



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING

RICK SNYDER  
GOVERNOR

BRIAN J. WHISTON  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** November 1, 2016  
**TO:** State Board of Education  
**FROM:** Brian J. Whiston, Chairman   
**SUBJECT:** Presentation on the Proposed Standards for the Preparation of Teachers of English as a Second Language and Bilingual Education

In pursuit of its goal to improve teacher quality, the State Board of Education (SBE) receives the proposal for adoption of new Standards for the Preparation of Teachers of English as a Second Language (ESL) and Bilingual Education. These standards were updated to improve alignment between educator preparation policy in Michigan and the Every Student Succeeds Act, to support the Top 10 in 10 Years Strategic Goal 3 to "develop, support, and sustain a high-quality, prepared, and collaborative education workforce," and to increase the state's capacity to pursue Top 10 in 10 Strategy 2.2c to "develop and implement evidence-based, results-driven programs to meet the needs of all students, including differentiated services and instruction for special populations (and particular focus on English learners)." These standards will replace Michigan's current endorsement standards in these two domains as the guiding sets of standards for initial teacher preparation in ESL and bilingual instruction and will serve as the standards to support professional development of in-service teachers.

Workgroups composed of participants from the Michigan Department of Education's (MDE) Office of Field Services' (OFS) English Language Advisory Committee World Language Advisory Committee (WLAC) met throughout 2016 to update Michigan's Standards for the Preparation of Teachers of ESL and Bilingual Education. This action was motivated by the 2015 SBE approval of new Michigan Standards for the Preparation of Teachers of World Languages.

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Attachments A and C provide details on the process of development of both sets of proposed standards. Attachments B and D are the proposed Michigan Standards for the Preparation of Teachers of ESL and Bilingual Education (respectively).

These standards are submitted for the SBE review at its November 15, 2016, meeting. This presentation is to be followed by a period of public comment in December and for approval at the SBE's January 2017 meeting.



**Introduction to Standards  
for the Preparation of  
Teachers of English as a  
Second Language**

# Introduction to Standards for the Preparation of Teachers English as a Second Language

## Conceptual Framework for the Preparation of Teachers in Michigan

A teacher preparation program is comprised of multiple interdependent components that prepare candidates for certification to demonstrate proficiencies defined in several aligned sets of standards.

- The Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards, adopted by the State Board of Education (SBE) in 2013, define the theoretical and practical knowledge, skills, and dispositions that all entry level teachers should possess upon completion of an approved teacher preparation program.
- The Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction specify the expected knowledge and skills in the areas of reading that all teachers at the elementary and secondary levels should possess upon entry to the profession, regardless of content area specialization.
- Michigan-specific content standards define the central concepts, tools of inquiry, and structures of the specific discipline(s) in which teacher candidates seek endorsement, as well as pedagogical applications of that disciplinary knowledge.

**A recommendation for teacher certification is an assurance on the part of the teacher preparation program that a candidate demonstrates the appropriate proficiencies specified in each of these sets of standards.**

## Standards for the Preparation of Teachers of English as a Second Language

### **Purpose**

The purpose of the Standards for the Preparation of Teachers of English as a Second Language (ESL) is to establish a shared vision for the knowledge and skills that entry level teachers of ESL in Michigan should possess and be able to demonstrate in their teaching, regardless of whether they follow a traditional or alternate route into the profession. This document provides standards across six domains of professional preparation to provide instruction for English Learners. These standards establish outcomes for graduates of teacher preparation programs in ESL, and should be used to inform program development and continuous improvement efforts at Michigan's institutions of higher education and alternate route providers. They exemplify the core beliefs for supporting linguistically and culturally diverse learners in English/multilingual teaching, developed and adopted by the Michigan Department of Education's (MDE) Office of Field Services' (OFS) English Learner Advisory Committee (ELAC) in its strategic planning process, as expressed in the following statements.

We are committed to provide intensive, intentional and appropriate instructional opportunities that meet the unique needs of English Learners, ensuring their academic success by advocating for educational equity and excellence for bilingual/multiliterate students in a global society and by modeling social justice.

## Introduction to Standards for the Preparation of Teachers English as a Second Language

We are committed to teacher preparation leading to multiliterate global citizens who will make contributions to economic, social, civic, technological and cultural advancements. In doing so we commit to educational equity and respecting diversity while accessing student background knowledge and experience.

