



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING



JENNIFER M. GRANHOLM  
GOVERNOR

MICHAEL P. FLANAGAN  
SUPERINTENDENT OF  
PUBLIC INSTRUCTION

July 30, 2007

MEMORANDUM

**TO:** State Board of Education

**FROM:** Michael P. Flanagan, Chairman 

**SUBJECT:** Approval of Standards for the Preparation of Modern Standard Arabic and Arab Culture Teachers (FK)

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 SBE approved World Language Standards for all the World Languages, Bilingual Education, and English as a Second Language endorsement areas at its July 7, 2004 meeting. In response to evidence of significant need and through the leadership of State Board member, Marianne Yared McGuire, a referent group of experts in Modern Standard Arabic and Arab Culture was convened and designed the proposed Modern Standard Arabic and Arab Culture Standards using the framework for the approved world language standards. These standards are designed to align with the K-12 content standards in the *Michigan Curriculum Framework*, the draft *K-12 Guidelines for Languages Other Than English*, as well as national standards as presented in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century (2006)*.

In April and May 2007 a letter was sent to selected groups/associations, all Michigan teacher preparation institutions, and a random sample of intermediate and local school districts (Attachment A) asking them to review and comment on the draft standards listed on the Office of Professional Preparation Services website. As presented in Attachment B, the standards reflect the feedback received.

It is recommended that the State Board of Education approve the Modern Standard Arabic and Arab Culture (FK) standards for the preparation of Modern Standard Arabic and Arab Culture teachers, as discussed in the Superintendent's memorandum dated July 30, 2007.

STATE BOARD OF EDUCATION

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

|                                |                                    |
|--------------------------------|------------------------------------|
| Adrian College                 | Marygrove College                  |
| Ablon College                  | Michigan State University          |
| Alma College                   | Michigan Technological University  |
| Andrews University             | Northern Michigan University       |
| Aquinas College                | Oakland University                 |
| Calvin College                 | Olivet College                     |
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| 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**

American Association of University Professors  
American Federation of Teachers Michigan (AFT Michigan)  
Association of Independent Michigan Schools  
Michigan Teachers of English to Speakers of Other Languages  
Michigan Association for Supervision and Curriculum Development\*  
Michigan Association of Colleges of Teacher Education  
Michigan Association of Nonpublic Schools (MANS)  
Michigan Association of Public School Academies  
Michigan Association of School Administrators  
Michigan Association of Secondary School Principals  
Michigan Association of Teacher Educators (MATE)  
Michigan Education Association (MEA)  
Michigan Elementary & Middle School Principals Association  
Michigan Small and Rural Schools Association  
Michigan World Language Association  
North Central Association of Colleges and Schools  
School Equity Caucus  
Tri County Alliance for Public Education

## Schools

Academy for Technology and Enterprise  
Academy of Sacred Heart  
Al-Ikhlis Training Academy  
Allegan Area Educational Service Agency  
Alpena-Montmorency-Alcona ESD  
American Islamic Academy  
Annapolis High School  
Arthur Hill High School  
Barry ISD  
Battle Creek Central High School  
Bay-Arenac ISD  
Berrien ISD  
Blanche Kelso Bruce Academy-Wolverine  
Bloomfield Hills Andover H.S.  
Blue Water Learning Academy  
Branch ISD  
Brother Rice High School  
C.O.O.R. ISD  
Cabrini High School  
Calhoun ISD  
Calvin Christian High School  
Canton High School  
Carrollton High School  
Center Line High School  
Central High School  
Charlevoix-Emmet ISD  
Cheboygan-Otsego-Presque Isle ESD  
Clare-Gladwin RESD  
Clinton County RESA  
Community Middle/Community H.S.  
Comstock High School  
Conner Creek Academy East- High  
Cooks Prairie Baptist School  
Copper Country ISD  
Cornerstone Academy  
Covenant Christian High School  
Creston High School  
Dearborn Public Schools\*  
DeLaSalle Collegiate High School  
Delta-Schoolcraft ISD  
Detroit Community Schools-H.S.  
Dickinson-Iron ISD  
Divine Child High School  
East Grand Rapids High School  
Eastern Upper Peninsula ISD  
Eaton ISD  
Edsel Ford High School  
Everett High School  
Farmington High School  
Fordson High School  
Frankenmuth High School  
Gateway Middle/High School  
Genesee ISD  
Gogebic-Ontonagon ISD  
Grandville High School  
Gratiot-Isabella RESD  
Hackett Catholic Central High School  
Harrison High School  
Henry Ford Academy  
Hillsdale ISD  
Horizons Community High School  
Huron High School  
Huron ISD  
Immaculate Conception Ukranian H.S.  
Information Technology Acad. of St. Clair  
Ingham ISD  
International Academy  
Ionia ISD  
Iosco RESA  
J.W. Sexton High School  
Jackson ISD  
Kalamazoo Central High School  
Kalamazoo RESA  
Kent ISD  
Lansing Baptist School  
Lansing Catholic Central High School  
Lapeer ISD  
Lee High School  
Lenawee ISD  
Lewis Cass ISD  
Livingston ESA  
Loy Norrix High School  
Lutheran High School-North  
Macomb ISD  
Manistee ISD  
Marian High School  
Marquette-Alger RESA  
Mason-Lake ISD  
Mecosta-Osceola ISD  
Menominee ISD

