



STATE OF MICHIGAN  
DEPARTMENT OF EDUCATION  
LANSING


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MICHAEL F. RICE, Ph.D.  
STATE SUPERINTENDENT

**MEMORANDUM**

**DATE:** October 2, 2023

**TO:** State Board of Education

**FROM:** Michael F. Rice, Ph.D., Chairperson 

**SUBJECT:** Presentation of the Proposed Disciplinary Literacy Standards for the Preparation of Middle Grades and High School Teachers

In support of Goals 4, 5, and 7 of Michigan's Top 10 Strategic Education Plan, this proposal is presented to the State Board of Education (SBE) for the revision and adoption of new Disciplinary Literacy Standards for the preparation of middle grades (5-9) and high school (7-12) teachers.

These standards would replace Michigan's current [Certification Standards for the Preparation of All Secondary Teachers in Reading Instruction](#), adopted by the SBE on July 11, 2002. The Disciplinary Literacy Standards align with teacher preparation standards in literacy instruction approved by the SBE on November 13, 2018 for the PK-3 and 3-6 grade bands, and on August 11, 2020 for the 5-9 and 7-12 grade bands. They also align with Michigan's [Essential Instructional Practices for Disciplinary Literacy in the Secondary Classroom: Grades 6 to 12](#). This update will inform program development and continuous improvement efforts at Michigan's educator preparation providers.

Stakeholder groups representing teachers in grades 6 -12, literacy specialists, literacy coaches, reading and literacy curriculum and instruction experts, and college and university literacy teacher educators met to review and revise Michigan's current teacher preparation standards in reading instruction for all secondary teachers. Stakeholders included experts in adolescent learning and development, professional teacher preparation, and literacy instruction and content across the discipline areas. These groups met consistently from October 2020 through May 2022 to develop a new set of preparation standards in disciplinary literacy for all teachers in middle grades (5-9) and high school (7-12).

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Additionally, feedback was provided throughout the process from stakeholders representing higher education faculty, adolescent reading literacy specialists, disciplinary specialists, and practicing special education professionals with expertise in exceptional needs and disabilities, including but not limited to dyslexia. Additional feedback was solicited from selected stakeholders representing pre-K-12 schools and districts, intermediate school districts, college and university teacher education programs, the education research community, and teacher and administrator professional organizations. All feedback was reviewed by the original stakeholder group for refinement of the draft standards.

Attachment A presents the Disciplinary Literacy Standards for the Preparation of Middle Grades and High School content area teachers. Attachment B acknowledges the stakeholders involved in the drafting and reviewing process.

This presentation will be followed by a period of public comment and a request for approval at the February 2024 SBE meeting.

Presenters include:

- Dr. Delsa Chapman, Ph.D., deputy superintendent, Division of Educator, Student, and School Supports;
- Dr. Sean Kottke, manager, Educator Preparation Unit; and
- Dr. Ahlam Bazzi, educational consultant, Office of Educator Excellence.



Proposed Disciplinary Literacy Standards for  
the Preparation of Middle Grades (5-9) and  
High School (7-12) Teachers

**SBE PRESENTATION DRAFT**

**I: Foundational Knowledge:**

Well-prepared beginning teachers in middle grades and high school will be able to:

- 1.1. Demonstrate knowledge of major theoretical, conceptual, and evidence-based components of literacy, disciplinary literacy, and disciplinary literacy instruction, including:
  - academic language and vocabulary
  - reading comprehension and instruction
  - critical thinking and analysis
  - speaking, listening, and viewing
  - writing and writing processes
- 1.2. Demonstrate knowledge of the range of definitions and conceptualizations of text and consider implications for / connections to concepts such as digital literacies and visual literacies.
- 1.3. Explore and recognize a range of compelling reasons for students to engage in literacy, including the following:
  - 1.3.a. writing in the discipline and how to establish authentic purposes and audiences for disciplinary writing during instruction,
  - 1.3.b. reading in the discipline and how to establish authentic purposes for disciplinary reading during instruction,
  - 1.3.c. presenting and listening in the discipline and how to establish authentic purposes and audiences for presenting and listening to presentations.
- 1.4. Demonstrate awareness of the importance of making literacy processes and learning relevant to all students through an understanding of their individual identities, including their funds of knowledge, prior experiences, frames of reference, culture, and performance styles. They will be able to:
  - 1.4.a. recognize how student instruction is impacted by teacher identity and learn about the identities of adults and children in the learning community
  - 1.4.b. demonstrate an understanding that literacy learning is best framed around problems and questions that set purpose for the use of literacy practices.
- 1.5. Explore and draw on the relationship between verbal and visual texts as mutually supportive methods for meaningful communication. Model strategies for reading and interpreting visual texts by implementing tools such as Visual Thinking Strategies.