We are committed to build on the funds of knowledge students bring to their learning communities with an asset based mindset, and to create a climate that welcomes, honors and respects diversity, multilingualism and their cultural contributions.

These standards are rooted in the belief that the primary role of an English as a Second Language (NS) endorsed teacher is to promote educational equity and the academic achievement of students whose home languages are not English by delivering instruction in how to speak, read, write, listen and communicate in English and by supporting their acquisition of content knowledge and academic vocabulary while they learn English. This role is distinct from that of the World Language (F\_) endorsed teacher, whose primary role is to increase children's global competence by delivering instruction in how to speak, read, write and listen in a target world language that is not their home language, as well as by supporting students' understanding of the world cultures associated with the target language. It is also distinct from that of the Bilingual Education (Y\_) endorsed teacher, whose primary role is to promote educational equity by making content curriculum accessible to students whose home languages are not English by delivering content area instruction in the students' home language(s), supporting the maintenance and development of literacy in students' home language(s), and simultaneously providing direct instruction in English language and literacy.

These standards are aligned with the TESOL/CAEP Standards of the Recognition of Initial TESOL Programs in P-12 ESL Teacher Education (2010). Because they are aligned with the same standards used by national accrediting bodies and specialty program associations for recognition and accreditation decisions, Michigan programs' alignment to the state standards will support their accreditation activities.

### **Development of the Proposal**

The ELAC, led by the MDE's OFS and composed of representatives from Michigan's local education agencies, intermediate school districts, and public and independent teacher preparation programs in bilingual education and ESL, began discussions about updating Michigan's teacher preparation standards in November 2014. This action was motivated by recognition of a critical shortage of appropriately prepared teachers to meet the needs of Michigan's growing population of students eligible for ESL or bilingual education services. For example, in the 2015-2016 school year, 90,121 students were identified as English Learners<sup>1</sup> and eligible for ESL or bilingual education programs yet only 733 full-time equivalent instructional positions (FTEs) were devoted to serving this population by teachers holding NS or

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<sup>1</sup> Source: MI School Data, 2015-2016 Student Count

## Introduction to Standards for the Preparation of Teachers English as a Second Language

Y\_ endorsements, according to the Registry of Educational Personnel for End of Year 2016. Further impetus for updating the standards came after the November 2015 SBE adoption of updated standards for world language teacher preparation. At its March 17, 2016, meeting, the consensus of the ELAC was to review the TESOL/CAEP 2010 standards and Michigan's Standards for the Preparation of Teachers of English as a Second Language (NS) adopted by the SBE at its July 7, 2004, meeting to determine whether an adoption of the TESOL/CAEP standards or a targeted revision of the English as a Second Language (NS) standards would be the best approach to updating Michigan's standards. Members of the ELAC were surveyed for their interest to serve on a workgroup engage in this work and bring an updated set of standards for ELAC approval before its fall 2016 meeting. The ESL Standards Workgroup met at the MDE on May 10, 2016, and determined that a targeted revision of the 2004 NS standards was the best approach for updating Michigan standards. It identified 19 standards for revision and drafted new language for the identified standards. The workgroup met again at the ELAC's June 2, 2016, meeting to review recommended revisions from the May meeting and reach consensus on draft language for standards that were not considered during the May meeting. The workgroup met for a third time at the MDE on August 3, 2016, to review the standards holistically, discuss the purpose of the English as a Second Language (NS) endorsement, and consider both preparation program requirements and endorsement authorizations, discussed later in this document.

These standards have strong continuity with the previous Michigan standards in terms of the core competencies that teachers in ESL programs should be able to demonstrate, with most of the targeted revisions consisting of subtle updates in language that increase the currency of the standards and provide stronger distinctions between expected competencies for ESL, bilingual and world language teachers. Standards related to teachers' understanding of the role that culture plays in language development and ability to apply their understanding of different cultural perspectives in instruction with English Learners (Standards 2.1 – 2.4) are unchanged from the 2004 standards. Outdated language referring to "limited-English proficient" learners was updated throughout to reference English Learners to align with the language adopted in the Every Student Succeeds Act (e.g., 3.7, 6.4). Standards relating to assessment (5.1 – 5.6) were updated to more clearly emphasize that teachers of ESL must be able to demonstrate assessment literacy not only in general, but also in the unique context of working with English Learners in an ESL setting. New standards (4.6 and 5.7) were added to further emphasize the need for teachers of ESL to be able to implement a variety of accommodations in both instruction and assessment that are appropriate to the needs of English Learners. Lastly, a new standard (1.5) was added to support bilingual teachers' ability to distinguish patterns of behavior and performance in the second language acquisition process that may resemble patterns of behaviors exhibited by children with learning disabilities from manifestations of true learning disabilities.