Mercy High School  
Metropolitan SDA Jr. Academy  
Michigan Islamic Academy  
Midland County ESA  
Monroe ISD  
Montcalm Area ISD  
Morey Charter School  
Muhammad University of Islam  
Muskegon Area ISD  
Newaygo County RESA  
North Farmington High School\*  
Northview High School  
Novi High School  
Oakland International Academy Charter\*  
Oakland Schools  
Oceana Intermediate School District  
Ottawa Area ISD  
Plymouth Christian High School  
Plymouth High School  
Potters House High School  
Regina High School  
River Valley High School  
Roblchaud Senior High School  
Rockford H.S. Freshman Center  
Rockford High School  
Rogers High School  
Romulus Senior High School  
Saginaw County Transition Academy  
Saginaw High School

Saginaw ISD  
Salem High School  
Sanilac ISD  
Shiawassee Regional ESD  
St. Clair County RESA  
St. Joseph County ISD  
St. Joseph High School  
St. Philip Catholic Central High School  
Star International Academy\*  
Swan Valley High School  
Traverse Bay Area ISD  
Tuscola ISD  
Union High School  
Universal Academy\*  
Universal Learning Academy\*  
University-Liggett School  
Valley Lutheran High School  
Van Buren ISD  
Voyageur Consortium High School  
Washtenaw ISD  
Waverly Senior High School  
Wayne RESA  
West Catholic High School  
Wexford-Missaukee ISD  
Willow Run High School  
Wolverine Center  
Wyoming Park High School  
Ypsilanti High School

\* Responses from multiple educators in these groups

## Committee Members

Naji Abduljaber  
Bridge Academy

Luay Shalabi  
Central Academy

Dawf Aboudib  
Dearborn Public Schools

Sarah Shouair  
Dearborn Public Schools

Ismat A. Abu-Isa  
Mechanical Engineering Department

Bonnie Rockafellow  
Michigan Department of Education

Shereen Arraf  
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University of Michigan-Dearborn

Moulouk Berry  
University of Michigan-Dearborn

Ahmed B. Elsayed  
Wayne State University

Nabila Hammami  
Dearborn Public Schools

Albert Harp  
Riverside Academy

Kathleen McBroom  
Dearborn Public Schools

Marianne McGuire  
Michigan State Board of Education

Moulouk Reny  
University of Michigan-Dearborn

Nada Saab  
Star International Academy

**Field Response**  
**Proposed Standards for the Preparation of Teachers in**  
**Modern Standard Arabic and Arab Culture**

**1. Do the enclosed draft standards clearly describe the knowledge and skills required of teachers prepared to teach Modern Standard Arabic and Arab culture?**

| Field Responses   | MDE Response |
|---|--------------|
| Yes<br>Michigan Association for Supervision and Curriculum Development (MI ASCD)  |              |
| Yes<br>Dearborn Public Schools - Shereen Arraf, Kathleen McBroom  |              |
| Yes<br>North Farmington H. S. – Carol Kuenzel   |              |
| Yes<br>University of Detroit Mercy  |              |
| Yes, they do<br>Oakland International Academy Charter School  |              |
| Although the standards are broad, they are a comprehensive overview of what a program to prepare teachers would arrive at to show competency of each standard.<br>Universal Academy, Dearborn   |              |
| Yes, they do. They describe the knowledge and skills required of teachers, but they do not involve the Arabic cultures and traditions.<br>Star International Academy, Dearborn  |              |
| It does describe the required knowledge and skills but we think that it needs to be more detailed. It is also lacking the knowledge of Arabic culture. The standards 6.1 and 6.2 are talking about the culture, but not in enough details.<br>Hamadeh Educational Services, Dearborn(2) |              |
| Continued on next page.   |              |

An essential part of knowing Arabic is knowing both the fusHa (Modern Standard Arabic) and one or more ammiya (colloquial), and mastering how, when, and to what extent to mix them. Being aware of this continuum of language use will serve teachers well since it applies to heritage language speakers and to those who are learning it as a foreign language. Concern that one dialect be a part of preparation program in addition to Modern Standard Arabic knowledge.

Hamadeh Education Services, Dearborn

The committee expectation was that teachers will be prepared to teach K-12 students (1) to demonstrate holistic proficiency at the Novice High level on the American Council on the Teaching of Foreign Languages (ACTFL) Proficiency Scale; (2) demonstrate basic knowledge of cultural practices, products, and perspectives of the culture(s) in which the language is used; (3) gain cultural knowledge as well as knowledge in other curricular areas using the world language; (4) demonstrate an understanding of the nature of language and culture through comparisons of the language and culture studied and their own; and (5) use the language both within and beyond the school setting.

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**2. Do the proposed standards appear to be in alignment with national standards for the preparation of teachers in Modern Arabic and Arab culture?**

| Field Responses  | MDE Response |
|--|--------------|
| Yes<br>MI ASCD   |              |
| Yes<br>Dearborn Public Schools - Shereen Arraf, Kathleen McBroom   |              |
| Yes<br>North Farmington H. S. - Carol Kuenzel  |              |
| NA<br>University of Detroit Mercy  |              |
| Yes, but this is heavily reliant on the given program's capability to satisfy each of the standard benchmarks.<br>Universal Academy, Dearborn<br><br>Continued on next page. |              |

| Field Responses  | MDE Response |
|--|--------------|
| <p>Do not know<br/>Oakland International Academy Charter School</p> <p>Yes they do. We need to make a thorough study of the National Standards to compare.<br/>Star International Academy, Dearborn</p> <p>Yes they do align with each other, because they both include communication, culture, connections, comparison, and communities. More emphasis on culture is proposed for Arabic Culture Standards as well as the Standards for Arabic Language.<br/>Hamadeh Educational Services, Dearborn</p> |              |

### 3. Do the proposed standards prepare Modern Standard Arabic and Arab Culture teachers with the depth of knowledge needed?