Attachment A – SBE PRESENTATION DRAFT: Disciplinary Literacy Standards for the Preparation of Middle Grades (5-9) and High School (7-12) Teachers

- 1.6. Classify, describe, and model the dispositions, strategies, and patterns of thinking typical in academic disciplines.
- 1.7. Classify, describe, and model strategies for effective oral communication in academic disciplines.
- 1.8. Evaluate how language is used in powerful and effective ways in the discipline based on the purpose, audience, context, and genre of a verbal or visual text and consider implications for instruction. They will be able to:
  - 1.8.a. identify tiered vocabulary words relevant to their content area in connection with a given verbal and/or visual text, content expectation, or topic and identify appropriate instructional strategies for these words (e.g., morphemic analysis, teaching multiple meanings of a word)
  - 1.8.b. present vocabulary as language in use (as opposed to words from decontextualized lists) and identify opportunities for students to talk about and use new words.

**II: Curriculum Planning and Instruction:**

Well-prepared beginning teachers in middle grades and high school will be able to:

- 2.1 Reflect as a means of improving professional teaching practices and center diversity, equity, and inclusion in instructional planning, teaching, and selection of texts and materials.
- 2.2 Demonstrate the ability to evaluate instructional resources, including published curricular materials, for appropriateness in terms of educational context.
- 2.3 Identify available school-wide literacy supports, structures and resources. (Literacy coaches, school librarians, curriculum coordinators, department chairs, mentor teachers, MTSS Supports, etc.). They will be able to:
  - 2.3.a. collaboratively participate in ongoing inquiry with colleagues, mentor teachers, and literacy specialists.
  - 2.3.b. identify strategies educators use to forge family, community, and school relationships to enhance students' content and literacy learning.
- 2.4 Articulate the importance of differentiating instructional processes and product expectations based on frequent, formative, growth-oriented feedback that affirms high academic expectations and support for all students.

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- 2.5 Select a wide range of high-quality diverse, and multi-modal texts authentic to the disciplines of varying complexity, structure, and genre to support student inquiry around authentic disciplinary problems. They will be able to select and use evidence-based instructional strategies and materials to develop students':
  - reading and reading comprehension
  - vocabulary
  - critical thinking
  - writing as a process
  - listening and speaking
  - viewing and visual representations
- 2.6 Plan disciplinary-specific, problem-based inquiries that engage students in developing and asking questions. They will be able to:
  - 2.6.a. design opportunities for students that offer choice in modality, topic, and medium, in their reading, writing, and communication.
  - 2.6.b. design opportunities for students to collaborate with peers in reading, writing, and creating, and plan for the facilitation of these opportunities.
  - 2.6.c. consider and plan for opportunities to connect instruction and content to student identities, communities, and literacy practices.
- 2.7 Build learning progressions to meet students at their point of understanding and scaffold to support movement along the progression, in reading, writing, speaking, and listening. They will be able to:
  - 2.7.a. develop plans to integrate strategic vocabulary instruction into a lesson and explicitly teach words that build necessary knowledge for reading and writing texts of instruction
  - 2.7.b. justify choices between individual, partner, small group or whole group activities that intentionally align with student learning objectives.