The most significant change in the updated standards is the expectation for language proficiency in English that teacher candidates are to demonstrate (1.1). The 2004 standards specified "At least a superior level of speaking, listening, reading, and writing proficiency in English using a variety of testing protocols." The new Standard 1.1 specifies that candidates demonstrate "an ability to serve as

## Introduction to Standards for the Preparation of Teachers English as a Second Language

effective models of spoken and written English as demonstrated by successful completion of coursework in an approved program and required assessments for teacher licensure." The rewritten standard aligns with the performance indicator for exceeding TESOL/CAEP's corresponding standard. As teacher preparation programs in ESL are delivered in English and multiple certification testing requirements for earning an NS endorsement (e.g. Professional Readiness Exam, Michigan Test for Teacher Certification #086) assess candidates' reading and writing skills at a high level, the consensus view of the ESL Standards Workgroup is that reifying additional formal testing of candidates' English proficiency within the standards was not warranted.

### Program Requirements

Educator preparation institutions wishing to recommend candidates for endorsements in world languages must ensure that candidates have completed a program of study that includes:

- an elementary or secondary program of study of at least 20 semester hours, or K-12 program of study of at least 24 semester hours connected with a program of study of at least 30 semester hours in Elementary Education, Language Arts, Social Studies, Science or Mathematics for initial endorsement on an elementary or secondary teaching certificate. For programs leading to an additional endorsement on an existing teacher certificate, at least 20 semester hours for an elementary or secondary endorsement and 24 semester hours for a K-12 endorsement;
- Prerequisite/co-requisite: documented experience learning a second language equivalent to two semesters' worth of college-level study in order to gain an understanding and appreciation of the processes of learning an additional language. Any semester hours earned in language coursework in fulfillment of this requirement may not count toward the 20 semester hour minor or 24 semester hour group minor; and
- for initial certification, a separate professional education program of at least 20 semester hours appropriate to grade level of the endorsement sought that prepares the candidate to the appropriate learning progression of the Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards and the appropriate Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction.

In addition K-12 initial and additional endorsement programs must provide:

- structured field experiences with a gradual release of responsibility (inclusive of student teaching) in three areas: elementary, middle school, and high school;
- course work in growth and development for early childhood and adolescent learners; and
- preparation in instructional methods with specific strategies of instruction for English Learners and multilingual learners appropriate to all levels of certification.

## Introduction to Standards for the Preparation of Teachers English as a Second Language

### Endorsement Authorizations

Teachers possessing an English as a Second Language (NS) endorsement may provide instruction in an ESL classroom in the grade levels indicated on their certificate for the NS endorsement. Teachers possessing an English as a Second Language (NS) endorsement and an endorsement in a core subject area may provide sheltered instruction<sup>2</sup> in all subjects according to certificate grade level and Michigan Merit Curriculum (MMC) credit in core subject areas in which they are endorsed (e.g., a teacher with English as a Second Language (NS) and Social Studies (RX) endorsements with 6-12 grade level authorizations may serve as the instructor of record for a course granting MMC credit in social studies offered only to students in grades 6-12 who qualify for ESL services).

Teachers possessing an English as a Second Language (NS) endorsement may also provide support for students who qualify for ESL services through co-teaching with teachers possessing appropriate certification in any subject area and in any grade level within the span of the NS endorsement. They may also provide instruction in a resource room setting for students who qualify for ESL services, and may serve as instructor of record for courses granting elective credit under the MMC without possessing additional subject area endorsements.

The NS endorsement is not authorization to teach in a bilingual classroom in Michigan.

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<sup>2</sup> Sheltered instruction is defined as a classroom setting in which teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to students whose home language is not English while promoting their English language development.

