Developing Foreign Language Teacher Standards in Uruguay[1]

Natalie A. Kuhlman[2]*
San Diego State University

Abstract

This article documents the development of foreign language (FL) teacher standards in Uruguay. It begins by discussing what it means to be a teacher, what standards are and are not, and how they can be helpful or misused in teacher development. In the proposal, a distinction is made between teacher preparation programs that are course-based and those that are standards-based, where standards cross particular course boundaries. Finally, the collaborative process used to develop the standards for the situation in Uruguay is described, which was based, fundamentally, on the TESOL p-12 ESL Teacher Preparation Standards.

Keywords: TESOL p-12 ESL Teacher Standards, standards-based programs, performance indicators, teacher training, Uruguay

Resumen

El presente artículo documenta el desarrollo de estándares para la educación de docentes en Uruguay. Comienza con una discusión de lo que significa ser docente, y explicita qué son los estándares (y qué no son) y cómo éstos pueden apoyar o impedir el desarrollo docente. Dentro de la propuesta, se discute la relevancia de modelos curriculares que enfatizan la organización de contenidos a través de cursos separados y aquellos en los que se priorizan estándares de desempeño que cruzan las fronteras de varios cursos particulares. Finalmente, se describe el proceso colaborativo que implicó el desarrollo de los estándares para la realidad uruguaya y que se basó, fundamentalmente, en los Estándares para la Preparación de Docentes p-12 de TESOL.

Palabras claves: Estándares de Docentes de Inglés como Segundo Idioma TESOL pre-escolar a 12°, programas con base en estándares, indicadores de desempeño, formación de maestros, Uruguay

107

---

[2] Dr. Kuhlman works in the United States. Correspondence concerning this article should be addressed to Natalie A. Kuhlman. E-mail: nkuhlman@mail.sdsu.edu

For more than 20 years, standards have replaced competencies and sometimes even objectives as the measurable goal of learning in the elementary and secondary schools in many parts of the world, especially in the United States (US; Darling-Hammond, 1993; Cavanaugh, 2009). These standards have taken many forms. In some cases, they are prescriptive and are presented in terms of what students or teachers will learn; in others, they have merely been guidelines. Due to these differences, standards have also been very controversial, particularly when they are aligned with tests that are supposed to show what students know and can do (Wang, Beckett, & Brown, 2006).

At the same time, standards have served to bring consistency both to how students are taught, and to how teachers who teach them are prepared. Most countries have criteria for becoming a teacher. These vary greatly, however, from just completing a specialized high school curriculum, to five years of university study. While in many countries, these criteria are set at the national level, within the US, each state has its own criteria for becoming a teacher. Most states use standards to determine what teachers should know and be able to do, while a few may use other criteria such as *core principles*.

However, to become a recognized teacher preparation institution in the US, a college or university must go through a rigorous process of self-evaluation, which is reviewed either by the National Council for the Accreditation of Teacher Education (NCATE), or the Teacher Education Accreditation Council (TEAC). Both agencies are recognized by the national government, but only the NCATE requires the use of standards. Within the NCATE accreditation process, specialized content areas such as mathematics, the sciences, social studies, and FLs also may go through a review, which may lead to national recognition of the college or university's program.

This article will examine the process one country used to adapt the NCATE standards for English as a second language (ESL) teachers [developed by the Teachers of English to Speakers of Other Languages (TESOL) organization] to meet their own need of transforming an eclectic model for preparing teachers into one that has consistency throughout the country. The article begins with a discussion of what it means to be a teacher, what standards are, how they are used and misused, and is then followed by a description of the process that the Uruguay National Department of Education used in developing their own FL teaching standards.

What Does it Mean to Be a Teacher?

Most people around the world have some idea of what it means to be a teacher. They may think it is just someone who has content

knowledge; but there is much more to it than that. Some might wonder if being a teacher is even something that can be taught, rather than just what is within a person. A teacher is a thinker, a stimulator, a challenger, a facilitator, a risk taker, at times a lecturer, and often a storyteller too. Teachers are jugglers, timekeepers, and, when necessary, someone who keeps all the ducks in a row. According to Smith (2009), *teachership* cannot be suitably defined by standards. It is that indefinable inner-self that has the passion, the commitment, to make a difference in the classroom and wherever else one teaches.

