



STATE OF MICHIGAN
DEPARTMENT OF EDUCATION
LANSING



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SUPERINTENDENT OF
PUBLIC INSTRUCTION

September 16, 2010

MEMORANDUM

TO: Local and Intermediate School District Superintendents
Public School Academy Directors and Authorizers
Nonpublic School Administrators

FROM: Sally Vaughn, Ph.D. *Sally*
Deputy Superintendent/Chief Academic Officer

SUBJECT: Field Review of the Proposed Standards for the Preparation of Teachers of Anishinaabemowin Language and Culture

The Michigan Department of Education (MDE) is pleased to notify you of the development of the Proposed Standards for the Preparation of Teachers of Anishinaabemowin Language and Culture.

Over the last several years, the Anishinaabemowin Language and Culture (FN) Standards Committee has been working to compile Anishinaabemowin standards. Members have worked collaboratively to address concerns regarding the preparation of teachers to ensure the alignment is visible with all of the World Language, Bilingual Education, and English as a Second Language endorsement areas.

The Committee reflects the input of public and independent teacher preparation institutions and K-12 teachers. The standards are designed to align with the K-12 content standards in the *Michigan Curriculum Framework*, as well as national standards from the American Council for the Teachers of Foreign Languages (ACTFL), National Association for Bilingual Education, and Teachers of Second Language Learners.

The framework for these standards was developed through a shared vision for the preparation of teachers involved in multiple languages. The Committee proposes language proficiency assessment within these standards to ensure an appropriate depth of language proficiency. The attached chart provides descriptors for the proficiency levels aligned with ACTFL and Common European Framework levels.

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The proposed standards include the following requirements:

- Elementary or secondary major of at least 30 semester hours
- Elementary or secondary minor of at least 20 semester hours
- Additional endorsement of at least 20 semester hours
- K-12 major of at least 30 semester hours (additional standards must be met for K-12 programs)
- Prerequisite: To meet the standards, required content coursework for **less commonly** taught languages (inclusive of Categories III and IV of the Foreign Service Institute scale) may include the first four semesters of language instruction

MDE is soliciting input from all teacher preparation institutions, intermediate school districts, local school districts, and relevant educational organizations. This feedback will be studied and incorporated within the standards if applicable, prior to being submitted to the State Board of Education for approval.

The DRAFT for these standards is ready for field review. Your comments and recommendations regarding the proposed standards would be greatly appreciated. Draft standards and field review site for the Anishinaabemowin Language and Culture Program are available at:

http://www.michigan.gov/mde/0,1607,7-140-6530_5683_6368-243042--,00.html

The field review will close November 4 at 5:00 p.m. If you encounter problems with the field review site, please contact Dana Utterback at 517/335-4610 or utterbackd@michigan.gov. If you have questions about the Anishinaabemowin Standards, please contact Dr. Bonnie Rockafellow at 517/373-7861 or rockafellowb@michigan.gov.

Attachment

c: Michigan Education Alliance
Billie Wimmer, MCCA

ACTFL Applied to Anishinaabemowin

Ability to communicate with what audience		
Speaking/Listening		
Novice Mid Speaking / Listening	Novice High Speaking / Listening	Intermediate Low Speaking / Listening
Novice Mid speakers can usually introduce themselves to any audience and can communicate in a limited fashion with teachers or speakers accustomed to students.	Novice High speakers can typically elaborate on their own biography and ask others for reciprocal information. They can typically communicate with speakers of multiple generations in their own community and the standard classroom environment.	Intermediate Low speakers are able to understand speakers of different dialects if the speaker slows to a less than normal pace.
Intermediate Mid Speaking	Intermediate High Speaking	Advanced Low Speaking
Intermediate Mid speakers are able to understand most other speakers at a normal pace and have the ability to understand other dialects.	Intermediate Mid speakers are able to understand most other speakers at a normal or fast pace and have the ability to understand and in some cases match and use other dialects.	Advanced Low speakers have the ability to comprehend and contribute to most exchanges in a range of dialects. Advanced Low speakers are also able to understand and in some cases use, emphasis markers and various narrative techniques.
Writing		
Novice Mid Reading / Writing	Novice High Writing	Intermediate Low Writing
Intermediate Mid Writing	Intermediate Low Writing	Intermediate High Writing
Vocabulary		
Speaking/Listening		
Novice Mid Speaking / Listening	Novice High Speaking / Listening	Intermediate Low Speaking / Listening
Speakers at the Novice Mid level communicate minimally and with difficulty using isolated words and memorized phrases. When responding to direct questions, they may utter only two or three words at a time or an occasional stock answer.		
Intermediate Mid Speaking	Intermediate High Speaking	Advanced Low Speaking
Writing		
Novice Mid Reading / Writing	Novice High Writing	Intermediate Low Writing
Intermediate Mid Writing	Intermediate Low Writing	Intermediate High Writing

