



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

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

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

## **Conceptual Framework for the Preparation of Teachers in Michigan**

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

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

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

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

### **Purpose**

The purpose of the Standards for the Preparation of Teachers of English as a Second Language (ESL) is to establish a shared vision for the knowledge and skills that entry level teachers of ESL in Michigan should possess and be able to demonstrate in their teaching, regardless of whether they follow a traditional or alternate route into the profession. This document provides standards across six domains of professional preparation to provide instruction for English Learners. These standards establish outcomes for graduates of teacher preparation programs in ESL, and should be used to inform program development and continuous improvement efforts at Michigan's institutions of higher education and alternate route providers. They exemplify the 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.

We are committed to teacher preparation and ongoing professional learning that leads to effective teaching so that all students are able to make

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

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

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

### **Development of the Proposal**

The ELAC, led by the MDE's OFS and composed of representatives from Michigan's local education agencies, intermediate school districts, and public and independent teacher preparation programs in bilingual education and ESL, began discussions about updating Michigan's teacher preparation standards in November 2014. This action was motivated by recognition of a critical shortage of appropriately prepared teachers to meet the needs of Michigan's growing population of students eligible for ESL or bilingual education services. For example, in the 2015-2016 school year, 90,121 students were identified as English Learners<sup>1</sup> and eligible for ESL or bilingual education programs yet only 733 full-time equivalent instructional positions (FTEs) were devoted to serving this population by teachers holding NS or Y\_ endorsements, according to the Registry of Educational Personnel for End of Year 2016. Further impetus for updating the standards came after the November 2015 SBE adoption of updated standards for world language teacher preparation. At its March 17, 2016, meeting, the consensus of the ELAC was to review the TESOL/CAEP 2010 standards and Michigan's Standards for the Preparation of

---

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

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

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

These standards 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. Seven comments explicitly addressing the proposed NS standards were submitted, and all were strongly supportive of the standards. One commenter recommended that Program Requirements be amended to require non-native English speakers pursuing the NS endorsement to "prove that they had taken a certain number of college credits in English." Because teacher preparation coursework for the NS endorsement is taught in English and teacher licensure assessments are administered in English, the demonstration of English proficiency represented by "successful completion of coursework in an approved program and required assessments for teacher licensure" in Standard 1.1 was considered sufficient by the ESL Standards Workgroup for addressing this concern, and no changes to the standards or program requirements were made as a result of this feedback.

A second commenter on both the NS and Y\_ 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." A third 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 ESL Standards Workgroup reviewed these recommendations and endorsed updating the standards accordingly.

These standards have strong continuity with the previous Michigan standards in

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

terms of the core competencies that teachers in ESL programs should be able to demonstrate, with most of the targeted revisions consisting of subtle updates in language that increase the currency of the standards and provide stronger distinctions between expected competencies for ESL, bilingual and world language teachers. Standards related to teachers' understanding of the role that culture plays in language development and ability to apply their understanding of different cultural perspectives in instruction with English Learners (Standards 2.1 – 2.4) are unchanged from the 2004 standards. Outdated language referring to "limited-English proficient" learners was updated throughout to reference English Learners to align with the language adopted in the Every Student Succeeds Act (e.g., 3.7, 6.4). Standards relating to assessment (5.1 – 5.6) were updated to more clearly emphasize that teachers of ESL must be able to demonstrate assessment literacy not only in general, but also in the unique context of working with English Learners in an ESL setting. New standards (4.6 and 5.7) were added to further emphasize the need for teachers of ESL to be able to implement a variety of accommodations in both instruction and assessment that are appropriate to the needs of English Learners. Lastly, a new standard (1.5) was added to support bilingual teachers' ability to distinguish patterns of behavior and performance in the second language 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 expectation for language proficiency in English that teacher candidates are to demonstrate (1.1). The 2004 standards specified "At least a superior level of speaking, listening, reading, and writing proficiency in English using a variety of testing protocols." The new Standard 1.1 specifies that candidates demonstrate "an ability to serve as effective models of spoken and written English as demonstrated by successful completion of coursework in an approved program and required assessments for teacher licensure." The rewritten standard aligns with the performance indicator for exceeding TESOL/CAEP's corresponding standard. As teacher preparation programs in ESL are delivered in English and multiple certification testing requirements for earning an NS endorsement (e.g. Professional Readiness Exam, Michigan Test for Teacher Certification #086) assess candidates' reading and writing skills at a high level, the consensus view of the ESL Standards Workgroup is that reifying additional formal testing of candidates' English proficiency within the standards was not warranted.