However, standards can make a difference in determining the rest of what is needed to become a teacher. People may not consciously think about what a teacher needs to know in order to teach, such as theories of child development, strategies for classroom management, and strategies for motivating students. They may just assume that teachers have taken lots of classes about methods and the content of what they teach, and that suffices. Some might even wonder if teachers would be better off just doing their student teaching practicum, or simply taking an examination and not taking coursework at all. Since becoming a teacher is much more complicated than that, standards can provide the guidelines to insure consistency in the basics of what teachers need to know and be able to do. They can also be used to inform the public as to what is required to become a teacher.

What Does the Term *Standard* Mean?

The term *standard* as it relates to language has been used in many ways. For example, there is a standard form for some languages as determined by recognized linguistic authorities. The Spanish in Spain has the *Real Academia Española*. France has *L'Académie française*. To begin with, the Merriam-Webster Online Dictionary (2009) defines a standard as a "criterion, gauge, yardstick, something established by authority, custom, or general consent as a model or example." Dalton (1998) defines standards as "banners guiding the way at the front of a procession." This definition would be too general for the matter this article addresses. Recently, Gottleib (2009) defined standards as "predictable stages of language development," which would be a definition too language-learning specific for this research. The one given by O'Malley and Valdez-Pierce (1996) seems to capture the teacher-training sense of the term well. They define standards as "benchmarks for accountability or goals that students (or teachers) will attain." This is consistent with the earlier Merriam-Webster's definition that standards are a criterion or guideline.

Whichever definition is chosen, there is a good reason why standards are needed for teacher preparation. They are necessary so that

109

we know where we are going (the standard); how we are going to get there (the curriculum based on the standard); and how we know we have arrived (the assessment of the standard). According to such a pattern, consistent and realistic goals can be set. There can be an *overall plan.*

Use and Misuse of Standards

Standards may be needed for consistency and to have an overall plan, but Falk (2000) points out that while they can be helpful, they can also be harmful, depending on how they are used. When standards are misused, controversy occurs. Table 1 summarizes the benefits of well-prepared standards and contrasts them with those which are detrimental.

Table 1
Helpful and Harmful Standards

Helpful standards	Harmful standards
. . . improve the quality of teaching by directing it towards meaningful goals.	. . . equate *harder* with *better*, without changing the quality of how things are taught.
. . . articulate core ideas and critical skills . . . in a way that is meaningful, without being overly prescriptive.	. . . focus on retention of prescribed, disconnected facts and skills for each discipline.
. . . serve as a means for educational stakeholders to develop common expectations about what is considered the essentials of learning.	. . . serve as a means for disciplinary experts to assert the importance of their respective fields, by focusing on detailed aspects, making the standards impossible to achieve.
. . . are assessed through multiple standards-based performance tasks that show that students are progressing towards important ideas and skills.	. . . are assessed through multiple-choice, norm-referenced, standardized tests that emphasize skills and facts out of context, in relation to other test-takers.

Source: Falk (2000, p. 101)

When teacher standards are used well, they provide the criteria (or *benchmarks*) of what an organization agrees to be what is needed to be a teacher. Meeting high-quality standards can also help the public to see educators as professionals, and not just as people that are doing something that anyone else could do.

A Teacher Preparation Program without Standards

A teacher preparation program doesn't have to have standards. Instead, an individual or a committee may decide what the curriculum (courses and requirements) will be, what textbooks will be used, and what will appear on any tests that are given. In such cases, it is fair to ask: How do they decide? Do they have a plan, an ideology? Is the plan based on the latest research in the field, or on what has always been done? Are there common goals, or are they just one person's perspective on what should be learned in order to be a teacher?

Conceivably, one person's perspective could lead to FL teachers just taking theoretical linguistics courses with no application to language teaching at all, if whoever decided on the curriculum was convinced that theory was all that was needed. Full fluency in the FL may not even be required, for example, if only print literacy is the goal. A committee might also decide that what FL teachers need is lots of literature in the language training, because (according to what they think) learning the literature of the language is all that is important.

Alternatively, and it is not uncommon even today, native English speakers living in foreign countries, from South America to the Far East, may be asked to teach English solely because they are native speakers. They may have no academic preparation at all, standards-based or not. Perhaps they will only lead conversation groups, or follow the exact directions of a textbook, and they may not need much preparation. The goal for the institution which hires these native speakers is simply to get their pre-service teachers exposure to authentic spoken English. There are many scenarios such as these, and without an overall plan, without an overall concept of what makes a good FL teacher, these examples are likely to be what a FL teacher-preparation program will look like: a reflection not of standards, but of some one's or some group's perception of what is important for language education.[3]

The Situation in Uruguay

Currently, Portuguese, English, French, and Italian are taught in Uruguayan schools. English has become very important to the country, and is now being taught in both elementary and secondary public schools, which are including some immersion and bilingual programs in their curriculums. However, as reported to me by numerous teachers and students, no consistent curriculum, common goals, or programs had been officially put in place prior to December 2009 for preparing FL teachers in Uruguay. The coursework in teacher preparation programs was not necessarily based on the latest approaches, nor was it based on an overall concept of what a good FL teacher is. The programs appeared to entail a group of courses created over the years, which were subsequently unified in a curriculum.

