first content area to work with INTASC to develop specific teacher-training standards for their discipline. They were also the first content area to begin and complete the writing of K-12 content standards for their field.

ACTFL has met with members of the INTASC board. The present plan is that ACTFL will use the INTASC guidelines as a basis for the revision of its teacher-education standards. In addition, ACTFL maintains conversations with the AACTE and intends to join the National Council for the Accreditation of Teacher Education (NCATE) to further strengthen the profession's ties with the production of high-quality initially certified teachers.

Beyond the Initially Certified: Standards for Career Teachers

In the spirit of total reform, the teaching profession is reviewing not only preservice and initially certified individuals. The NBPTS was instituted to certify highly proficient members of the field.

The National Board for Professional Teaching Standards

The NBPTS was founded in 1987. It resulted from a recommendation by the Carnegie Forum on Education and the Economy's Task Force on Teaching as a Profession (1986), which proposed the creation of national examinations for experienced teachers that would license them as other professions such as medicine, law, and accountancy are licensed.

In the 1994-95 school year, exams were completed in early adolescence, English language arts, and early adolescence/generalist. Presently, draft standards are approved for public comment and critique in eight more areas, and committees are finishing the standards for nine more fields. By the end of the 1990s, more than thirty certificates will be available or under development for all areas of K-12 teaching. Some of the areas under development at the present are science, mathematics, art, social studies, history, vocational education, and English as a new language (NBPTS 1994a). Foreign languages are slated to be included by 1997.

The NBPTS will not replace state licensure and the setting of criteria for initially certified teachers. Rather, it is establishing advanced standards for

experienced teachers. It is offered on a voluntary basis (NBPTS 1994b). The NBPTS will collaborate with institutions of higher education to develop teacher-education programs that support the NBPTS (1994a).

The NBPTS's hope is that by making the career of teaching more professional, schools will be able to retain the best in the field as well as attract promising new teachers.

As was stated previously, the INTASC standards come from the work of the National Board for Professional Teaching Standards. There are a number of incentives for teachers successfully completing National Board Certification. Full or partial credential reciprocity exists between Alabama, Iowa, Oklahoma, New Mexico, and North Carolina. NBPTS fulfills professional development activities for licensure renewal in Colorado, Massachusetts, North Carolina, and Ohio, and in the local districts of Fairfax County, Virginia, and the District of Columbia. Mississippi and North Carolina provide salary supplements for National Board Certified teachers. New Mexico and North Carolina as well as Marlborough County, South Carolina, and Fairfax County, Virginia, provide release time for teachers to work on their portfolios or prepare for the assessment center (NBPTS 1995).

Recommendations for Improving Teacher-Education Standards

The U.S. Department of Education offered a series of recommendations based on a two-day meeting in March 1992 when K-16 educators from all fields came together to discuss ways of reforming teacher education along with school reform. Recommendations were made for state education agencies, districts and schools, institutions of higher education, professional organizations, U.S. Department of Education, and researchers. Many of their recommendations relate directly to the field of foreign language education and its effort to create content standards and revise existing teacher-education standards. The recommendations that pertain directly to initial certification programs in foreign language education are as follows:

State Education Agencies

- Support teacher-education programs that emphasize collaborative relationships among university and school staffs and clinical teaching experiences with diverse student populations
- Support efforts to improve the quality of teaching in institutions of higher education, especially in programs related to the preparation of teachers (Achieving World Class Standards 1993)

Institutions of Higher Education

- Develop strong liberal arts programs as prerequisites for teacher education
- Involve arts and science faculty in improving teacher education through integrating innovative teaching ideas in the arts and science courses themselves (Achieving World Class Standards 1993)

Professional Organizations

- Establish standards and assessments of student and teacher performance at school, state, and national levels
- Participate in decisions affecting preservice and in-service education, mentoring, and advanced professional development
- Support subject-area associations' efforts to establish standards-related teacher-education and licensing programs
- Collaborate across professional organizations to develop general and subject-specific pedagogical methods
- Use new technologies for education and encouraging collaboration among teachers (Achieving World Class Standards 1993)

U.S. Department of Education

- Support projects that establish and study the effectiveness of professional development schools
- Support efforts to develop professional teaching standards for initial licensure and for advanced certification of teachers (Achieving World Class Standards 1993)

Researchers

- Conduct research to test the influence of world class standards on improving teacher education, teaching, and student achievement
- Conduct research on characteristics of excellent teacher education, excellent teaching, and high levels of student achievement
- Research successful teachers and how they become educated
- Research models of productive collaboration among arts and science and education faculty to distinguish between real barriers and those that are myths (Achieving World Class Standards 1993)

Assessing Teacher Education

How do we know whether teacher educators are training quality teacher candidates? One way is by an outside evaluation of teacher-education programs at IHEs. One such review is done by the National Council for the Accreditation of Teacher Education (NCATE). NCATE is a rigorous accreditation group that thirty-six states use to approve teacher-education programs. Departments/schools/colleges of education spend at least a year before an on-site visitation by NCATE preparing written documentation to demonstrate that their institution is in compliance with the stringent standards that NCATE maintains. Teacher-education programs must describe and then demonstrate such things as linkage to arts and sciences, incorporating multicultural education in the curriculum, and a thorough advising program, both preservice and after licensure. NCATE has been working with the CCSO and the NBPTS to develop a system of complementary standards so that accreditation, licensure, and certification demonstrate a progression of teacher mastery.

