



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING


RICK SNYDER  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

January 24, 2011

**MEMORANDUM**

TO: State Board of Education

FROM: Michael P. Flanagan, Chairman 

SUBJECT: Approval of the Standards for the Preparation of Teachers of Anishinaabemowin Language and Culture (FN)

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives proposals for the adoption and revision of program standards for teacher preparation. When applicable, the proposed standards are developed to reflect and support Michigan's K-12 Curriculum Framework and Benchmarks, as well as standards adopted by national professional/specialty area organizations.

The World Language Standards Development Committee for Anishinaabemowin began meeting fall of 2007 with tribal leaders and teacher education faculty. The establishment of the need for this teaching endorsement was clearly demonstrated when in February 2007, all teacher preparation institutions submitted world language programs for review against new standards. Several institutions submitted documentation for the approval of programs teaching Anishinaabemowin, which is the language of the Potawatomi, Odawa, and Ojibwe. In Michigan, all 12 of the sovereign nations fall into this language group. Some teacher preparation institutions currently have classes for Ojibwe which may be used in meeting part of the Anishinaabemowin standards. Since 2007, the standards development committee has worked to define levels of proficiency for use in teaching and learning the language within the K-12 structure. Members have worked collaboratively to address concerns regarding the preparation of teachers in Anishinaabemowin (FN) that align with all of the World Languages, Bilingual Education, and English as a Second Language endorsement areas. These standards are the result of efforts by language and curriculum experts at the University of Michigan and members of the Michigan Anishinaabemowin Inc., a group comprised of tribal leaders and educators working to protect and preserve Anishinaabemowin in Michigan.

The Anishinaabemowin world language referent group reflects the interests of public and independent teacher preparation institutions and K-12 teachers. The standards are designed to align with the K-12 content standards in the Michigan Curriculum Framework, as well as national standards from the American Council for the Teachers of Foreign Languages, National Association for Bilingual Education, and Teachers of Second Language Learners. The standards are such that they support efficient instruction that leads to the high level of proficiency required to develop the fluency necessary for this language to be taught for world language credit.

**STATE BOARD OF EDUCATION**

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In October and November 2010 a field review was sent to all appropriate groups/associations, all Michigan teacher preparation institutions (Attachment A), and intermediate and local school districts asking them to review and comment on the draft standards listed on the Office of Professional Preparation Services website. Based upon the positive feedback received from the field review, all standards (Attachment B) remain as presented to the SBE at the August 10, 2010 meeting.

It is recommended that the State Board of Education approve the Anishinaabemowin Language and Culture (FN) standards as discussed in the Superintendent's memorandum dated January 24, 2011.

## **Deans & Directors of Teacher Preparation Institutions**

|                                |                                    |
|--------------------------------|------------------------------------|
| Adrian College                 | Marygrove College                  |
| Albion College                 | Michigan State University          |
| Alma College                   | Michigan Technological University  |
| Andrews University             | Northern Michigan University       |
| Aquinas College                | Oakland University                 |
| Calvin College                 | Olivet College                     |
| Central Michigan University    | Saginaw Valley State University    |
| Concordia University           | Siena Heights University           |
| Cornerstone University         | Spring Arbor University            |
| Eastern Michigan University    | University of Detroit Mercy        |
| Ferris State University        | University of Michigan - Ann Arbor |
| Grand Valley State University  | University of Michigan - Dearborn  |
| Hillsdale College              | University of Michigan - Flint     |
| Hope College                   | Wayne State University             |
| Lake Superior State University | Western Michigan University        |
| Madonna University             |                                    |

## **Associations**

Ann Arbor Community  
Association of Municipalities of Ontario  
Bay Mills Community College  
Chippewas of the Thames First Nation  
Grand Rapids Public Schools  
Grand Traverse Band of Ottawa & Chippewa Indians  
Gun Lake Potawatomi  
Hannahville Indian Community  
Holly Area Schools  
Howell Public Schools  
Ketegitigaaning Ojibwe Nation  
Little River Band of Ottawa Indians in Manistee, Michigan  
Little Traverse Bay Band of Odawa  
Little Traverse Bay Bands of Odawa Indians (LTBB)  
North American Students of Cooperation (NASCO)  
Otter Trail Multimedia, Inc.  
Pokagen Band of Potawatomi Indians  
Sagamok Indian Reserve  
Saginaw Chippewa  
Saginaw Chippewa - Ziibiwing  
Saginaw Chippewa Academy  
Saginaw Chippewa Indian Tribe of Michigan