Due to this lack of an overall plan, the frustration was apparent in those with whom I spoke. This is a similar frustration I have found in other countries I have visited, where too much emphasis has been

111

---

[3] The examples given are taken from countries in which the author has had real experience with language teacher training. However, names of countries are not given. The idea behind the examples mentioned is simply to identify a ubiquitous issue in teacher training worldwide, and not to set anybody apart.

placed, for example, on literature, and too little on methodology and language acquisition theory. In other places, too much emphasis has been placed on correct pronunciation or grammar, and not enough on high levels of literacy (reading and writing) for future teachers. Similar scenarios were reported to me also in Uruguay.

Along with not having had a set curriculum, there were also a series of exams that pre-service teachers took each year in Uruguay, but it was unclear what these exams were based on. It was also unclear to me, after several discussions with educators, whether these exams changed each year, and even who created them. I asked my colleagues: "Are the exams consistent from year to year?" I gathered from my discussions that there was no 4-year goal as to what a teacher should be or be able to do. I heard of no specific criteria for these exams to reflect, nor did there appear to be any form of accountability established by those individual teachers in charge of designing the exams. Consequently, I asked the group: "How would future teachers know what was expected of them for each class, the whole program, or for the exams? How would they know what the overall goals were, what they would learn, why or how they would be graded?" Their surprising reply was always: "Pre-service teachers don't know these things."

Another issue was that, without an overall plan or standards, does certification obtained from one institution mean the same thing as getting certified by another? If a student attended the *Instituto de Profesores Artigas*[4] (IPA), for 4 years (where, up to the year 2009 one became licensed to teach, but did not receive an academic degree), was that the same as attending a 4-year university where students do receive a degree? What does it mean to be a teacher? What should a teacher know and be able to do, and who decides?

The IPA Project

I was invited to Montevideo, Uruguay in the Fall of 2009 under the auspices of the US Fulbright Foundation to facilitate the development of a standards-based FL teacher preparation program which was to be used nationally. To that end, Gabriel Díaz, M.E., the Director of Foreign Language Teacher Education in Uruguay, had gathered together a group of some 30 Uruguayan educators with experience in FL teaching in both public and private, elementary and secondary schools, and who also had experience in teacher preparation, whether at the IPA or somewhere else. While this group provided a diversity of input, it also was a challenge in terms of decision making (due to the varied backgrounds of the participants).

---

[4] [Artigas Teacher's Institute]

The project was to begin with a series of intense seminars and discussions over a period of a week, to provide a foundation for the development of the standards.[5] This would be followed by large and small group meetings over a period of several weeks, so that all the participants would have an opportunity to contribute and to be an active part of the process of standards development.

Before I arrived, the decision had already been made for Uruguay to have a standards-based FL teacher preparation program. However, there were several other decisions that also needed to be addressed. I began the first seminar with a series of questions to stimulate participation. These questions led us to put together a long list of characteristics that FL teachers should have. We then turned the list into groups of content areas and looked to see how well they aligned with existing *domains* (e.g., those of the TESOL p-12 ESL Teacher Standards, 2009).

The next seminar focused on what exactly standards encompassed, as described in the introduction to this article. We then discussed the difference between a *course-based* and a *standards-based* program. As the facilitator, I suggested that a course-based program is a group of courses that together are considered to be a program, which was what existed in Uruguay at that time. I showed how a course-based program may or may not have an overall plan or an ideology. The rest of what I shared appears in the following paragraphs, and in the present tense, very similar to the way it was shared in a PowerPoint presentation at the seminar in Uruguay:

A course-based program may or may not be based on research or on current theories about teacher preparation. Each course is autonomous and may or may not have connections with other courses, which may result in program redundancy. In a course-based system, teachers are less likely to collaborate with one another because they do not see a "big picture." Those instructors who work part-time most likely will teach a course and have no connection with those who are teaching other courses, although this can happen with full-time faculty too. Grades are specific to courses, and students are not given an overall program evaluation. The program doesn't necessarily have an identity or ideology; it's just a group of courses.