| Field Response   | MDE Response           |                  |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
|--|------------------------|------------------|-------------|-----|---|---|-----|---|---|-----|---|---|-----|---|---|-----|---|---|-----|---|---|-----|---|---|-----|---|---|--|
| <p>∞ No. We are concerned that the expectations in terms of knowledge, understanding and application of the standards are not high or rigorous enough. Therefore, MI ASCD highly recommends the following changes that would ensure higher expectations of the necessary proficiency levels. The following chart indicates the recommended changes:</p> <table border="1"> <thead> <tr> <th>Standard/<br/>Guideline</th> <th>Current<br/>level</th> <th>Recommended</th> </tr> </thead> <tbody> <tr> <td>2.1</td> <td>A</td> <td>C</td> </tr> <tr> <td>2.2</td> <td>A</td> <td>C</td> </tr> <tr> <td>2.3</td> <td>B</td> <td>C</td> </tr> <tr> <td>2.4</td> <td>B</td> <td>C</td> </tr> <tr> <td>2.5</td> <td>A</td> <td>B</td> </tr> <tr> <td>3.4</td> <td>B</td> <td>C</td> </tr> <tr> <td>4.1</td> <td>B</td> <td>C</td> </tr> <tr> <td>4.2</td> <td>B</td> <td>C</td> </tr> </tbody> </table> <p>Continued on the next page.</p> | Standard/<br>Guideline | Current<br>level | Recommended | 2.1 | A | C | 2.2 | A | C | 2.3 | B | C | 2.4 | B | C | 2.5 | A | B | 3.4 | B | C | 4.1 | B | C | 4.2 | B | C | <p><b>Since these are new standards for this specialty area, all of the world languages are built on the same framework and proficiency expectations. Since the World Language Standards development committee reflects the knowledge and expertise from multiple universities and K-12 systems; the Office of Professional Preparation Services recommends that we complete the standards as represented in the agreed upon framework and proficiency levels for the initial standards. Then based on outcome data gathered by institutions as candidates complete the programs and testing Michigan Department of Education will have data to adjust the proficiency levels.</b></p> |
| Standard/<br>Guideline   | Current<br>level       | Recommended      |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 2.1  | A                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 2.2  | A                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 2.3  | B                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 2.4  | B                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 2.5  | A                      | B                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 3.4  | B                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 4.1  | B                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |
| 4.2  | B                      | C                |             |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |     |   |   |  |

| Field Response   |               |             | MDE Response |
|--|---------------|-------------|--------------|
| 4.5  | A             | B           |              |
| 4.8  | B             | C           |              |
| 5.1  | B             | C           |              |
| 5.2  | A             | B           |              |
| 5.4  | A             | C           |              |
| 6.2  | B             | C           |              |
| 6.4  | A             | B           |              |
| 6.5  | A             | C           |              |
| 6.6  | A             | B           |              |
| 6.7  | A             | C           |              |
|  |               |             | MI ASCD      |
| <p>No. The depth of required knowledge and the rigor of expectations in terms of proficiency levels needs to be elevated and strengthened as indicted below:</p> |               |             |              |
| Standard/Guideline   | Current level | Recommended |              |
| 2.1  | A             | C           |              |
| 2.2  | A             | C           |              |
| 2.3  | B             | C           |              |
| 2.4  | B             | C           |              |
| 2.5  | A             | B           |              |
| 3.4  | B             | C           |              |
| 4.1  | B             | C           |              |
| 4.2  | B             | C           |              |
| 4.5  | A             | B           |              |
| 4.8  | B             | C           |              |
| 5.1  | B             | C           |              |
| 5.2  | A             | B           |              |
| 5.4  | A             | C           |              |
| 6.2  | B             | C           |              |
| 6.4  | A             | B           |              |
| 6.5  | A             | C           |              |
| 6.6  | A             | B           |              |
| 6.7  | A             | C           |              |
| Dearborn Public Schools - Shereen Arraf, Kathleen McBroom  |               |             |              |

| Field Response  | MDE Response |
|---|--------------|
| <p>Yes<br/>North Farmington H. S. - Carol Kuenzel</p>   |              |
| <p>Yes, although more elaboration should help.<br/>University of Detroit Mercy</p>  |              |
| <p>Yes, they do.<br/>Oakland International Academy Charter School</p>   |              |
| <p>No. The standards assume that a teacher coming into such a program will have acquired in depth knowledge of the English language, thus a candidate would actually need to be working on this program as a second endorsement or degree.</p>  |              |
| <p>Universal Academy, Dearborn</p>  |              |
| <p>Yes, they do align with each other, but they lack specific details.</p>  |              |
| <p>Star International Academy</p>   |              |
| <p>Some of the standards do and some need to be more detailed. In general, it does give an idea of what an Arabic Teacher should know or prepare for.</p>   |              |
| <p>The developed Professional Standards for Teachers of Arabic (PSTA) serve as a set of criteria against which the expected and required competencies of Arabic teaching professionals are weighted. The criteria are explained in more detail and can serve to clarify and explain some of the proposed standards.</p> |              |
| <p>Hamadeh Educational Services</p>   |              |

**4. Do you support the major, minor, additional endorsement, and K-12 program options as outlined in the standard's preface?**

| Field Responses  | MDE Response   |
|--|--|
| Yes<br>MI ASCD   | The experimental program option exists for teacher preparation institutions to use as new programs are developed. The experimental option provides an opportunity to demonstrate proficiencies rather than take some course work. As data are gathered regarding the alternate routes, a strong basis for decisions will be available to adjust the standards. |
| Yes<br>Dearborn Public Schools - Shereen Arraf, Kathleen McBroom   |  |
| Yes<br>North Farmington H. S. - Carol Kuenzel  |  |
| Yes<br>University of Detroit Mercy   |  |
| Yes<br>Oakland International Academy Charter School  |  |
| No; I think the endorsement needs to be K-5 (or K-8 CC) and secondary.<br>Universal Academy, Dearborn  |  |
| 11 This should apply to new teachers only, who graduate from a U.S. University. Native Arabic speaking teachers of Arabic with a degree from an Arab country and certified locally need to take an aptitude test in Arabic.<br>Star International Academy                        |  |
| Yes, we do but we think it is too many hours for an endorsement. If it is reduced it will be better.<br>Yes. However, this may be reduced for teachers who are native speakers of Arabic and hold a teaching certificate from an Arabic country.<br>Hamadeh Educational Services |  |