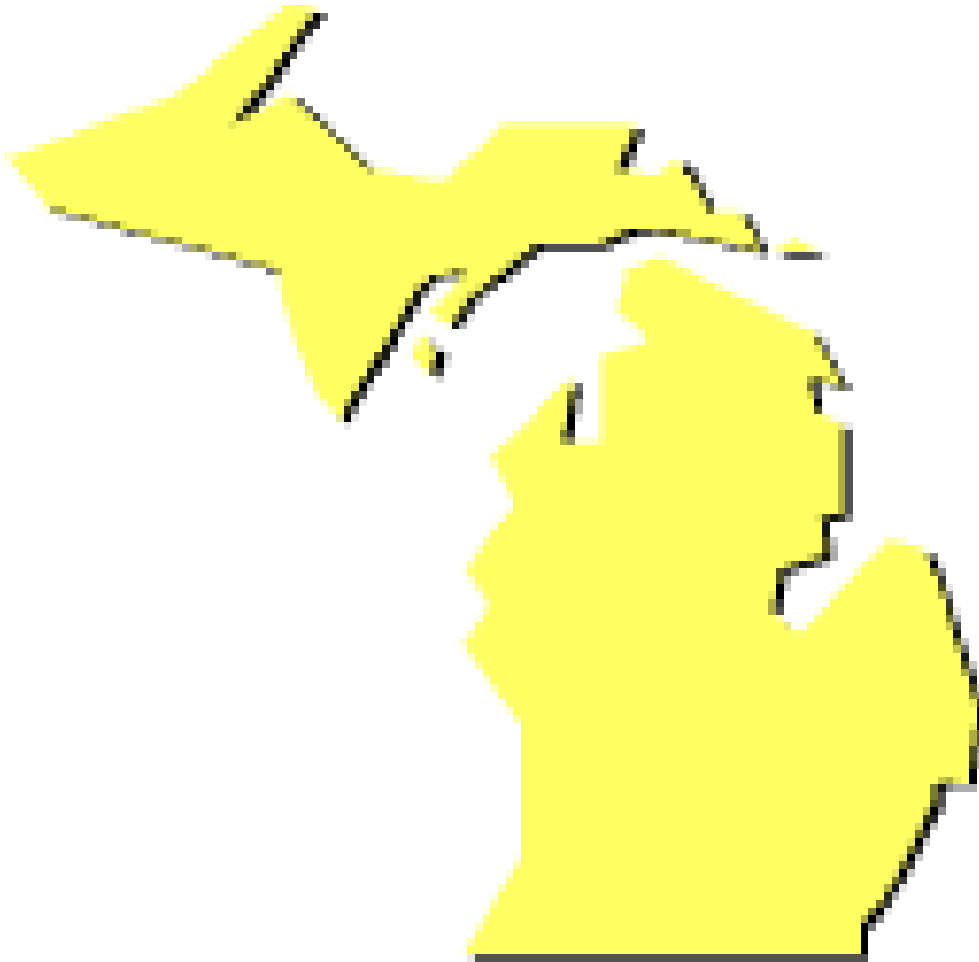
Saginaw Chippewa Tribal College  
 Saginaw Chippewa Tribes/Education  
 Sault Ste Marie Tribe of Chippewa  
 Sault Tribe of Chippewa Indians  
 Suttons Bay High School  
 University of Michigan - Noongwa Anishinaabemjig  
 Walpole Island First Nation (Bkejwanong), Ontario  
 White Earth Band of Chippewa, Minnesota  
 Ziibiwing Center of Anishinabe Culture & Lifeways

**Committee**

|                   |  |
|-------------------|--|
| Ann Olgivie       | Pottawatomi Tribe                              |
| Dawn Hill         | Hannaville Tribe                               |
| Ed Pigeon         | Pottawatomi Tribe                              |
| Fred Harrington   | North Central Michigan College                 |
| George Trudeau    | Grand Traverse Band of Ottawa/Chippewa Indians |
| Helen Roy         | Wikwemikong First Nations Band, Canada         |
| Howard Kinewon    | University of Michigan – Ann Arbor             |
| Howie Webkamigaud | University of Michigan – Ann Arbor             |
| James Fox         | Chippewa Tribe                                 |
| Janice Fairbanks  | Okemos Learning Center                         |
| Kenn Pitawanakwat | Northern Michigan University                   |
| Kitt Pigeon       | Gun Lake Band of Pottawantomi Indians          |
| Margaret Noori    | University of Michigan – Ann Arbor             |
| Maria Coolican    | University of Michigan – Ann Arbor             |
| Matthew Wesaw     | Dowagiac Pokagon Gun Lake Tribal Schools       |
| Matthew Fletcher  | Indigenous Law Center, Grand Traverse Bay      |
| Staci Sheldon     | University of Michigan – Ann Arbor             |
| Steve Pigeon      | Gun Lake Band of Pottawantomi Indians          |
| Ted Hollapa       | Bay Mills Community College                    |
| Winona Fletcher   | Indigenous Law Center, Grand Traverse Bay      |