## Participants in Standards Development

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# **English as a Second Language (NS) Content Standards**

## English as a Second Language (NS) Content Standards

| No.        | Guideline/Standard   |
|------------|--|
| <b>1.0</b> | <b>Language, Linguistics, Comparisons</b><br>Candidates for endorsement in English as a Second Language will demonstrate:  |
| <b>1.1</b> | An ability to serve as effective models of spoken and written English as demonstrated by successful completion of coursework in an approved program and required assessments for teacher licensure.                    |
| <b>1.2</b> | Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) to develop literacy skills of English.  |
| <b>1.3</b> | An understanding of the dynamic changing nature of language systems.   |
| <b>1.4</b> | Knowledge of socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.   |
| <b>1.5</b> | An ability to apply knowledge when identifying differences between language acquisition and learning disabilities.   |
| <b>2.0</b> | <b>Cultures, Literatures, Cross-Disciplinary Concepts</b><br>Candidates for endorsement in English as a Second Language will demonstrate:  |
| <b>2.1</b> | 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 students learning. |
| <b>2.2</b> | Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.   |
| <b>2.3</b> | An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.   |

## English as a Second Language (NS) Content Standards

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| <b>2.4</b> | An understanding of similarities and differences between English-speaking and heritage cultures, and know how to make thoughtful comparisons between them.                                     |
| <b>3.0</b> | <b>Second Language Acquisition Theories and Instructional Practices</b><br>Candidates for endorsement in English as a Second Language will demonstrate:  |
| <b>3.1</b> | An understanding of second language acquisition theories and research, inclusive of error analysis, performance analysis, and interlanguage analysis.  |
| <b>3.2</b> | An ability to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction and negotiation of meaning in English.      |
| <b>3.3</b> | A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.               |
| <b>3.4</b> | Knowledge and use of second language acquisition theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources. |
| <b>3.5</b> | Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language acquisition process.   |
| <b>3.6</b> | Knowledge of second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual English Learners.              |
| <b>3.7</b> | Knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms.  |
| <b>3.8</b> | Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for English Learners.  |
| <b>3.9</b> | Competency in teaching English Learners to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.  |

## English as a Second Language (NS) Content Standards

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| <b>4.0</b> | <b>Integration of Standards Into Curriculum and Instruction</b>  |
|            | Candidates for endorsement in English as a Second Language will demonstrate:   |
| <b>4.1</b> | An understanding of the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency in curricular planning.  |
| <b>4.2</b> | An ability to integrate the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content. |
| <b>4.3</b> | An 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.  |
| <b>4.4</b> | An ability to manage and implement standards-based content instruction to support English Learners in accessing the core curriculum as they learn language and academic content.   |
| <b>4.5</b> | Knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, and managing content instruction including the use of critical thinking skills for English Learners.  |
| <b>4.6</b> | Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in the delivery of effective content curriculum for English learners.  |
| <b>4.7</b> | Knowledge and use of differentiated instruction and appropriate and timely accommodations based on the needs of the needs of English Learners.   |
| <b>5.0</b> | <b>Assessment</b>  |
|            | Candidates for endorsement in English as a Second Language will demonstrate:   |
| <b>5.1</b> | Knowledge of the nature of assessment and multiple ways to assess that are age, level, and language appropriate.   |

## English as a Second Language (NS) Content Standards

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| <b>5.2</b> | Effective and timely assessment practices including: analysis of formative, interim and summative assessment results, and use of outcome data to inform instruction and to interpret and communicate student achievement results to all stakeholders.             |
| <b>5.3</b> | Knowledge of various assessment issues affecting English Learners (e.g., cultural and linguistic bias, political, social, linguistic and psychological factors).  |
| <b>5.4</b> | Knowledge and use of various standards-based language proficiency instruments to inform instruction and the value of data for identification, placement, and demonstration of language proficiency and academic achievement of English Learners.                  |
| <b>5.5</b> | Knowledge of the difference between language proficiency testing and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect English Learners.   |
| <b>5.6</b> | Knowledge of the relationship between standards and assessment decisions.   |
| <b>5.7</b> | Knowledge and use of a variety of assessment accommodations appropriate to the needs of English Learners.   |
| <b>6.0</b> | <p><b>Professionalism</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>   |
| <b>6.1</b> | Knowledge of culturally responsive teaching practices.  |
| <b>6.2</b> | Knowledge of the additive value that multilingualism brings to the overall success of all students and an understanding of the teacher's role as an advocate with students, colleagues, and members of the community in promoting and developing multilingualism. |
| <b>6.3</b> | An ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.  |