A standards-based program, on the other hand, reflects how things complement each other and how they overlap. There is an overall plan, an identity for the program usually in the form of a theoretical framework. The program has *building blocks*, in other words, there is a reason for each course, and for the order in which courses are taken.

113

---

[5] The author of this article was the facilitator of the seminars and discussions.

They make an integrated whole. Each course also specifically identifies which standards are met in the course's objectives.

The program as a whole is transversal, that is, it crosses disciplines (e.g., linguistics, psychology, and culture). It is autonomous as a whole, as well as in its parts, and it takes the macro and the micro into consideration. Portfolios are often used to provide for a standards-based, quality assessment of such a program. They are intended to provide a fair profile of overall accomplishment, not just the accomplishments of a student in one course. They are a collection of in-progress (formative) and final (summative) work that highlight different aspects of growth. They tell us who this person is becoming, as a whole teacher. Table 2 summarizes some of the differences between a standards-based and a course-based program.

Table 2

Key Differences Between Educational Programs

Characteristics of a standards-based program	Characteristics of a course-based program
overall plan, macro level, "the big picture"	micro-level, may not see or have connections
standards are developed across different courses, overlapping is expected	each course is autonomous
flexibility in how you "get there," but could become mandated by education officials if not well planned	usually more autonomy in objectives and syllabi
integrative assessment	individual course assessment
multiple ways of assessing a concept	single assessment of many concepts, accountability at course level

The Pie Perspective: Seeing the Difference

Another way to look at the difference between program philosophies is with pie charts. If there isn't an overall plan, a pie chart representation of a program will appear lopsided, with too much emphasis on certain dimensions of teacher preparation. In other words, the pieces won't fit together well if there is no theoretical cohesion.
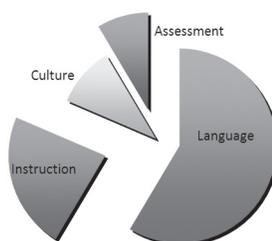
114

Figure 1. The course-based pie chart.

On the other hand, when a program is well-designed, a pie chart that reflects it will appear balanced, often with overlapping areas, and it will be interconnected.
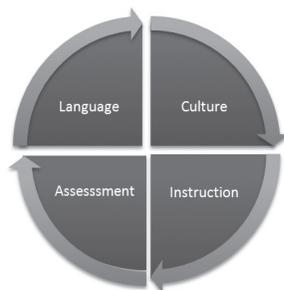

Figure 2. The standards-based pie chart.

It became clear in the IPA Project meetings that the standards-based pie better fit the needs of Uruguay's language teacher training development. There were a few who still wanted to maintain their autonomy via a course-based system, but after a lengthy discussion, all agreed that having a consistent and balanced program would enhance the preparation of FL teachers in Uruguay.

Types of Standards

Next, the following questions were posed: "What standards should be used in Uruguay? Should we start from scratch, or should we adapt existing standards?" In order to make these decisions, we needed to examine existing standards to see how well they fit with the needs of pre-service Uruguayan teachers.

However, even before looking at existing standards, it was necessary to discuss the *kinds* of standards that exist. Typically in education, two broad types of standards are discussed: *content* and *pedagogical* standards. Falk (2000) defines content standards as those which specify "what the important aspects of a subject area are and provide broad conceptions of the discipline itself" (p. 141). Content standards are usually of two types: A *declarative knowledge* standard consists of what one knows, or one's knowledge of concepts and facts, while a *procedural knowledge* standard is what one knows how to do (these are also called *performance* standards). Pedagogical standards, on the other hand, focus on the methods and curriculum used to apply that knowledge to the classroom (Horn, 2004).

After a general discussion about these types of standards, there was a consensus that both content and pedagogical standards would be

115

needed. There was also a consensus that there would need to be a way to assess those standards or there would be no accountability. We left that matter to discuss in a later session. Instead, I shared with them what I know about standards for teachers in the US.

Existing FL Teacher Standards

In the US, standards have become a way of life in the education system. State departments of education and local school districts establish standards for all content areas (e.g., math, science, social studies, and English language arts) for elementary and secondary students. The US government is currently proposing common standards across the country for math and English, and soon will be proposing them for science (Cavanaugh, 2009).

For ESL, existing student standards include those developed by TESOL (2006), and by the World Class Instruction Design and Assessment organization (WIDA, 2007), which is a consortium of 22 US states that have developed a performance-based standards and assessment system for ESL. Foreign language teacher standards have been developed by the American Council on the Teaching of Foreign Languages (ACTFL, 2002). These were based, however, on those developed for ESL teachers by TESOL. Several individual states within the US have also developed their own standards (e.g., California and Illinois).