**Standards for the Preparation of  
Teachers of**

**Anishinaabemowin  
Language & Culture (FN)**



**Adopted by the Michigan State Board of Education**

**(Date)**

# **Standards for the Preparation of Teachers of Anishinaabemowin Language and Culture (FN)**

## **Preface**

### **Development of the Proposal**

The World Language Standards Development Committee for Anishinaabemowin began meeting in 2005 with tribal leaders and teacher education faculty. The establishment of the need for this teaching endorsement was clearly demonstrated when in February of 2007, all teacher preparation institutions submitted world language programs for review against new standards. Several institutions submitted documentation for the approval of programs teaching Anishinaabemowin, which is the language of the Potawatomi, Odawa, and Ojibwe. In Michigan, all 12 of the sovereign nations fall into this language group. Some teacher preparation institutions currently have classes for Ojibwe which may be used as a part of the Anishinaabemowin (FN) standards. In 2007, Michigan Department of Education review teams were unable to complete the reviews without established proficiency levels. Since that time, the standards development committee has worked to define levels of proficiency for use in teaching and learning the language within the K-12 structure. Members have worked collaboratively to address concerns regarding the preparation of teachers in Anishinaabemowin (FN) that align with all of the World Languages, Bilingual Education, and English as a Second Language endorsement areas. These draft standards are the result of efforts by language and curriculum experts at the University of Michigan and members of the Michigan Anishinaabemowin Inc., a group comprised of tribal leaders and educators working to protect and preserve Anishinaabemowin in Michigan.

The world language referent group reflects the interests of public and independent teacher preparation institutions and K-12 teachers. The standards are designed to align with the K-12 content standards in the Michigan Curriculum Framework, as well as national standards from the American Council for the Teachers of Foreign Languages, National Association for Bilingual Education, and Teachers of Second Language Learners. Additionally, the standards are such that they support efficient instruction that leads to the high level of proficiency required to develop the fluency necessary for this language to be taught for world language credit.

The proposal includes the following specifications:

- **For Anishinaabemowin (FN) Language and Culture endorsements**
  1. Elementary or secondary major of at least 30 semester hours
  2. Elementary or secondary minor of at least 20 semester hours
  3. Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement
  4. K-12 major (additional standards must be met for K-12 programs)
  5. **Prerequisite:** To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute scale).

### **Approval of Programs**

Teacher preparation institutions that wish to offer programs to prepare world language education teachers of Anishinaabemowin Language and Culture (FN) are required to submit an application for program approval that demonstrates how the new standards are met throughout the proposed curriculum. Following initial approval, the teacher preparation program will be reviewed through the national accreditation process.

## Content/Guidelines Standards Matrix

|                                       |                                     |           |
|---------------------------------------|-------------------------------------|-----------|
| <b>College/University</b>             | <b>Code</b>                         | <b>FN</b> |
| <b>Source of Guidelines/Standards</b> | <b>Program/Subject Area</b>         |           |
| Michigan State Board of Education     | Anishinaabemowin Language & Culture |           |

Requirements for Anishinaabemowin Language & Culture (FN) endorsement options:

- Elementary or secondary major of at least 30 semester hours
  - Elementary or secondary minor of at least 20 semester hours
  - K-12 major (additional standards are required for K-12 programs)
  - Additional endorsement of at least 20 semester hours or 30 hours for K-12 endorsement
- Prerequisite:** To meet the standards, all required content coursework must be beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute scale).

The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge**
- B = Basic: Ability to understand and apply**
- C = Comprehensive: High level of understanding, applying, and reflecting**
- \* = These standards do not have levels of proficiency. Programs either meet, or do not meet, these standards.**

**Directions:** List required courses on matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust size of cells as needed.

| No. | Guideline/Standard  | Level of Proficiency |
|-----|---|----------------------|
| 1.0 | <b>Language, Linguistics, Comparisons</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>   |                      |
| 1.1 | At least an intermediate high level of speaking, listening, reading, and writing proficiency in the Anishinaabemowin language using a variety of testing protocols, including assessment of interpersonal, interpretive, and presentational communication. <b>(The proficiency levels are written as descriptors that align with the European Framework for Languages and the American Council on the Teaching of Foreign Languages (ACTFL) standards. The descriptors will be available as a support document for the field review.)</b> | *                    |
| 1.2 | Knowledge of the linguistic elements of Anishinaabemowin and its varieties.   | C                    |
| 1.3 | An understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire and use English and Anishinaabemowin listening, speaking, reading, and writing for social and academic purposes.  | B                    |
| 1.4 | Knowledge of the similarities and differences between English and Anishinaabemowin.   | B                    |
| 2.0 | <b>Cultures, Literatures, Cross-Disciplinary Concepts</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>   |                      |
| 2.1 | Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support student learning.   | A                    |
| 2.2 | Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.  | A                    |
| 2.3 | An understanding of the value and role of both oral and written narratives and the ability to use them to interpret and reflect upon the perspectives of cultures over time.  | B                    |
| 2.4 | An understanding of the connections among perspectives of cultures, their practices and products, and be able to make comparisons.  | B                    |