## English as a Second Language (NS) Content Standards

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| <b>6.4</b> | Knowledge of legislative impact on teaching in programs for world languages, English Learners, and bilingual education.   |
| <b>6.5</b> | Knowledge of the teacher's role as a professional within a discipline.  |
| <b>6.6</b> | Knowledge of the history and current state of teaching world languages, English Learners, and bilingual students as it affects public policy and advocacy issues. |
| <b>6.7</b> | An ability to serve as a professional resource, advocate for students, and build partnerships with students' families and communities.                            |



# **Introduction to Standards for the Preparation of Teachers of Bilingual Education**

# Introduction to Standards for the Preparation of Teachers of Bilingual Education

## Conceptual Framework for the Preparation of Teachers in Michigan

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- The Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards, adopted by the State Board of Education (SBE) in 2013, define the theoretical and practical knowledge, skills, and dispositions that all entry level teachers should possess upon completion of an approved teacher preparation program.
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- Michigan-specific content standards define the central concepts, tools of inquiry, and structures of the specific discipline(s) in which teacher candidates seek endorsement, as well as pedagogical applications of that disciplinary knowledge.

**A recommendation for teacher certification is an assurance on the part of the teacher preparation program that a candidate demonstrates the appropriate proficiencies specified in each of these sets of standards.**

## Standards for the Preparation of Teachers of Bilingual Education

### **Purpose**

The purpose of the Standards for the Preparation of Teachers of Bilingual Education is to establish a shared vision for the knowledge and skills that entry level teachers of bilingual education in Michigan should possess and be able to demonstrate in their teaching, regardless of whether they follow a traditional or alternate route into the profession. This document provides standards across six domains of professional preparation to provide instruction for bilingual and multilingual learners. These standards establish outcomes for graduates of teacher preparation programs in bilingual education, and should be used to inform program development and continuous improvement efforts at Michigan's institutions of higher education and alternate route providers. They exemplify the core beliefs for supporting linguistically and culturally diverse learners in English/multilingual teaching, developed and adopted by the Michigan Department of Education's (MDE) Office of Field Services' (OFS) English Learner Advisory Committee (ELAC) in its strategic planning process, as expressed in the following statements.

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We are committed to build on the funds of knowledge students bring to their learning communities with an asset based mindset, and to create a climate that welcomes, honors and respects diversity, multilingualism and their cultural contributions.

These standards are rooted in the belief that the primary role of a Bilingual Education (Y\_) endorsed teacher is to promote educational equity by making content curriculum accessible to students whose home language(s) are not English. The Bilingual Education (Y\_) endorsed teacher serves this role by delivering content area instruction in the students' home language(s) and supporting the maintenance and development of literacy in students' home language(s), while simultaneously providing direct instruction in English language and literacy. This role is distinct from that of the World Language (F\_) endorsed teacher, whose primary role is to increase students' global competence by delivering instruction in how to speak, read, write and listen in a target world language that is not their home language, as well as by supporting students' understanding of the world cultures associated with the target language. It is also distinct from that of the English as a Second Language (NS) endorsed teacher, whose primary role is to promote educational equity and the academic achievement of students whose home language(s) are not English by delivering instruction in how to speak, read, write, listen and communicate in English and by supporting their acquisition of content knowledge and academic language while they learn English.

### Development of the Proposal

The ELAC, led by the MDE's OFS and composed of representatives from Michigan's local education agencies, intermediate school districts, and public and independent teacher preparation programs in bilingual education and ESL, began discussions about updating Michigan's teacher preparation standards in November 2014. This action was motivated by recognition of a critical shortage of appropriately prepared teachers to meet the needs of Michigan's growing population of students eligible for English as a second language (ESL) or bilingual education services. For example, in the 2015-2016 school year, 90,121 students were identified as English Learners<sup>3</sup> and eligible for ESL or bilingual education programs yet only 733 full-time equivalent instructional positions (FTEs) were devoted to serving this population by teachers holding NS or Y\_ endorsements, according to the Registry of Educational Personnel for End of Year 2016. Further impetus for updating the standards came after the November 2015 SBE adoption of updated standards for world language teacher preparation. At its March 17, 2016, meeting, the consensus of the ELAC was to commission a targeted revision of the Bilingual Education (Y\_) standards, and members of the ELAC were surveyed for their interest to serve on a workgroup

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<sup>3</sup> Source: MI School Data, 2015-2016 Student Count

## Introduction to Standards for the Preparation of Teachers of Bilingual Education

engage in this work and bring an updated set of standards for ELAC approval before its fall 2016 meeting. The Bilingual Education Standards Workgroup met at the MDE on May 10, 2016 and reviewed the Standards for the Preparation of Teachers of Bilingual Education (Y\_) adopted by the SBE at its July 7, 2004 meeting. It identified 20 standards for revision and drafted new language for the identified standards. The workgroup met again at the ELAC's June 2, 2016 meeting to consider additional recommendations for revision made by the English as a Second Language Standards Workgroup, and for a third time at the MDE on August 2, 2016, to review the standards holistically, discuss the purpose of the Bilingual Education (Y\_) endorsement, and consider both preparation program requirements and endorsement authorizations, discussed later in this document.