After the Uruguayan IPA project group had an opportunity to examine these existing US standards in small groups, there was a whole group discussion, at which time they indicated that they particularly liked the way Illinois had adapted the TESOL standards for use in that state. However, they also wanted to examine some existing standards from other countries. We then looked at how Mexico had summarized a variety of FL teacher preparation models from around the world, and now has draft teacher standards of its own. We discovered that Australia also has such standards. We observed that the European Union has a framework for teaching FLs, but does not establish standards for FL teachers, per se. All these models were made available to the general group who again examined them in small groups and by viewing them through the internet. There was much animated discussion about all of these possible sources of inspiration for the Uruguayan standards that they were to organize.

After the discussion, it was decided to use the TESOL p-12 ESL Teacher Standards as the primary source for developing Uruguayan standards. Other existing standards would also inform specific needs. For example, ACTFL and the Common European Framework have very complete sets of competencies for FL proficiency, which would prove

helpful. The teacher standards developed by TESOL do not include language proficiency since it is assumed that all teachers in the US will be native or at least native-like users of English.

The TESOL p-12 ESL Teacher Standards

The TESOL standards (2009) were first developed in 2002 as a response to a request from the National Council on the Accreditation of Teacher Education (NCATE), a US-based organization that accredits over 650 teacher-preparation institutions nationally. Within the accreditation process, institutions may submit program reports to specialty organizations known as *Specialty Program Areas* (SPAs), which document that the institution's program is in alignment with a SPA's standards. The SPA organization (in this case, TESOL) reviews such reports and makes recommendations about whether these programs show evidence that their teacher candidates meet the standards, and that the program should be nationally recognized.

There are over 20 SPAs in the NCATE structure, including TESOL. Others include ACTFL, and the National Councils for: Math (NCME), English (NCTE), Social Studies (NCSS), and Science (NCSE). While currently NCATE does not accredit programs internationally, they are researching the possibility of doing so, a matter which made the TESOL standards even more attractive to the Uruguayan group.

The first version of TESOL's standards were approved both by the TESOL Board of Directors and NCATE in 2002. Revised standards were approved in October 2009, which were the ones used in the current project, since they reflected the most current thinking in the field of FL education.

As can be seen in Figure 3, the TESOL standards are organized around five domains (all of which overlap one with the other), with 1 to 3 standards for each domain, for a total of 11 standards. There are 2 foundational or content domains: language and culture. These are seen as the building blocks or the *core content areas* that are needed for those preparing to teach language. These foundational core domains are then applied to 2 application or pedagogical domains: instruction and assessment. At the core of these four domains is the fifth, professionalism. In a report by the US National Academy of Education, the importance of professionalism is cited (National Academy of Education, 2005). The full set of TESOL standards can be found in Appendix A.
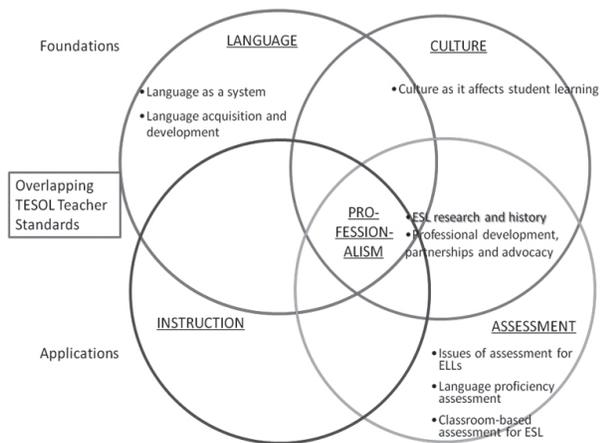
117

Figure 3. TESOL p-12 teacher standards (without Uruguayan modifications; TESOL, 2009).

Performance Indicators with Assessment Rubrics

The TESOL standards are further modified through the use of *performance indicators* (PIs). These are sub-sets of the standards and help to more fully explain the different aspects of each of them. For example, in Table 3 we can observe TESOL's language standard 1b (TESOL, 2009) with one of its PIs. Each of the PIs includes a rubric, which establishes how close the future teacher is to being ready to teach in that area. The rubric also provides a more objective guideline to make the future assessment of the standard possible.