**5. Do you support the prerequisite requirement that content coursework for less commonly taught languages (inclusive of categories III and IV for the Foreign Service Institute Scale) may include the first four semesters of language instruction?**

| Field Responses  | MDE Response |
|--|--------------|
| <p>Yes. Due to the difficulty locating higher level Arabic language classes, we would support the inclusion of the first 4 semesters of foreign language instruction to make the prerequisite content coursework requirement.<br/>MI ASCD</p> <p>Yes. Due to the difficulty of locating higher level Arabic language classes, we would support the inclusion of the first four semesters of foreign language instruction to meet the prerequisite content coursework requirement.<br/>Dearborn Public Schools – Shereen Arraf, Kathleen McBroom</p> <p>Not sure / I `m not sure why this should be.<br/>North Farmington H. S. – Carol Kuenzel</p> <p>Yes. Although four semesters might be a long period, this requirement sounds reasonable and gives candidates a chance to start building the foundation of their studies on solid grounds.<br/>University of Detroit Mercy</p> <p>Yes I do support this, especially for teachers who do not have previous knowledge of the language, and are not familiar with the spoken or written skills of the language.<br/>Oakland International Academy Charter School</p> <p style="text-align: right;">Continued on next page.</p> |              |

| Field Responses  | MDE Response |
|--|--------------|
| <p>Yes. I have noted in many cases teachers have the knowledge of a subject matter but are unable to actually teach it. Specifically with language, teachers need to be first capable to identify with a learner's base language in order to have a foundation by which to relate to the target language. But most importantly, teachers need to experience the acquisition of a language through instruction. This would initially require the ability to appropriately learn the language as a foreign language before attempting to teach it.</p> <p style="text-align: right;">Universal Academy, Dearborn</p> <p>Yes, teachers need to be prepared and possess knowledge and skills of the target language. Depending on the teacher's certification, the college will decide what the teachers need.</p> <p style="text-align: right;">Star International Academy, Dearborn</p> <p>Arabic language learners can be divided into four language levels: beginner, intermediate, upper intermediate and advanced. For each level, there are goals to be achieved with regard to each language skill (listening, reading, writing, and speaking). The Arabic language proficiency qualification for advanced level teachers could be different from the teachers of beginner level, which may eventually affect the prerequisite requirement.</p> <p style="text-align: right;">Hamadeh Education Services, Dearborn</p> |              |

**6. What difficulty could you anticipate in implementing the proposed teacher preparation standards?**

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| Field Responses   | MDE Response  |
|---|---|
| <p>1. Many bilingually certified teachers may indicate interest in the field but they may not enroll or transfer to teaching Arabic as a foreign language if they are required to take many additional courses. It would be advisable to accept and transfer most of their coursework in bilingual education to Arabic as a foreign language certification. Of course additional coursework may be required.</p> <p>2. Tuition fees are high and the job market is not very encouraging.</p> <p>3. The time frame involved and the urgency of making certification for Arabic teachers an attainable professional goal.</p> <p style="text-align: right;">MI ASCD</p> | <p><b>MDE has encouraged teacher preparation programs to use the experimental model for program development with hopes that more "testing out" of preparation elements can occur. MDE also hopes that teacher preparation institutions developing programs for Arabic will work cooperatively to assure candidates will be able to complete the requirements in a timely manner and/or be able to have mobility of credits between programs if the need arises.</b></p> |
| <p>1. Difficulty of finding higher level language courses.</p> <p>2. Financial constraints and considerations.</p> <p>3. The time frame involved and the urgency of making certification for Arabic teachers an attainable professional goal.</p> <p style="text-align: right;">Dearborn Public Schools - Shereen Arraf, Kathleen McBroom</p>   |   |
| <p>Lack of teachers to prepare new teachers.</p> <p style="text-align: right;">North Farmington H. S. - Carol Kuenzel</p>   |   |
| <p>The availability of first hand experience. For example, in an area like Southeast Michigan, candidates have a wealth of exposure to Arabic culture and access to unlimited hands-on experiences. On one hand, it would be greatly helpful to take advantage of that; on the other, candidates in other areas might lack such fortune and would be in disadvantage.</p> <p style="text-align: right;">University of Detroit Mercy</p>   |   |
| <p>I am questioning whether 20 to 30 semester hours are sufficient for mastering of the Arabic language, especially for teachers who do not have previous exposure.</p> <p style="text-align: right;">Oakland International Academy Charter School</p>  |   |
| <p>Continued on next page.</p>  |   |

| Field Responses  | MDE Response |
|--|--------------|
| <p>Unfortunately, many teachers may find the standards demanding especially as programs would need teachers to have or simultaneously be learning how to teach "language" as well as acquire competence in relaying "culture" and integrating "technology."</p> <p style="text-align: right;">Universal Academy, Dearborn</p> <p>The requirements proposed need to be facilitated, for both teachers and students, so the learning process would be less complicated. Requirements sound too much, and the turnout of teachers seeking certificate in Arab is likely to be low and incentives need offered.</p> <p style="text-align: right;">Star International Academy</p> <p>Educational efforts will be required by the teachers to overcome the diglossial feature of the Arabic Language. The rich Arabic culture will need to be investigated in depth. The ability of the teacher to use the language to bridge the culture and his/her interest in cross-cultural exchange. An educated native speaker of Arabic can serve as a model for the Arabic learner/user. Books are needed. They should include the study of each of the Arabic countries. Available books are specific to an Arabic country and do not discuss the Arabic culture as a whole. Funds are needed to support the existing Arabic programs so they can be used as a base and support of the development of Arabic language teaching.</p> <p style="text-align: right;">Hamadeh Educational Services, Dearborn</p> |              |