**III: Assessment and Evaluation:**

Well-prepared beginning teachers in middle grades and high school will be able to:

- 3.1 Identify data sources that would explain student progress in the discipline and explain the function/purpose of each. They will be able to:
  - 3.1.a. explain the importance of engaging students in the development of learning goals, as well as in supported, productive self- and peer-assessment and feedback

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- 3.1.b. use student work to determine students' disciplinary literacy strengths and needs; select and administer other formal and informal assessments appropriate for assessing students' disciplinary literacy development.
- 3.2 Evaluate the implications of language and literacy development on different assessment forms or types. They will be able to:
  - 3.2.a. engage in observation and assessment guided by an understanding of, and respect for, the student as a member of cultural and linguistic communities.
  - 3.2.b. pose culturally responsive questions that foster textual understanding and higher-order engagement with a variety of multi-modal texts
- 3.3 Demonstrate an understanding of assessment as an opportunity to identify and build upon student strengths, as well as to address areas of improvement. They will be able to:
  - 3.3.a. differentiate instructional processes and product expectations based on frequent, formative, growth-oriented feedback that affirms high academic expectations and support for all students.
  - 3.3.b. elicit student thinking to draw conclusions about the student's progress in the disciplinary content
- 3.4 Compare and contrast the strengths, limitations, reliability, and validity of discipline-specific assessments. They will be able to:
  - 3.4.a. design and practice a variety of assessment types (observational, peer-peer evaluation, reflection, benchmark), formats (multiple choice, project-based), and purposes (for learning, of learning).
  - 3.2.b. prioritize observation and assessment that is closest to actual reading and writing (e.g., prioritizing student work/writing as data for making instructional decisions as opposed to relying on standardized test scores, which can mask proficiencies and areas in need of development)

**IV: Learners and the Literacy Environment:**

Well-prepared beginning teachers in middle grades and high school will be able to:

- 4.1 Honor all learners, positioning them as sense-makers capable of doing meaningful work and as humans worthy of love and affirmation. They will be able to:

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- 4.1.a. learn about and appreciate students' cultural, religious, family, intellectual, and personal experiences and resources to inform literacy instruction.
  - 4.1.b. tap into students' funds of knowledge in support of developing their disciplinary literacy knowledge and unique identities.
- 4.2 Demonstrate understanding of theories and concepts related to adolescent verbal and/or visual literacy learning and apply this knowledge to learning experiences that develop motivated and engaged literacy learners. They will be able to:
  - 4.2.a. practice incorporating visual, digital and print texts and experiences designed to differentiate and enhance students' disciplinary literacy and the learning environment
  - 4.2.b. engage students with online texts, databases, and multimodal tools in the service of investigations
- 4.3 Create physical and social literacy-rich environments that use routines and strategies for independent and collaborative learning. They will be able to:
  - 4.3.a. establish compelling reasons and allocate time for whole-group, small-group, and paired discussion of verbal/visual texts, using a range of discussion and grouping strategies.
  - 4.3.b. provide modeling and instruction to teach students how to generate their own higher-level questions about verbal/visual texts.
- 4.4 Promote responsible digital citizenship in literacy and language learning experiences.





Participants in the Development of Disciplinary  
Literacy Standards for the Preparation of Middle  
Grades (5-9) and High School (7-12)  
Teachers

## **Participants in the Development of Disciplinary Literacy Standards for Content Area Teachers**

Dr. Ahlam Bazzi, Education Consultant, Michigan Department of Education

Steve Carlson, Director of General Education, Huron Intermediate School District

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Dr. Christi Edge, Assistant Professor of Education, Northern Michigan University

Heather French, Teacher, Lake Linden-Hubbell Elementary School

Dr. Sean Kottke, Manager, Educator Preparation Unit, Michigan Department of Education; Interim Assistant Director, Office of Educator Excellence

Dr. Sean Lancaster, Assistant Vice President for Academic Affairs, Grand Valley State University

Kathy Lester, Librarian and Technology Integrationist, Plymouth-Canton Community Schools; Past President, Michigan Association of School Librarians

Dr. Joseph Lubig, Associate Dean of College of Health Sciences and Professional Studies, Northern Michigan University

Bridgett McDowell, Education Assessment Specialist, Michigan Department of Education

Darcy McMahon, Higher Education Consultant, Michigan Department of Education

Mitchell Nobis, Teacher, Birmingham Public Schools

Victoria Norris, Reading/Dyslexia Specialist; Executive Director, Grand Traverse Dyslexia Association

Dr. Amy Ruopp, Dean of Undergraduate Studies, College for Creative Studies

Dr. Darin Stockdill, Instructional and Program Design Coordinator, Center for Education Design, Evaluation, and Research, University of Michigan

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Jenelle Williams, Secondary Literacy Consultant, Oakland Schools