Table 3

Example of a TESOL Language Standard and Performance Indicator

Standard 1b: Candidates understand and apply theories and research in language acquisition and development to support their students' English language and literacy learning and content-area achievement.
1.b.4. Understand and apply knowledge of socio-cultural, psychological, and political variables to facilitate the process of learning English.
● *Approaches*: Candidates are aware of the socio-cultural, psychological, and political variables within a community of ELLs.
● *Meets*: Candidates understand the complex social, psychological, and political nature of learning an L2 in school and integrate this knowledge in their teaching.
● *Meets*: Candidates apply knowledge of socio-cultural, psychological, and political variables to design instruction and improve communication with ELLs and their families.
● *Exceeds*: Candidates investigate variables that affect language learning.

Source: TESOL, 2009, p. 25.

118

The term *approaches* indicates that the future teacher has knowledge, awareness, or understanding of the PI, but is not yet able to apply it to the classroom. When future teachers *meet* the performance indicator, they are able to apply the PI to the classroom, and when the future teachers go beyond the entry level needed to teach, they are considered to *exceed* the PI. When the PIs for a standard are met, then the standard itself is met. Decisions will need to be made by program designers if all PIs need to be met, or if only certain key ones need to be met to determine readiness to teach. The kind of evidence required for making these decisions will also need to be decided upon.

Standards Development

With all of the theoretical and systematic information at hand, we began the process of creating the new Uruguayan FL teacher standards. But before we actually began, we needed to establish and agree to guidelines to use when writing the standards.

First, we needed to discuss how many standards there would be. The number of standards and PIs needed to be sufficiently limited so that they could be covered in the teacher-preparation program. The final product had 13 standards. These needed to be limited to specific topics appropriate for each domain. The standards also needed to be limited to what educational professionals who are completing FL preparation programs must know and be able to do. The standards needed to be related to the domains and components. Content that would be "nice" but not essential, would not be included in the standards. Rather, such content might be taught in addition to the core standards when teacher trainers so desired; or it could be included as PIs.

Also, the language used in the standards needed to be consistent and understandable. While workshops would be conducted around the country, the teacher trainers needed to be able to follow them on their own, so the vocabulary needed to be specific and clear. As an example, Table 4 shows the concise language that was consistently used in the TESOL standards for the PI rubrics.

Table 4
TESOL Language for Rubrics

"Approaches"	"Meets"	"Exceeds"
is aware	applies	analyzes
recognizes	demonstrates	adapts
identifies	uses	develops
does minimal	discusses	synthesizes
is basic	explains	designs
understands		

119

With these guidelines in place, we were ready to begin to create the standards. Since the group had already decided to base the Uruguayan standards on TESOL's, the participants volunteered to work with one of five groups, one for each domain. Before that, however, there was some lively discussion in the general group about whether it was necessary to separate out the domains in order to write the new standards, as TESOL had done, or to address them all together (see Figure 3). They accepted that there would be overlapping but that the different groups would have opportunities to review each group's work to see where overlapping, and not redundancy occurred. After this discussion, they all decided it was best to work with the domains separately.

The task for each group was to decide (for their domain) what teachers should know to be able to do to teach a FL to elementary and secondary students. The IPA working group then began to adapt the TESOL standards, making modifications, additions, and deletions. For example, within the language domain, they added a third standard specifically on language proficiency. Professionalism was also modified to address the needs of the Uruguayan context more specifically.

Stimulating discussions took place within the groups as they reviewed the TESOL standards for their domain. For example, the culture group spent hours on philosophical discussions about the nature of culture and the implications of cross-cultural conflict within Uruguay. They brought scholarly books to their group meetings to support their various positions. At one point, I, as the facilitator, reminded them that the goal was to create standards for beginning FL teachers, not for doctoral dissertations. The group eventually came to a consensus on two new standards for culture.

Some groups had difficulty reaching a consensus, particularly differing on the balance between theory and practice. This sometimes led to a participant dropping out of a group, but consensus was eventually reached with those remaining. After several weeks of work, the first drafts for all five domains were completed. Then, each domain group shared their work with the other groups, who then served as reviewers and made recommendations both on content and clarity.

By the end of October 2009, after several revisions, the standards and their performance indicators were completed for all five domains. They were then temporarily posted on a private survey website so that feedback could be obtained from all the stakeholders: the future teachers already in programs, FL teachers from throughout Uruguay, teacher educators throughout Uruguay, and a few ESL experts in the US who have had extensive experience with standards development and the TESOL standards themselves. After being edited by the IPA staff, the standards were published in December of 2009 (Appendix B shows a summary of the topics posted, in Spanish).