NCATE's revisions incorporate more performance-oriented accreditation standards, a state partnership framework linking accreditation of IHE programs to licensing results, teacher-preparation standards geared to specific content areas, and participation with other quality-assurance agencies in discussions about building the profession of teaching through a stronger quality-assurance system (Wise 1995).

NCATE standards are becoming more explicit and performance-oriented. For example, teachers should be able to use strategies for developing critical thinking and problem solving among their students. They should also be able to utilize both formal and informal evaluation strategies. Prospective teachers should be versed in technology and classroom management. They should be able to effectively collaborate with colleagues, parents, and others in the community. Prospective teachers must also be able to state why they have selected a particular teaching strategy. "In short, prospective teachers should demonstrate competence, needed knowledge, and acceptable proficiency" (Wise 1995:6). These skills come directly from the INTASC principles and those of the NBPTS.

Besides assessing general knowledge of teaching and learning, NCATE also reviews content-area preparation in fifteen disciplines such as mathematics and English. Guidelines are provided by specialty organizations, yet, to date, none are available for foreign languages.

Assessing Preservice Teachers

Evaluating the knowledge of preservice teachers has changed radically in the recent past. Many universities require student teachers to compile portfolios

of what they have learned during their experiences toward initial certification. Some states are moving toward this model as a way of reviewing certification candidates, rather than only assessing college transcripts and courses taken.

Another revision is that of the National Teacher Examination (NTE). The series of exams has evolved into the Praxis series. The Praxis I assesses academic skills of basic proficiency in reading, mathematics, and writing. The Praxis II measures content-area knowledge. Preservice candidates in foreign languages may choose among tests on pedagogy as well as a variety of language-specific tests. Five exams exist in Spanish, four in French, two in German, and one each in Italian, Japanese, and Latin. Of the tests available in Spanish and French, each language provides a test entitled Productive Language Skills that is one hour in duration and requires the examinee to speak.

Over the past years, the Educational Testing Service has developed the Praxis III. This exam took seven years to develop, and currently six states use the system for licensing, preservice assessment, or beginning teacher support. This performance-based assessment employs trained local observers who use a common framework of criteria to evaluate the skills of teachers in their own classrooms. The assessment is administered during the teacher's first year of teaching. The criteria and the program for training assessors enable state officials to ascertain which provisionally licensed teachers merit a continuing license. There are nineteen criteria in four domains. The domains are

- Organizing content knowledge for student learning
- Creating an environment for student learning
- Teaching for student learning
- Teacher professionalism (Danielson and Dwyer 1995)

Foreign Language Content Standards and Foreign Language Standards for Teacher Education

What connection do the foreign language content standards have with standards for preservice teachers and teacher-education programs? The answer can be summed up by Standard 5.2, which states that "students show evidence of becoming life-long learners by using the language for personal enjoyment and enrichment." Teacher-education programs must impart in the preservice teacher the desire to become a lifelong learner. In addition, initially certified teachers must themselves achieve strong proficiency in the four language skills and a strong knowledge of the target culture if they are going to assist

their students in achieving foreign language Standards 1, 2, 3.1, and 4. And finally, it is through strong teacher-education programs that novice teachers will understand the need to cooperate with and reinforce subject areas other than foreign languages, thus helping their students see the relevance of foreign language study and fulfill Standard 3.1.

Conclusions and Recommendations

Never before has American education been subjected to such extensive review and revision. And in order for students to achieve the types of standards that we hold for them, teachers must exhibit an in-depth understanding of their subject matter, and they must model an investigative spirit. Teachers must also interact with others about teaching and have a clear focus on educational outcomes (Achieving World Class Standards 1993). All parties involved with teacher education are responding to the demands of K-12 schools and the kinds of individuals they require to provide instruction for our changing population.

What follows are a series of recommendations that we as foreign language educators should consider as we look to improve the profession. These recommendations reflect the ideas put forth in this article.

1. It is recommended that ACTFL and other foreign language associations pursue or continue to maintain close ties with INTASC, AACTE, NBPTS, NCATE, and any other national organizations concerned with the standards for teacher education and teachers.
2. It is recommended that we study, interact with, and benefit by the experiences of other successful K-12 disciplines such as mathematics, who are leading the way in standards projects for teacher education. By dialoging with individuals from other content areas, we can learn about successful techniques used to mount national reviews and assessments of not only content-area standards but also standards for teachers and teacher educators.
3. It is recommended that the AATs, NNELL, state foreign language organizations, and any other affiliated foreign language organizations join ACTFL in the review of ACTFL Provisional Program Guidelines for Foreign Language Teacher Education, on the basis of the work of the NBPTS and INTASC.
4. It is recommended that teacher-education programs be revised to incorporate training for K-12 foreign language educators.

5. It is recommended that we not only incorporate in our teacher-education programs a strong component of content knowledge, methodology, and developmental psychology, but also prepare our future foreign language teachers to become effective political activists who can defend the rights of all students to study a foreign language in a long, uninterrupted sequence.

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