**Additional Comments/Concerns:**

| Field Responses  | MDE Response  |
|--|---|
| <p>Consider the possibility of grandfathering current Arabic language teachers (K-12) or testing out of some courses. Additionally, provide the option for staff to create portfolios instead of taking additional coursework. Also, take into consideration the applicant’s academic preparation (e.g. an undergraduate degree in the Arabic language and literature, advanced proficiency in the Arabic language, experience in pedagogy, knowledge and understanding of the culture).</p> <p style="text-align: right;">MI ASCD</p> <p>Consider the possibility of grandfathering in current Arabic language teachers (K-12). Offer testing out, portfolio creation, or other alternate means of acknowledging expertise and proficiency of established K-12 Arabic language teachers.</p> <p style="text-align: right;">Dearborn Public Schools - Shereen Arraf, Kathleen McBroom</p> <p>Lack of money/interest in schools to add Arabic to the curriculum when schools have less and less money. Elementary school programs have disappeared. Middle school programs are cut and high school students have less flexibility in their schedules to take additional courses.</p> <p style="text-align: right;">North Farmington H. S. - Carol Kuenzel</p> <p>Standards look solid, accurate and concise. However, they stress the endorsement’s pedagogical aspects far more than the actual Arabic lingual and cultural component. By detailing that component, the content would be even more concrete and easier to apply and assess.</p> <p style="text-align: right;">University of Detroit Mercy</p> <p>Another challenge likely to be faced is recognizing the various factors of the diverse cultures that share the Arabic language as well as the intricate seam of religion within the cultures.</p> <p style="text-align: right;">Universal Academy, Dearborn</p> | <p><b>MDE has encouraged teacher preparation programs to use the experimental model for program development with hopes that more “testing out” of preparation elements can occur. MDE also hopes that teacher preparation institutions developing programs for Arabic will work cooperatively to assure candidates will be able to complete the requirements in a timely manner and/or be able to have mobility of credits between programs if the need arises.</b></p> |

| Field Responses  | MDE Response |
|--|--------------|
| <p style="text-align: right;">Continued on next page.</p> <p>It is obvious that attempting to reach an adequate model of teachers of Arabic will not be possible without considering the diglossic or multiglossic nature of Arabic. Language teachers and trainers have to attempt to integrate the two language varieties. An adequate curriculum model that fits the diglossic nature of the Arabic speech community is needed. Investigation into the Arabic language Testing Consensus should be taken into consideration. Elvira Sender (the American Council of the Teaching of Foreign Language (ACTFL) Director of Professional Programs) explained the increased demand for oral proficiency testing in Arabic and dialects. ACTFL in collaboration with the National Foreign Language Center (NFLC), the Arabic Flagship Program at the University of Maryland, and the United States Military Academy at West Point, has recently launched a two-year initiative to bring together a broad representation of the Arabic language testing community (academia and government) for an Arabic language testing initiative. Please see: Sandy Cutshall "Riding the Wave". The Language Educator, April 2007, page 32-309.<br/>Hamadeh Educational Services, Dearborn</p> |              |

Proposal to the  
Michigan State Board of Education  
for the Preparation of Teachers

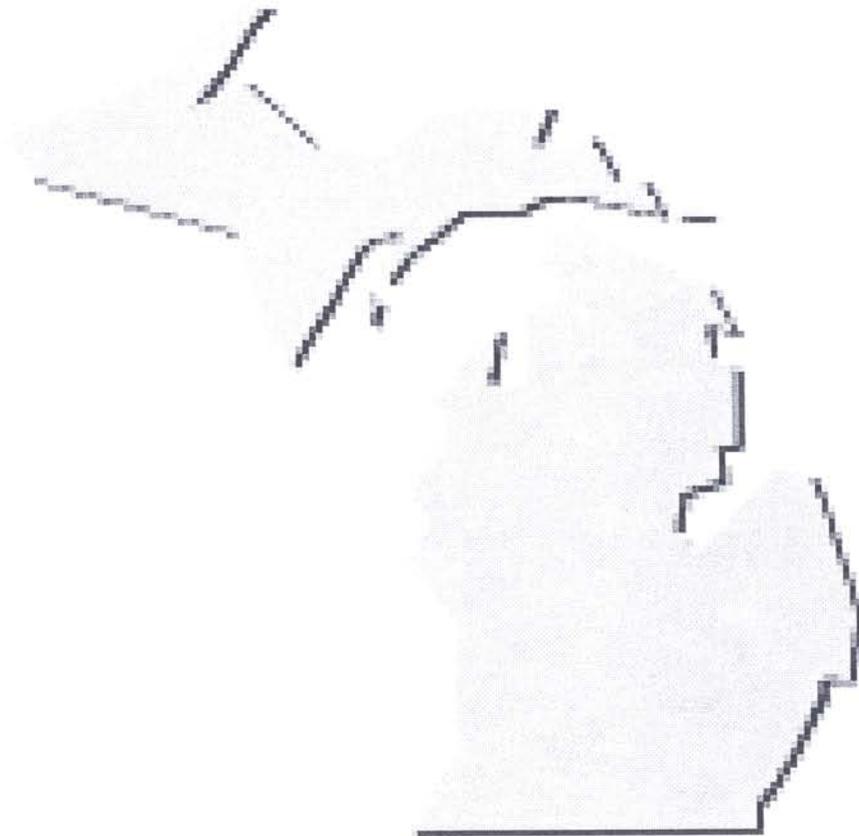
# Modern Standard Arabic & Arab Culture (FK)