Future Work

As of the writing of this article, the group still needs to decide on what curriculum the FL teacher preparation program will need to meet the standards. In other words, the standards still need to be aligned with existing courses. This will include deciding what new courses might be needed, what ones need to be modified, and what existing courses can be omitted. Uruguayan educators in the field are providing feedback in this area as the IPA staff introduces them to the standards.

The IPA project teacher educators also need to decide on how FL teacher-preparation program instructors will know that candidates have met the standards. They need to decide what kind of evidence will be needed for that, such as exams or interviews. They will be developing rubrics (Arter & McTighe, 2001) for assessing the standards and examining courses to test their adequacy with the new standards. Possibilities to show evidence of meeting standards and PIs include some kind of portfolio of teacher candidate work (e.g., lesson and unit plans, reflective journals, and practice teaching evaluations). Hopefully these will all be in place when the standards are fully implemented.

References

ACTFL (2002). *ACTFL proficiency guidelines*. Retrieved from http://www. actfl.org/i4a/ pages/index.cfm?pageid=4236

Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom*. Thousand Oaks, CA: Corwin Press.

Cavanaugh, S. (2009). Revised draft of "common core" standards unveiled. *Education Week Online*. Retrieved from http://www.edweek.org/ew/ articles/2009 /09/21/05standards.h29.html&levelId=2100

Dalton, S. (1998). *Pedagogy matters: Standards for effective teaching practice*. Washington DC: Center for Applied Linguistics (CAL).

Darling-Hammond, L. (Oct. 1993). *Developing content standards: Creating a process for change*. The Consortium for Policy Research Education (CPRE) Policy Brief. Retrieved from http://www2.ed.gov/pubs/CPRE/rb10stan. html

Falk, B. (2000). *The heart of the matter: Using standards and assessment to learn*. Portsmouth, NH: Heinemann.

Gottleib, M. (Sept. 2009). Standards: A metric for language teaching and learning. *TESOL Symposium on English Language Teaching Standards*. Panama City: Panama.

Horn, R. (2004). *Standards primer*. New York: Peter Lang.

121

Merriam-Webster Online Dictionary. (2009). Retrieved from http://www. merriam- webster.com/dictionary/standard

National Academy of Education. (2005). P*reparing Teachers for a Changing World*. Washington DC: National Academy of Education.

O'Malley, J. M. & Valdez-Pierce, L. (1996). *Authentic assessment for English language learners*. White Plains, NY: Addison-Wesley.

Smith, K. (Sept. 2009). Standards: Of help or hindrance to professional development? *TESOL Symposium on English Language Teaching Standards*. Panama City: Panama.

TESOL. (2006). *Pre-K-12 ESL Standards*. Alexandria, VA: TESOL.

TESOL. (2009). *TESOL P-12 ESL Teacher Standards*. Alexandria, VA: TESOL.

Wang, L., Beckett, G. & Brown, L. (2006). Controversies of standardized assessment in school accountability reform: A critical synthesis of multidisciplinary research evidence. *Applied Measurement in Education*, Vol. 19, No. 4, 305-328.

WIDA. (2007). *World-Class Instructional Design and Assessment*. Retrieved from http://www.wida.us/ACCESSForELLs

122

Appendix A: Overview of TESOL p-12 ESL Teacher Standards

Domain 1: Language
      Standard 1.a. Language as a system
      Standard 1.b. Language acquisition and development
Domain 2: Culture
      Standard 2. Culture as it affects student learning
Domain 3: Planning, implementing, and managing instruction
      Standard 3.a. Planning for standards-based ESL and content instruction
      Standard 3.b. Implementing and managing standards-based ESL and content
      Standard 3.c. Using resources and technology effectively in ESL and content instruction
Domain 4: Assessment
      Standard 4.a. Issues of assessment for English language learners
      Standard 4.b. Language proficiency assessment
      Standard 4.c. Classroom-based assessment for ESL
Domain 5: Professionalism
      Standard 5.a. ESL research and history
      Standard 5.b. Professional development, partnerships, and advocacy

123

Appendix B: Resumen de los estándares uruguayos para maestros de lenguas extranjeras[6]

Dominio 1: Lengua

Estándar 1.a. La lengua como sistema social de comunicación. Los futuros docentes demuestran comprensión de la lengua como un sistema semiótico y social de comunicación, y que conlleva el dominio de la fonología, morfología, sintaxis, semántica, y pragmática.

Estándar 1.b. Aprendizaje de la lengua. Los futuros docentes conocen y aplican teorías y resultados de investigaciones sobre el aprendizaje y la enseñanza de lenguas extranjeras como forma de apoyar el desarrollo de la lengua extranjera y la alfabetización en la misma, así como para el aprendizaje de contenidos curriculares.

