

# PRESENTATION ON THE REVISED MICHIGAN STANDARDS FOR THE PREPARATION OF TEACHERS OF WORLD LANGUAGES

Venessa Keesler, Deputy Superintendent

Sean Kottke, Education Consultant

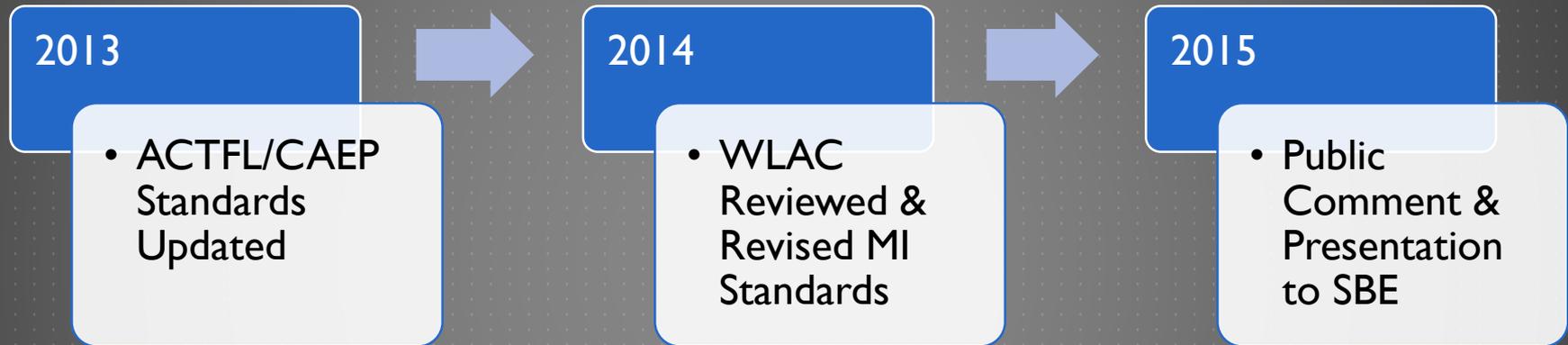


# PURPOSES OF WORLD LANGUAGE TEACHER PREPARATION STANDARDS

- ▶ Establish shared vision for knowledge and skills of entry level teachers of world languages in Michigan
- ▶ Guide educator preparation program development and assessment
- ▶ Support EPLs seeking national recognition and accreditation



# OVERVIEW OF STANDARDS DEVELOPMENT PROCESS



# HIGHLIGHTS OF REVISED STANDARDS

- ▶ Strong continuity with current standards
- ▶ More detailed standards on assessment and teaching methods to support authentic interpersonal communication skills
- ▶ New requirement for programs to assess candidates with the OPI
- ▶ Provides rubric of acceptable and target performance indicators



# OVERVIEW OF REVISED STANDARDS

- ▶ Comprised of 18 standards grouped into 6 domains:
  1. Language Proficiency: Interpersonal, Interpretive, and Presentational
  2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
  3. Language Acquisition Theories and Knowledge of Students and Their Needs
  4. Integration of Standards in Planning, Classroom Practice, and Use of Instructional Resources
  5. Assessment of Languages and Cultures
  6. Professional Development, Advocacy, and Ethics

Standards for the Preparation of Teachers of

## World Languages (F<sub>L</sub>)



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# EXAMPLE DOMAIN:

- ▶ 2. Cultures, Linguistics, Literatures, and Concepts from Other Disciplines
  - ▶ Candidates demonstrate understanding of the multiple content areas that comprise the field of world language studies. They demonstrate understanding of the interrelatedness of perspectives, products, and practices in the target cultures. Candidates know the linguistic elements of the target language system, and they recognize the changing nature of language. Candidates identify distinctive viewpoints in the literary texts, films, art works, and documents from a range of disciplines accessible to them only through the target language.
  - ▶ This domain encompasses four standards

# EXAMPLE STANDARD:

|             |   |   |
|-------------|---|---|
| <b>2.d.</b> | <b>Pre-service teachers will demonstrate understanding of the complex and abstract nature of language and distinguish between language and communication.</b> |   |
|             | <b>Elements</b>   | <b>Acceptable Performance Indicators</b>  |
|             | <b>2.d.1. Understanding the Nature of Language</b>  | The candidate understands the difference between mental representation and pedagogical rules and is able to appropriately limit the testing of pedagogical rules.   |
|             | <b>2.d.2. Language and Communication</b>  | The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and is able to determine what kind of activity promotes acquisition and/or communication. |
|             | <b>2.d.3. Communication</b>   | The candidate understands the purpose of communication, the role that context plays in communication, and can recognize tasks that are communicative in nature.   |

# EXAMPLE RUBRIC:

|      |   |  |   |  |
|------|---|--|---|--|
| 2.d. | <b>Pre-service teachers will demonstrate understanding of the complex and abstract nature of language and distinguish between language and communication.</b> |  |   |  |
|      | <b>Element</b>  | <b>Target</b>  | <b>Acceptable</b>   | <b>Unacceptable</b>  |
|      | 2.d.1. Understanding the Nature of Language   | The candidate understands the difference between mental representation and pedagogical rules and is able to create assessment tasks without focusing on pedagogical rules.         | The candidate understands the difference between mental representation and pedagogical rules and is able to appropriately limit the testing of pedagogical rules.   | The candidate has difficulties recognizing the difference between mental representation and pedagogical rules.   |
|      | 2.d.2. Language and Communication   | The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and can create activities of both types. | The candidate is able to explain the difference between activities that promote language acquisition and those that promote communication and is able to determine what kind of activity promotes acquisition and/or communication. | The candidate is aware of the difference between activities that promote language acquisition and those that promote communication but cannot always distinguish between activity goals. |
|      | 2.d.3. Communication  | The candidate understands the purpose of communication and the role that context plays in communication, and can develop tasks that are communicative in nature.                   | The candidate understands the purpose of communication and the role that context plays in communication, and can recognize tasks that are communicative in nature.  | The candidate lacks knowledge of the purpose of communication and the role that context plays in communication.  |

# RECOMMENDATION TO ADOPT STANDARDS

- ▶ OPPS recommends adoption of the revised Standards for the Preparation of Teachers of World Languages to guide:
  - ▶ **Initial teacher preparation:** creation, approval, implementation and accreditation of certification programs
  - ▶ **Ongoing professional learning:** provide framework for guiding ongoing professional learning opportunities for world language teachers.

# CONTACT INFORMATION

For more information regarding the proposed revision of the Standards for the Preparation of Teachers of World Languages, please contact:

Dr. Sean Kottke, Education Consultant  
Office of Professional Preparation Services

(517) 373-7861

[KottkeS@Michigan.gov](mailto:KottkeS@Michigan.gov)