Submitted by the  
Office of Professional Preparation Services

August 14, 2007

Standards for the Preparation of Teachers

**Modern Standard Arabic & Arab  
Culture (FK)**



Adopted by the Michigan State Board of Education  
XXX, 2007

# Standards for the Preparation of Teachers of Modern Standard Arabic & Arab Culture Preface

## Development of the Proposal

The Modern Standard Arabic & Arab Culture Standards Committee has been meeting over the past year. Members have worked collaboratively to address concerns regarding the preparation of teachers so an alignment is visible with all of the World Languages, Bilingual Education, and English as Second Language endorsement areas.

The Modern Standard Arabic & Arab Culture Standards Committee reflects the interests of public and independent teacher preparation institutions and K-12 teachers. These standards are designed to align with the K-12 content standards in the *Michigan Curriculum Framework*, the *K-12 Guidelines for Languages Other Than English* as well as national standards as presented in the *Standards for Foreign Language Learning in the 21<sup>st</sup> Century (2006)*.

These standards were developed through a shared vision for the preparation of teachers involved in multiple languages. There is a common core across all of the standards documents. The standards attend to distinctive elements within various languages and cultures as well. The Modern Standard Arabic & Arab Culture Standards Committee proposes language proficiency assessment within these standards to ensure an appropriate depth of language proficiency.

A draft was forwarded to selected groups/associations, all Michigan teacher preparation institutions, intermediate school districts, and a random sample of local school districts for review and comment in April and May 2007.

The proposal includes the following requirements for endorsement in Modern Standard Arabic & Arab Culture:

1. Elementary or secondary major of at least 30 semester hours
2. Elementary or secondary minor of at least 20 semester hours
3. K-12 major (additional standards are required for K-12 programs)
4. 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 (FSI) scale).

To meet the standards, required content coursework for **less commonly taught** languages (inclusive of Categories III and IV of the FSI scale) may include the first four semesters of language instruction.

## **Approval of Programs**

Teacher preparation institutions that wish to offer programs to prepare Modern Standard Arabic and Arab Culture teachers 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 Periodic Review/Program Evaluation process.

## Content/Guidelines Standards Matrix

College/University: \_\_\_\_\_

Code: FK

Source of  
Guidelines/Standards: State Board of Education

Program/  
Subject Area: Modern Standard Arabic and Arab Culture

Requirements for Modern Standard Arabic and Arab Culture (FK) 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:**

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The Levels of Proficiency are:

- A = Awareness: Possesses general knowledge of
- 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 the matrix and provide additional narrative to explain how standards are met. If electives are included, they should be clearly indicated. Adjust the size of cells as needed.