Estándar 1.c. Proficiencia en la lengua extranjera. Los futuros docentes demuestran proficiencia en el uso de la lengua extranjera. Se pueden comunicar en forma adecuada y fluida en todos los ámbitos en los que les corresponde actuar.

Dominio 2: Cultura

Estándar 2.a. Abordaje intercultural. Los futuros docentes comparan y contrastan culturas y median el encuentro de los alumnos con aspectos culturales provenientes de diferentes comunidades lingüísticas en las que se utiliza la L2/LE. Los futuros docentes son capaces de analizar y posicionarse teniendo en cuenta nociones vinculadas a la cultura.

Estándar 2.b. Conocimiento sociocultural. Los futuros docentes poseen conocimiento de las sociedades y cultura(s) de la(s) comunidad(es) en que se habla la lengua extranjera y del saber pragmático vinculado a ellas. Éste comprende la importancia de conocer y utilizar eficazmente las destrezas necesarias–lingüísticas y paralingüísticas–en el uso social de la lengua.

Dominio 3: Enseñanza

Estándar 3.a. Planificación para la enseñanza a través de contenidos curriculares. Los futuros docentes conocen, entienden, y aplican conceptos, investigaciones, y mejores prácticas para planificar la enseñanza, en una atmósfera donde existe un andamiaje adecuado del aprendizaje de los alumnos. Los futuros docentes planifican actividades diferenciadas para alumnos con diversos niveles de desempeño, a través de contenidos curriculares.

124

---

6 [Summary of the Uruguayan FL teacher standards]

Estándar 3.b. Organización de la enseñanza basada en contenidos curriculares. Los futuros docentes conocen, manejan, e implementan una variedad de estrategias y técnicas de enseñanza para el desarrollo integrado de las macro-habilidades. Los futuros docentes habilitan el acceso al cuerpo del currículo, enseñando la lengua a través de contenidos curriculares relevantes.

Estándar 3.c. Uso adecuado de recursos y tecnologías para la enseñanza de lenguas extranjeras y contenidos curriculares. Los futuros docentes conocen la variedad de recursos y tecnologías disponibles y son capaces de seleccionarlos, adaptarlos, y utilizarlos eficazmente en la enseñanza de lengua y de contenidos curriculares.

Dominio 4: Evaluación

Estándar 4.a. Consideraciones sobre la evaluación de alumnos de lenguas extranjeras. Los futuros docentes comprenden las influencias que afectan la evaluación del desempeño de sus alumnos en la lengua extranjera y adecuan sus prácticas evaluativas a las necesidades del contexto en el que actúan.

Estándar 4.b. Evaluación del desempeño en la lengua extranjera. Los futuros docentes pueden utilizar una variedad de instrumentos orientados a la evaluación del desempeño para recoger información sobre el desarrollo en la lengua extranjera y el aprendizaje de contenidos curriculares de sus alumnos y así orientar su enseñanza.

Estándar 4.c. La evaluación en el aula de lenguas extranjeras. Los futuros docentes utilizan una variada gama de estrategias e instrumentos de evaluación para informar y orientar su práctica.

Dominio 5: Profesionalismo

Estándar 5.a. Investigación e historia de las didácticas de las lenguas extranjeras. Los futuros docentes demuestran conocimientos de la historia de los diferentes enfoques metodológicos, de las políticas educativas, están familiarizados con la investigación en este campo, y se mantienen actualizados con respecto a la implementación de estos conocimientos en el proceso de enseñanza-aprendizaje.

Estándar 5.b. Profesionalismo y colegialidad. Los futuros docentes participan en instancias de enriquecimiento y crecimiento personal y profesional, además desarrollan las competencias necesarias para establecer relaciones de cooperación con todos los actores de las comunidades educativas donde se desempeñan.

125

The Author

*Professor **Natalie Kuhlman** has her Ph.D. in linguistics from the University of Arizona. She is Professor Emeritus at San Diego State University in California in the College of Education and has worked extensively in the area of ESL/EFL teacher standards and assessment. Dr. Kuhlman currently chairs the TESOL/NCATE ESL Teacher Standards Committee and represented TESOL on the National Council for the Accreditation of Teacher Education (NCATE) Board of Directors from 2004-2010. Previously, she was on the Board of Directors of TESOL, and is a past president of California TESOL (CATESOL). Dr. Kuhlman also served as the Resident Director for the bilingual teacher preparation program for the California State University in Querétaro, México.

126