These standards have strong continuity with the previous Michigan standards in terms of the core competencies that teachers in bilingual education programs should be able to demonstrate, with most of the targeted revisions consisting of subtle updates in language that increase the currency of the standards and provide stronger distinctions between expected competencies for bilingual, ESL and world language teachers. Standards related to teachers' understanding of the role that culture plays in language development and ability to apply their understanding of different cultural perspectives in instruction with multilingual learners (Standards 2.1 – 2.5) are unchanged from the 2004 standards. Outdated language referring to "limited-English proficient" learners was updated throughout to reference bilingual or multilingual learners in order to emphasize the additive value that maintenance and development of students' home languages contributes to their mastery of the content area curriculum as well as their developing proficiency in English (e.g., 3.4, 6.2). Standards relating to assessment (5.1 – 5.6) were updated to more clearly emphasize that teachers of bilingual education must be able to demonstrate assessment literacy not only in general, but also in the unique context of working with multilingual students. New standards (4.7 and 5.6) were added to further emphasize the need for teachers of bilingual education to be able to implement a variety of accommodations in both instruction and assessment that are appropriate to the needs of multilingual learners. A new standard (1.5) was added to support bilingual teachers' ability to distinguish patterns of behavior and performance in the second language acquisition process that may resemble patterns of behaviors exhibited by children with learning disabilities from manifestations of true learning disabilities.

The most significant change in the updated standards is the level of language proficiency in English and the language of the bilingual endorsement that teacher candidates are expected to demonstrate (1.1). The 2004 standards specified a level of "Superior," and teacher preparation institutions were expected to assess language proficiency "using a variety of testing protocols." The new standards specify a level of "Advanced Low" in both English and the language of bilingual endorsement, the latter of which must be demonstrated using the American Council of Teachers of Foreign Languages (ACTFL) Oral Proficiency Interview (OPI), a rigorous, internationally recognized, valid and reliable assessment administered by Language Testing International. This performance standard aligns with the highest level of language proficiency required in the 2015 Michigan Standards for the Preparation of Teachers of World Languages (F\_), and like those standards, specifies the assessment instrument to be used to verify candidates' proficiency.

## Introduction to Standards for the Preparation of Teachers of Bilingual Education

The consensus view of the Bilingual Standards Workgroup is that a significant contributing factor to the critical shortage of teachers with Bilingual Education (Y\_) endorsements in Michigan schools (see above) is the 2004 standards' expectation of "Superior" proficiency in both English and the language of bilingual endorsement. The Workgroup recommends this re-alignment of the language proficiency standard, coupled with the specification of a rigorous assessment of oral proficiency in the language of bilingual endorsement, as a means to increase the supply of bilingual educators who are both native speakers of English and native speakers of languages other than English. It recognizes that while candidates may be able to achieve "Superior" proficiency in their native language (whether English or not), achievement of "Advanced Low" on the OPI in the language of bilingual endorsement indicates that candidates are able to communicate "with sufficient accuracy, clarity, and precision to convey their intended message without misrepresentation or confusion" to the extent that "[t]heir speech can be understood by native speakers unaccustomed to dealing with non-natives, even though this may require some repetition or restatement" ([ACTFL Proficiency Guidelines 2012](#), p. 6), and that this level is adequate for supporting students' mastery of the content area curriculum in their home languages while they develop proficiency in English.