ACTFL Applied to Anishinaabemowin

Structural knowledge of the language		
Speaking/Listening		
Novice Mid Speaking / Listening	Novice High Speaking / Listening	Intermediate Low Speaking / Listening
<p>Speakers at the Novice Mid level typically have a limited understanding of how to form their own phrases or deconstruct the phrases of others.</p>	<p>A Novice High speaker can sometimes respond in intelligible sentences, but will not be able to sustain sentence level discourse. A Novice High speaker can typically use Intransitive Inanimate and Intransitive Animate verbs and can understand but not easily use Transitive Inanimate and often understands only the root verb of Transitive Animate Verbs.</p>	<p>Intermediate Low speakers express personal meaning by combining and recombining into short statements what they know and what they hear from their interlocutors. Their utterances are often filled with hesitancy and inaccuracies as they search for appropriate linguistic forms and vocabulary while attempting to give form to the message. Their speech is characterized by frequent pauses, ineffective reformulations and self-corrections. Their pronunciation, vocabulary and syntax are strongly influenced by their first language but, in spite of frequent misunderstandings that require repetition or rephrasing.</p>
Intermediate Mid Speaking	Intermediate High Speaking	Advanced Low Speaking
	<p>With some consistency, speakers at the Intermediate High level narrate and describe in major time frames using connected discourse of paragraph length. However, their performance of these Advanced-level tasks will exhibit one or more features of breakdown, such as the failure to maintain the narration or description semantically or syntactically in the appropriate major time frame, the disintegration of connected discourse, the misuse of cohesive devices, a reduction in breadth and appropriateness of vocabulary, the failure to successfully circumlocute, or a significant amount of hesitation.</p>	<p>Advanced Low speakers demonstrate the ability to narrate and describe in all major time frames (past, present and future) in paragraph length discourse, but control of aspect may be lacking at times. They can handle appropriately the linguistic challenges presented by a complication or unexpected turn of events that occurs within the context of a routine situation or communicative task with which they are otherwise familiar, though at times their discourse may be minimal for the level and strained. Communicative strategies such as rephrasing and circumlocution may be employed in such instances. In their narrations and descriptions, they combine and link sentences into connected discourse of paragraph length. When pressed for a fuller account, they tend to grope and rely on minimal discourse. Their utterances are typically not longer than a single paragraph. Structure of the dominant language is still evident in the use of false cognates, literal translations, or the oral paragraph structure of the speaker's own language rather than that of the target language.</p>

ACTFL Applied to Anishinaabemowin

Structural knowledge of the language (continued)		
Writing		
Novice Mid Reading / Writing	Novice High Writing	Intermediate Low Writing
Intermediate Mid Writing	Intermediate Low Writing	Intermediate High Writing
Content		
Speaking/Listening		
Novice Mid Speaking / Listening	Novice High Speaking / Listening	Intermediate Low Speaking / Listening
Speakers at the Novice Mid level often have a high cultural competency but do not have the means to describe all activities in the language. Conversation is typically limited to command form verbs and greetings or basic information about the date, time or weather. In some cases speakers will have memorized songs or ceremonial texts and can recite them clearly at a slow pace.	Novice High speakers are able to express personal meaning by relying heavily on learned phrases or recombinations of these and what they hear from their interlocutor. Their utterances, which consist mostly of short and sometimes incomplete sentences in the present, may be hesitant or inaccurate, but are moving toward being new and not memorized. Since these utterances are frequently only expansions of learned material and stock phrases, they may sometimes appear surprisingly fluent and accurate.	Conversation is restricted to some of the concrete exchanges and predictable topics necessary for survival in the target language culture. These topics relate to basic personal information covering, for example, self and family, some daily activities and personal preferences, as well as to some immediate needs, such as ordering food and making simple purchases.
Intermediate Mid Speaking	Intermediate High Speaking	Advanced Low Speaking
Conversation is generally limited to those predictable and concrete exchanges necessary for survival in the target culture; these include personal information covering self, family, home, daily activities, interests and personal preferences, as well as physical and social needs, such as food, shopping, travel and lodging. Intermediate-Mid speakers tend to function reactively, for example, by responding to direct questions or requests for information. However, they are capable of asking a variety of questions when necessary to obtain simple information to satisfy basic needs, such as directions, prices, and services.	Intermediate High speakers are able to converse with ease and confidence when dealing with most routine tasks and social situations of the Intermediate level. They are able to handle successfully many uncomplicated tasks and social situations requiring an exchange of basic information related to work, school, recreation, particular interests and areas of competence, though hesitation and errors may be evident.	Speakers at the Advanced Low level are able to handle a variety of communicative tasks, although somewhat haltingly at times. They participate actively in most informal and a limited number of formal conversations on activities related to school, home, and leisure activities and, to a lesser degree, those related to events of work, current, public, and personal interest or individual relevance.

ACTFL Applied to Anishinaabemowin

Content (continued)		
Writing		
Novice Mid Reading / Writing	Novice High Writing	Intermediate Low Writing
Intermediate Mid Writing	Intermediate Low Writing	Intermediate High Writing
Ability to understand others		
Speaking/Listening		
Novice Mid Speaking / Listening	Novice High Speaking / Listening	Intermediate Low Speaking / Listening
Speakers at the Novice Mid level can often only understand the phrases and vocabulary they have studied in their own dialect at a slow pace.		
Speaking		
Intermediate Mid Speaking	Intermediate High Speaking	Advanced Low Speaking
Writing		
Novice Mid Reading / Writing	Novice High Writing	Intermediate Low Writing
Intermediate Mid Writing	Intermediate Low Writing	Intermediate High Writing