| No.               | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards  |                   |  |               |               |                  |  |               |               |             |  |               |  |
|-------------------|--|----------------------|---|-------------------|--|---------------|---------------|------------------|--|---------------|---------------|-------------|--|---------------|--|
| 1.0               | <b>Language, Linguistics, Comparisons</b><br><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 target language using a variety of testing protocols, including assessment of interpersonal, interpretive, and presentational communication. | *                    | <table border="1"> <tr> <td colspan="2" data-bbox="1032 451 1917 488" style="text-align: center;"><b>Elementary</b></td> </tr> <tr> <td data-bbox="1032 488 1474 565"><b>Major:</b></td> <td data-bbox="1474 488 1917 565"><b>Minor:</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 565 1917 602" style="text-align: center;"><b>Secondary</b></td> </tr> <tr> <td data-bbox="1032 602 1474 678"><b>Major:</b></td> <td data-bbox="1474 602 1917 678"><b>Minor:</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 678 1917 716" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 716 1917 976"><b>Major:</b></td> </tr> </table>                | <b>Elementary</b> |  | <b>Major:</b> | <b>Minor:</b> | <b>Secondary</b> |  | <b>Major:</b> | <b>Minor:</b> | <b>K-12</b> |  | <b>Major:</b> |  |
| <b>Elementary</b> |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     | <b>Minor:</b>  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Secondary</b>  |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     | <b>Minor:</b>  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>K-12</b>       |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| 1.2               | Knowledge of the linguistic elements of English and its varieties.   | C                    | <table border="1"> <tr> <td colspan="2" data-bbox="1032 976 1917 1013" style="text-align: center;"><b>Elementary</b></td> </tr> <tr> <td data-bbox="1032 1013 1474 1089"><b>Major:</b></td> <td data-bbox="1474 1013 1917 1089"><b>Minor:</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 1089 1917 1127" style="text-align: center;"><b>Secondary</b></td> </tr> <tr> <td data-bbox="1032 1127 1474 1203"><b>Major:</b></td> <td data-bbox="1474 1127 1917 1203"><b>Minor:</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 1203 1917 1240" style="text-align: center;"><b>K-12</b></td> </tr> <tr> <td colspan="2" data-bbox="1032 1240 1917 1497"><b>Major:</b></td> </tr> </table> | <b>Elementary</b> |  | <b>Major:</b> | <b>Minor:</b> | <b>Secondary</b> |  | <b>Major:</b> | <b>Minor:</b> | <b>K-12</b> |  | <b>Major:</b> |  |
| <b>Elementary</b> |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     | <b>Minor:</b>  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Secondary</b>  |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     | <b>Minor:</b>  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>K-12</b>       |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |
| <b>Major:</b>     |  |                      |   |                   |  |               |               |                  |  |               |               |             |  |               |  |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 1.3 | An understanding of the dynamic nature of language systems and demonstrate competency in helping students acquire and use English and the target language in listening, speaking, reading, and writing for social and academic purposes. | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |
| 1.4 | Knowledge of the similarities and differences between English and the target language.   | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No.           | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards   |            |  |               |               |           |  |               |               |      |  |               |  |
|---------------|--|----------------------|--|------------|--|---------------|---------------|-----------|--|---------------|---------------|------|--|---------------|--|
| 2.0           | <p><b>Cultures, Literatures, Cross-Disciplinary Concepts</b></p> <p><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b></p>   |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| 2.1           | <p>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.</p> | A                    | <table border="1"> <thead> <tr> <th colspan="2" data-bbox="1027 446 1932 487">Elementary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1027 487 1481 565"><b>Major:</b></td> <td data-bbox="1481 487 1932 565"><b>Minor:</b></td> </tr> <tr> <th colspan="2" data-bbox="1027 565 1932 613">Secondary</th> </tr> <tr> <td data-bbox="1027 613 1481 691"><b>Major:</b></td> <td data-bbox="1481 613 1932 691"><b>Minor:</b></td> </tr> <tr> <th colspan="2" data-bbox="1027 691 1932 740">K-12</th> </tr> <tr> <td colspan="2" data-bbox="1027 740 1932 974"><b>Major:</b></td> </tr> </tbody> </table>                | Elementary |  | <b>Major:</b> | <b>Minor:</b> | Secondary |  | <b>Major:</b> | <b>Minor:</b> | K-12 |  | <b>Major:</b> |  |
| Elementary    |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> | <b>Minor:</b>  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| Secondary     |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> | <b>Minor:</b>  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| K-12          |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| 2.2           | <p>Application of knowledge and understanding of how cultural groups and students' cultural identities affect language learning and school achievement.</p>  | A                    | <table border="1"> <thead> <tr> <th colspan="2" data-bbox="1027 974 1932 1015">Elementary</th> </tr> </thead> <tbody> <tr> <td data-bbox="1027 1015 1481 1092"><b>Major:</b></td> <td data-bbox="1481 1015 1932 1092"><b>Minor:</b></td> </tr> <tr> <th colspan="2" data-bbox="1027 1092 1932 1141">Secondary</th> </tr> <tr> <td data-bbox="1027 1141 1481 1219"><b>Major:</b></td> <td data-bbox="1481 1141 1932 1219"><b>Minor:</b></td> </tr> <tr> <th colspan="2" data-bbox="1027 1219 1932 1268">K-12</th> </tr> <tr> <td colspan="2" data-bbox="1027 1268 1932 1502"><b>Major:</b></td> </tr> </tbody> </table> | Elementary |  | <b>Major:</b> | <b>Minor:</b> | Secondary |  | <b>Major:</b> | <b>Minor:</b> | K-12 |  | <b>Major:</b> |  |
| Elementary    |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> | <b>Minor:</b>  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| Secondary     |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> | <b>Minor:</b>  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| K-12          |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |
| <b>Major:</b> |  |                      |  |            |  |               |               |           |  |               |               |      |  |               |  |

| No.              | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |  |               |                   |
|------------------|---|----------------------|--|--|---------------|-------------------|
| 2.3              | 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                    | <b>Elementary</b>  |  |               |                   |
|                  |   |                      | <b>Major:</b>  | <b>Minor:</b>  |               |                   |
|                  |   |                      | <b>Secondary</b>   | <b>Major:</b>  | <b>Minor:</b> |                   |
|                  |   |                      | <b>K-12</b>  | <b>Major:</b>  |               |                   |
|                  |   |                      | 2.4  | An understanding of the connections among perspectives of cultures, their practices and products, and the ability to make comparisons. | B             | <b>Elementary</b> |
|                  |   |                      |  |  |               | <b>Major:</b>     |
| <b>Secondary</b> | <b>Major:</b>   | <b>Minor:</b>        |  |  |               |                   |
| <b>K-12</b>      | <b>Major:</b>   |                      |  |  |               |                   |

| No.  | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|--|--|----------------------|--|---------------|
| 2.5  | Ability to recognize distinctive cultural viewpoints of multiple content areas available only through the target language. | A                    | <b>Elementary</b>  |               |
|  |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|  |  |                      | <b>Secondary</b>   |               |
|  |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|  |  |                      | <b>K-12</b>  |               |
| <b>3.0 Language Acquisition Theories and Instructional Practices</b><br><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b> |  |                      |  |               |
| 3.1  | An understanding of language acquisition theories and research.  | B                    | <b>Elementary</b>  |               |
|  |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|  |  |                      | <b>Secondary</b>   |               |
|  |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|  |  |                      | <b>K-12</b>  |               |
| <b>Major:</b>  |  |                      |  |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 3.2 | Ability to use language acquisition knowledge to create a supportive classroom learning environment that includes target language input and opportunities for negotiation of meaning and meaningful interaction. | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</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                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |   |               |
|-----|---|----------------------|--|---|---------------|
| 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                    | <b>Elementary</b>  |   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b>   |               |
|     |   |                      | <b>Secondary</b>   | <b>Major:</b>   | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  | <b>Major:</b>   |               |
|     |   |                      | 4.0  | <b>Integration of Standards Into Curriculum and Instruction</b><br><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                    | <b>Elementary</b>  |   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b>   |               |
|     |   |                      | <b>Secondary</b>   | <b>Major:</b>   | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  | <b>Major:</b>   |               |
|     |   |                      |  |   |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 4.2 | Ability to integrate the <i>Standards for Foreign Language Learning</i> and the <i>Michigan Curriculum Framework</i> into language instruction.  | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</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                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |
| 4.4 | Ability to serve as an effective model of English and the target language for developing listening, speaking, reading, and writing skills.   | C                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|---|----------------------|--|---------------|
| 4.5 | Understanding and utilization of strategies that promote student competence in using critical thinking skills in conjunction with learning the target language. | A                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 4.6 | Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in effective target and content teaching.           | B                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 4.7 | Skills in supporting world language students as they access the core curriculum and learn language and academic content together.                               | B                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |

| No.   | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|---|--|----------------------|--|---------------|
| 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                    | <b>Elementary</b>  |               |
|   |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|   |  |                      | <b>Secondary</b>   |               |
|   |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|   |  |                      | <b>K-12</b>  |               |
| <b>5.0 Assessment of Language and Culture</b><br><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b> |  |                      |  |               |
| 5.1   | Knowledge of the ongoing nature of assessment, appropriate assessment tools, and multiple age- and level-appropriate ways to differentiate assessment to provide purposeful outcome data.  | B                    | <b>Elementary</b>  |               |
|   |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|   |  |                      | <b>Secondary</b>   |               |
|   |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|   |  |                      | <b>K-12</b>  |               |
| <b>Major:</b>   |  |                      |  |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 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                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |
| 5.3 | Ability to interpret and communicate the results of student performances to all stakeholders and provide opportunity for discussion of the interpretations and decisions based on the information.   | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 5.4 | Knowledge of various assessment issues (e.g., cultural and linguistic bias, political, social, and psychological factors).   | A                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |
| 5.5 | Knowledge of the value of assessment data for identification, placement, and demonstration of language proficiency and academic achievement of the world language student. | B                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No.        | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards  |            |  |        |        |           |  |        |        |      |  |        |  |
|------------|---|----------------------|---|------------|--|--------|--------|-----------|--|--------|--------|------|--|--------|--|
| 6.0        | <b>Professionalism</b><br><br><b>Teacher preparation institutions provide candidates opportunities to develop and demonstrate:</b>  |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| 6.1        | Linguistic and cultural competence through reflective practices.  | B                    | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Elementary</th> </tr> <tr> <td style="width: 50%;">Major:</td> <td style="width: 50%;">Minor:</td> </tr> <tr> <td colspan="2" style="background-color: #e0e0e0;">Secondary</td> </tr> <tr> <td>Major:</td> <td>Minor:</td> </tr> <tr> <th colspan="2" style="background-color: #e0e0e0;">K-12</th> </tr> <tr> <td colspan="2">Major:</td> </tr> </table> | Elementary |  | Major: | Minor: | Secondary |  | Major: | Minor: | K-12 |  | Major: |  |
| Elementary |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     | Minor:  |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Secondary  |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     | Minor:  |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| K-12       |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| 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                    | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th colspan="2" style="background-color: #e0e0e0;">Elementary</th> </tr> <tr> <td style="width: 50%;">Major:</td> <td style="width: 50%;">Minor:</td> </tr> <tr> <th colspan="2" style="background-color: #e0e0e0;">Secondary</th> </tr> <tr> <td>Major:</td> <td>Minor:</td> </tr> <tr> <th colspan="2" style="background-color: #e0e0e0;">K-12</th> </tr> <tr> <td colspan="2">Major:</td> </tr> </table> | Elementary |  | Major: | Minor: | Secondary |  | Major: | Minor: | K-12 |  | Major: |  |
| Elementary |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     | Minor:  |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Secondary  |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     | Minor:  |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| K-12       |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |
| Major:     |   |                      |   |            |  |        |        |           |  |        |        |      |  |        |  |

| No. | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|---|----------------------|--|---------------|
| 6.3 | Ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement. | C                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 6.4 | Knowledge of legislative impact on teaching in programs for world languages, English as a second language, and bilingual education. | A                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 6.5 | Knowledge of the teacher's role as a professional within a discipline.  | A                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|---|----------------------|--|---------------|
| 6.6 | Knowledge of the history and current state of teaching world languages, limited-English proficient, and bilingual students as it affects public policy and advocacy issues. | A                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 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                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 7.0 | <p><b>Institutional Resources, Coordination, and Commitment</b></p> <p><b>Teacher preparation institutions provide candidates program structures that demonstrate a capacity for coordination of resources, and the commitment toward a quality program.</b></p> |                      |  |               |
| 7.1 | The program provides an administrative and governance structure that encourages collaboration across content and teacher preparation programs.   | *                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |
| 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.   | *                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard  | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|---|----------------------|--|---------------|
| 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. | *                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |
| 7.4 | The program provides an assessment system that regularly evaluates the effectiveness of the program, its faculty, and staff.  | *                    | <b>Elementary</b>  |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>Secondary</b>   |               |
|     |   |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |   |                      | <b>K-12</b>  |               |
|     |   |                      | <b>Major:</b>  |               |

| No. | Guideline/Standard   | Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |               |
|-----|--|----------------------|--|---------------|
| 7.5 | The program provides candidates with access to the appropriate testing opportunities, options, and procedures to demonstrate language proficiency. | *                    | <b>Elementary</b>  |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>Secondary</b>   |               |
|     |  |                      | <b>Major:</b>  | <b>Minor:</b> |
|     |  |                      | <b>K-12</b>  |               |
|     |  |                      | <b>Major:</b>  |               |

| Guideline/Standard  | *Level of Proficiency | Narrative Explaining how Required Courses and/or Experiences Fulfill the Standards |
|---|-----------------------|--|
| <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 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 and interventions for students with individual differences, including those stated within the State Board of Education Universal Education Policy (i.e. language, culture, race, gender, religion, disabilities, and ethnicity) and collaboratively support structured field experiences appropriate to all levels of certification. | *                     |  |