### Program Requirements

Educator preparation institutions wishing to recommend candidates for endorsements in bilingual education must ensure that candidates have completed a program of study that includes:

- a K-12 program of study of at least 20 semester hours connected with a program of study of at least 30 semester hours in Elementary Education, Language Arts, Social Studies, Science or Mathematics for initial endorsement on an elementary or secondary teaching certificate. For programs leading to an additional endorsement on an existing teacher certificate containing an endorsement in one of the above content areas, at least 20 semester hours for a K-12 endorsement;
- demonstrated proficiency in English and the endorsed language as described in Standard 1.1;
- structured field experiences with a gradual release of responsibility (inclusive of student teaching) in three areas: elementary, middle school, 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 English Learners and multilingual learners appropriate to all levels of certification;
- prerequisite/co-requisite: language coursework beyond the first four semesters of language instruction in commonly taught languages (inclusive of Categories I and II of the Foreign Service Institute (FSI) scale), as necessary to ensure achievement of proficiency standards. Any credits earned in language coursework may not count toward completion of the 20 credit minimum; and
- for initial certification, a separate professional education program of at least 20 semester hours appropriate to grade level of the endorsement

## Introduction to Standards for the Preparation of Teachers of Bilingual Education

sought that prepares the candidate to the appropriate learning progression of the Michigan Interstate Teacher Assessment and Support Consortium (MI-InTASC) Model Core Teaching Standards and the appropriate Michigan Certification Standards for the Preparation of All Elementary and Secondary Teachers in Reading Instruction.

### Endorsement Authorizations

Michigan offers Bilingual Education (Y\_) endorsements in the following languages:

- Bilingual French (YA)
- Bilingual German (YB)
- Bilingual Greek (YC)
- Bilingual Russian (YE)
- Bilingual Spanish (YF)
- Bilingual Italian (YH)
- Bilingual Polish (YI)
- Bilingual Hebrew (YJ)
- Bilingual Arabic (YK)
- Bilingual Other (YL)
- Bilingual Vietnamese (YM)
- Bilingual Korean (YN)
- Bilingual Serbo/Croatian (YO)
- Bilingual Chaldean (YP)
- Bilingual Chinese (YR)
- Bilingual Filipino (YS)
- Bilingual Japanese (YT)

Teachers possessing both a Bilingual Education (Y\_) endorsement and an endorsement in an academic subject area may provide instruction in the subject(s) for which they hold specific content endorsement(s) at the level of certification, taught in English and the language of the bilingual endorsement. They may provide sheltered instruction<sup>4</sup> in all subjects according to certificate grade level and Michigan Merit Curriculum (MMC) credit in core subject areas in which they are endorsed (e.g., a teacher with Bilingual Spanish (YF) and Social Studies (RX) endorsements may serve as the instructor of record for a course granting MMC credit in social studies offered only to students who qualify for bilingual education services).

Teachers possessing a Bilingual Education (Y\_) endorsement may also provide support for students who qualify for bilingual education services through co-teaching with teachers possessing appropriate certification in any subject area and grade level. They may also provide instruction in English as a second language and native language literacy, as well as lead a resource room for students who qualify for bilingual education services. They may serve as instructor of record for courses

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<sup>4</sup> Sheltered instruction is defined as a classroom setting in which teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to students whose home language is not English while promoting their English language development.

## **Introduction to Standards for the Preparation of Teachers of Bilingual Education**

granting elective credit under the MMC without possessing additional subject area endorsements.

# Introduction to Standards for the Preparation of Teachers of Bilingual Education

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# **Bilingual Education (Y\_) Content Standards**

## Bilingual Education (Y\_) Content Standards

| No.        | Guideline/Standard   |
|------------|--|
| <b>1.0</b> | <p><b>Language, Linguistics, Comparisons</b></p> <p>Candidates for endorsement in Bilingual Education will demonstrate:</p>  |
| <b>1.1</b> | At least an Advanced Low level of speaking, listening, reading, and writing proficiency in at least two languages, English and the target non-English language, using a variety of testing protocols, including assessments of interpersonal, interpretive, and presentational communication, and the ACTFL Oral Proficiency Interview (OPI) in the target language. |
| <b>1.2</b> | Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) of English and the target non-English language and their varieties.   |
| <b>1.3</b> | An understanding of language as a dynamic system and competency in helping students acquire and use English and the target non-English language in listening, speaking, reading, and writing for social and academic purposes.   |
| <b>1.4</b> | Knowledge of the similarities and differences between the English and the target non-English language.   |
| <b>1.5</b> | An ability to apply knowledge when identifying differences between language acquisition and learning disabilities.   |
| <b>2.0</b> | <p><b>Cultures, Literatures, Cross-Disciplinary Concepts</b></p> <p>Candidates for endorsement in Bilingual Education will demonstrate:</p>  |
| <b>2.1</b> | 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.  |
| <b>2.2</b> | Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.   |