| No. | Guideline/Standard   | Level of Proficiency |
|-----|--|----------------------|
| 2.5 | Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the Anishinaabemowin language.   | A                    |
| 3.0 | <b>Language Acquisition Theories and Instructional Practices</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>   |                      |
| 3.1 | An understanding of language acquisition theories and research.  | B                    |
| 3.2 | Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes Anishinaabemowin language input and opportunities for negotiation of meaning and meaningful interaction. | B                    |
| 3.3 | A variety of instructional practices that produce language outcomes through an articulated program that addresses the needs of diverse language learners.  | B                    |
| 3.4 | Knowledge and use of a variety of strategies for instructional management that facilitates language acquisition and student achievement for second language learners.  | B                    |
| 4.0 | <b>Integration of Standards Into Curriculum and Instruction</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>  |                      |
| 4.1 | An understanding of the standards and benchmarks of the <i>Michigan Curriculum Framework</i> and <i>Standards for Foreign Language Learning</i> in curricular planning.  | B                    |
| 4.2 | Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction.  | B                    |
| 4.3 | Ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.                                 | A                    |
| 4.4 | Ability to serve as an effective model of English and the Anishinaabemowin language for developing listening, speaking, reading, and writing skills.   | C                    |

| No. | Guideline/Standard  | Level of Proficiency |
|-----|---|----------------------|
| 4.5 | Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the Anishinaabemowin language.                             | A                    |
| 4.6 | Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective world language and content teaching.   | B                    |
| 4.7 | Skills in supporting world language students as they access the core curriculum and learn language and academic content together.   | B                    |
| 4.8 | Knowledge of past and current second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual learners.            | B                    |
| 5.0 | <b>Assessment of Languages and Cultures</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>   |                      |
| 5.1 | Knowledge of the ongoing nature of assessment and multiple age- and level-appropriate ways to assess that provides purposeful outcome data.   | B                    |
| 5.2 | Reflective assessment practices including: analysis of assessment results, adjustment of instruction based on assessment results, and use of outcome data to determine the direction of instruction.  | A                    |
| 5.3 | Ability to interpret and communicate the results of student performances to all stakeholders and provide an opportunity for discussion of the interpretations and decisions based on the information. | B                    |
| 5.4 | Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).  | A                    |
| 5.5 | Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of world language students.                               | B                    |
| 6.0 | <b>Professionalism</b><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>  |                      |

| No. | Guideline/Standard  | Level of Proficiency |
|-----|---|----------------------|
| 6.1 | Linguistic and cultural competence through reflective practices.  | B                    |
| 6.2 | Knowledge of the value of multilingualism to the overall success of all students and understands the teacher's role as an advocate for students, colleagues, and members of the community in promoting multilingualism.                               | B                    |
| 6.3 | Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.   | C                    |
| 6.4 | Knowledge of legislative impact on the teaching in programs for world languages, limited-English proficient students, and bilingual education.  | A                    |
| 6.5 | Knowledge of the teacher's role as a professional within a discipline.  | A                    |
| 6.6 | Knowledge of the history and current state of teaching world languages, limited-English proficient students, and bilingual students as it affects public policy and advocacy issues.  | A                    |
| 6.7 | An ability to serve as a professional resource, an advocate for students, and an ability to build partnerships with students' families and communities.   | A                    |
| 7.0 | <b>Institutional Resources, Coordination, and Commitment</b><br><b>Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.</b> |                      |
| 7.1 | The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs.  | *                    |
| 7.2 | The program provides adequate resources, both human and material, to insure the world language teacher preparation program is equivalent in stature to other teacher preparation programs.  | *                    |
| 7.3 | The program provides a methods course with specific age-appropriate strategies of instruction for world language learners and collaboratively supports structured field experiences.  | *                    |
| 7.4 | The program provides an assessment system that regularly evaluates the effectiveness of the program and its faculty and staff.  | *                    |

| No. | Guideline/Standard   | Level of Proficiency |
|-----|--|----------------------|
| 7.5 | The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency. | *                    |

| Guideline/Standard   | Level of Proficiency |
|--|----------------------|
| <b>A K-12 endorsement program must provide candidates with the following experiences:</b>  |                      |
| Structured field experiences (inclusive of student teaching) in three areas: elementary, middle, and high school.  | *                    |
| Course work in growth and development for early childhood and adolescent learners.   | *                    |
| Preparation in instructional methods with specific strategies of instruction for limited-English proficient students and collaboratively supports structured field experiences appropriate to all levels of certification. | *                    |