



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

Approved by the Michigan State Board of Education  
February 14, 2017

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## **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 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 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 following "Beliefs for Supporting Linguistically and Culturally Diverse Learners in English/Multilingual Teaching," developed and adopted by the MDE's OFS' English Learner Advisory Committee (ELAC) in its strategic planning process and revised in November 2016.

We are committed to providing intensive, intentional, and appropriate instructional opportunities that meet the unique needs of English Learners, and ensuring their academic success by building on the prior knowledge, cultural and linguistic assets students bring to their learning communities.

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We are committed to teacher preparation and ongoing professional learning that leads to effective teaching so that all students are able to make contributions to economic, social, civic, technological and cultural advancements.

We are committed to advocating for educational equity and excellence for linguistically and culturally diverse learners which includes fostering climates that welcome, honor and respect diversity, multilingualism, multiliteracy, and students' cultural contributions in a global society.

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>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 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 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

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

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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 were submitted for the SBE review at its November 15, 2016, meeting. This presentation was followed by a period of public comment through January 17, 2017. Eight comments explicitly addressing the proposed Y\_ standards were submitted. Five commenters expressed strong support for the updated standards. A sixth commenter expressed confusion about the distinctions in purpose and role between the NS-endorsed and Y\_-endorsed teacher, as described in this introduction and the introduction to the NS standards. Although there is great overlap in the pedagogical training received by ESL and bilingual teachers and the instructional settings in which each is prepared to teach, the core distinction between the two credentials is that the Y\_ requires demonstration of a level of proficiency in a language other than English in order to facilitate the delivery of content in the home language of students whose first language is not English.

Two commenters were critical of the realignment of the language proficiency requirements for bilingual educators, as described on the next page of this document. The commenters expressed concern that setting a minimum proficiency level of Advanced Low would not be sufficient for teachers to provide content area instruction in students' home language. The Bilingual Standards Workgroup reviewed these concerns, but affirmed the level of Advanced Low, based upon the full description of individuals' performance established by the American Council of Teachers of Foreign Languages (ACTFL) in its [2012 Proficiency Guidelines](#) (see p. 6). The Workgroup believes the Advanced Low level to be a sufficiently rigorous, yet achievable, expectation for bilingual teacher language proficiency to help alleviate the undersupply of teachers with Y\_ endorsements in Michigan without significantly compromising on teacher quality.

One commenter on both the Y\_ and NS standards recommended that references to "academic vocabulary" and "language acquisition" throughout both sets of standards and introductory remarks be changed to "academic language" (to acknowledge that achieving proficiency in academic disciplines involves more than the mastery of discrete words) and "language development" (to acknowledge that language is not a commodity to be acquired, but rather a social resource that develops in interaction with others), respectively, to be more in line with current research and teaching in the field. This same commenter also recommended the addition of a standard "to acknowledge current research on language in different disciplinary and content areas that is showing how teachers can benefit from understanding the different discourse expectations for language in different subjects." Another commenter, representing the collective feedback of the faculty from a Michigan educator preparation institution, recommended slight rewordings of selected standards (specifically, 1.4, 1.5, 2.2, 2.3 and 2.4 in both NS and Y\_ standards) for clarity. The Bilingual Standards Workgroup reviewed these

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recommendations and endorsed updating the standards accordingly.

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 development 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 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. 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

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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 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.

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

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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.

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## Participants in Standards Development

Mayda Bahamonde-Gunnell, Ed.D.  
Executive Director for Leadership  
Middle Schools/ELL/Equity and  
Inclusion  
Grand Rapids Public Schools

Virginia David, Ph.D.  
Assistant Professor, TESOL  
Western Michigan University

Christina DeNicolo, Ph.D.  
Assistant Professor,  
Bilingual/Bicultural Education  
Wayne State University

Sandra Gonzales, Ed.D.  
Assistant Professor,  
Bilingual Bicultural Education  
Wayne State University

Casey L. Gordon  
Special Populations Consultant  
Kent Intermediate School District

Norma Hernandez  
Director, Office of English Language  
Learners  
Detroit Public Schools

Sean Kottke, Ph.D.  
Education Consultant  
Michigan Department of Education

Sarah-Kate LaVan, Ph.D.  
Manager, Professional Preparation and  
Learning Unit  
Michigan Department of Education

Kristina Martinez-Precious  
Principal, Marquette Elementary  
School  
Muskegon Public Schools

Lena Montgomery  
Manager  
Wayne Regional Education Service  
Agency

Rui Niu-Cooper, Ph.D.  
Associate Professor of Education  
Aquinas College

Marcie Pyper, Ph.D.  
Professor of Spanish  
Calvin College

Sara Rainwater  
ESL Coordinator  
Genesee Intermediate School District

Maura Sedgeman  
Language & Literacy/SIOP Trainer  
Dearborn Public Schools

Maria Elena Silva  
English Learner Consultant  
Michigan Department of Education

Kay Smith  
ELL Coordinator  
Grand Rapids Public Schools

Shereen Tabrizi, Ph.D.  
Manager, Special Populations Unit  
Michigan Department of Education

Michelle Williams  
Migrant Education Consultant  
Michigan Department of Education

# **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 distinguish between learning challenges and behaviors associated with language acquisition and those associated with learning disabilities.
<b>1.6</b>	An understanding of the ways language varies across subject areas and familiarity with the discursive and grammatical challenges of language use in different subjects.
<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.

## Bilingual Education (Y\_) Content Standards

<b>2.2</b>	Application of knowledge and understanding of how valuing 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 that reflect students' heritage and cultures and the ability to use them to interpret and reflect upon a variety of cultural perspectives over time.
<b>2.4</b>	An understanding of similarities and differences between English-speaking and heritage cultures, and knowledge of how to make thoughtful comparisons between them that indicate the valuing of learners' home cultures while enabling them to adapt to the new culture.
<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 Development Theories and Instructional Practices</b> Candidates for endorsement in Bilingual Education will demonstrate:
<b>3.1</b>	An understanding of second language development theories and research, inclusive of error analysis, performance analysis, and interlanguage analysis.
<b>3.2</b>	An ability to use language development 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 development 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.

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<b>3.6</b>	Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language development 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.
<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>	<p><b>Integration of Standards Into Curriculum and Instruction</b></p> <p>Candidates for endorsement in Bilingual Education will demonstrate:</p>
<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.

## Bilingual Education (Y\_) Content Standards

<b>5.0</b>	<b>Assessment</b> Candidates for endorsement in Bilingual Education will demonstrate:
<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> 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.

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

<b>6.3</b>	An ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.
<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.