## Bilingual Education (Y\_) Content Standards

|            |   |
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| <b>2.3</b> | An understanding of the value and role of literary and cultural texts and use them to interpret and reflect upon the perspectives of cultures over time.  |
| <b>2.4</b> | An understanding of the connections among perspectives of cultures and their practices and products, and be able to make comparisons.   |
| <b>2.5</b> | An ability to identify distinctive cultural viewpoints in multiple content areas through English and the target non-English language.   |
| <b>3.0</b> | <b>Second Language Acquisition Theories and Instructional Practices</b><br>Candidates for endorsement in Bilingual Education will demonstrate:  |
| <b>3.1</b> | An understanding of second language acquisition theories and research, inclusive of error analysis, performance analysis, and interlanguage analysis.   |
| <b>3.2</b> | An ability to use language acquisition knowledge to create a supportive classroom-learning environment that includes opportunities for interaction and negotiation of meaning in English and the target non-English language. |
| <b>3.3</b> | A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.  |
| <b>3.4</b> | Knowledge and utilization of a variety of strategies for instructional management that facilitate language acquisition and student achievement for multilingual learners.   |
| <b>3.5</b> | An ability to teach multiple content areas through English and the target non-English language.   |
| <b>3.6</b> | Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language acquisition process.  |
| <b>3.7</b> | Knowledge of second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual multilingual learners.  |

## Bilingual Education (Y\_) Content Standards

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| <b>3.8</b> | Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for multilingual learners.   |
| <b>4.0</b> | <b>Integration of Standards Into Curriculum and Instruction</b><br>Candidates for endorsement in Bilingual Education will demonstrate:   |
| <b>4.1</b> | An understanding of the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency in curricular planning.  |
| <b>4.2</b> | An ability to integrate the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content. |
| <b>4.3</b> | An 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.  |
| <b>4.4</b> | An ability to serve as effective models of English and the target non-English language for developing bilingual listening, speaking, reading, and writing skills.  |
| <b>4.5</b> | An ability to plan for and teach in multi-level classrooms with learners from linguistically and culturally diverse backgrounds, using standards-based content curriculum.   |
| <b>4.6</b> | Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in the delivery of effective content curriculum for multilingual learners.   |
| <b>4.7</b> | Knowledge and use of differentiated instruction and appropriate and timely accommodations based on the needs of multilingual learners.   |
| <b>5.0</b> | <b>Assessment</b><br>Candidates for endorsement in Bilingual Education will demonstrate:   |

## Bilingual Education (Y\_) Content Standards

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| <b>5.1</b> | Knowledge of the nature of assessment and multiple ways to assess that are age, level, and language appropriate.   |
| <b>5.2</b> | Effective and timely assessment practices including: analysis of formative, interim and summative assessment results, and use of outcome data to inform instruction and to interpret and communicate student achievement results to all stakeholders.  |
| <b>5.3</b> | Knowledge of various assessment issues affecting multilingual learners (e.g., cultural and linguistic bias, political, social, linguistic and psychological factors).  |
| <b>5.4</b> | Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of multilingual learners.  |
| <b>5.5</b> | Knowledge of a broad variety of assessment tools in English and the target non-English language (for example, standards-based proficiency instruments, performance-based assessment tools, and standardized achievement tests of overall mastery) and how they affect multilingual learners. |
| <b>5.6</b> | Knowledge and use of a variety of assessment accommodations appropriate to the needs of multilingual learners.   |
| <b>6.0</b> | <b>Professionalism</b><br>Candidates for endorsement in Bilingual Education will demonstrate:  |
| <b>6.1</b> | Knowledge of culturally and linguistically responsive teaching practices.  |
| <b>6.2</b> | Knowledge of the additive value that multilingualism brings to the overall success of all students and an understanding of the teacher's role as an advocate with students, colleagues, and members of the community in promoting and developing multilingualism.                            |
| <b>6.3</b> | An ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.   |

## Bilingual Education (Y\_) Content Standards

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| <b>6.4</b> | Knowledge of legislative impact on teaching in programs for world languages, English Learners, and bilingual education.   |
| <b>6.5</b> | Knowledge of the teacher's role as a professional within a discipline.  |
| <b>6.6</b> | Knowledge of the history and current state of teaching world languages, English Learners, and bilingual students as it affects public policy and advocacy issues. |
| <b>6.7</b> | An ability to serve as a professional resource, advocate for students, and build partnerships with students' families and communities.                            |