### **Program Requirements**

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

- an elementary or secondary program of study of at least 20 semester hours, or K-12 program of study of at least 24 semester hours connected with a program of study of at least 30 semester hours in Elementary Education, Language Arts, Social Studies, Science or Mathematics for initial endorsement on an elementary or secondary teaching certificate. For programs leading to an additional endorsement on an existing teacher certificate, at least 20 semester hours for an elementary or secondary endorsement and 24 semester hours for a K-12 endorsement;

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

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

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

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

### **Endorsement Authorizations**

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

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

---

<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.

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

possessing additional subject area endorsements.

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

## Participants in Standards Development

Martha A. Adler, Ph.D.  
Associate Professor,  
Reading/Language Arts & ESL  
University of Michigan-Dearborn

Elizabeth Corah-Hopkins, Ph.D.  
Program Coordinator,  
Bilingual/Bicultural Education  
Wayne State University

Christina DeNicolo, Ph.D.  
Assistant Professor of Bilingual and  
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

Su McKeithen-Polish, Ph.D.  
Bilingual Education/Title III Consultant  
Macomb Intermediate School District

Lena Montgomery  
Manager  
Wayne Regional Education Service  
Agency

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

Maria Selena Protacio, Ph.D.  
Assistant Professor of Literacy Studies  
Western Michigan University

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

Kerry Segel, Ph.D.  
Professor of English  
Saginaw Valley State University

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

Suzanne Toohey, M.Ed.  
ESL/Title III Consultant  
Oakland Schools

Michelle Williams  
Migrant Education Consultant  
Michigan Department of Education

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

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

No.	Guideline/Standard
<b>1.0</b>	<b>Language, Linguistics, Comparisons</b> Candidates for endorsement in English as a Second Language will demonstrate:
<b>1.1</b>	An ability to serve as effective models of spoken and written English as demonstrated by successful completion of coursework in an approved program and required assessments for teacher licensure.
<b>1.2</b>	Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) of English and their role in developing literacy.
<b>1.3</b>	An understanding of the dynamic changing nature of language systems.
<b>1.4</b>	Knowledge of socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.
<b>1.5</b>	An ability to distinguish between learning challenges and behaviors associated with language development 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>	<b>Cultures, Literatures, Cross-Disciplinary Concepts</b> Candidates for endorsement in English as a Second Language will demonstrate:
<b>2.1</b>	Knowledge, understanding, and use of the major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement that support students learning.
<b>2.2</b>	Application of knowledge and understanding of how valuing cultural groups and students' cultural identities affect language learning and school achievement.

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

<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>3.0</b>	<p style="text-align: center;"><b>Second Language Development Theories and Instructional Practices</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>
<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.
<b>3.3</b>	A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.
<b>3.4</b>	Knowledge and use of second language development theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.
<b>3.5</b>	Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language development process.
<b>3.6</b>	Knowledge of second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual English Learners.
<b>3.7</b>	Knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms.

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

<b>3.8</b>	Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for English Learners.
<b>3.9</b>	Competency in teaching English Learners to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
<b>4.0</b>	<b>Integration of Standards Into Curriculum and Instruction</b> Candidates for endorsement in English as a Second Language will demonstrate:
<b>4.1</b>	An understanding of the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency in curricular planning.
<b>4.2</b>	An ability to integrate the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency into instruction with appropriate strategies and techniques that support students in accessing the core curriculum as they learn both language and academic content.
<b>4.3</b>	An ability to use standards and benchmarks to evaluate, select, design, and adapt instructional resources by connecting curriculum to students' experiences and skills of home and community.
<b>4.4</b>	An ability to manage and implement standards-based content instruction to support English Learners in accessing the core curriculum as they learn language and academic content.
<b>4.5</b>	Knowledge, understanding, and use of standards-based practices and strategies related to planning, implementing, and managing content instruction including the use of critical thinking skills for English Learners.
<b>4.6</b>	Familiarity with and adaptive use of a wide range of standards-based materials, resources, and technologies in the delivery of effective content curriculum for English learners.
<b>4.7</b>	Knowledge and use of differentiated instruction and appropriate and timely accommodations based on the needs of the needs of English Learners.
<b>5.0</b>	<b>Assessment</b>

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

	Candidates for endorsement in English as a Second Language will demonstrate:
<b>5.1</b>	Knowledge of the nature of assessment and multiple ways to assess that are age, level, and language appropriate.
<b>5.2</b>	Effective and timely assessment practices including: analysis of formative, interim and summative assessment results, and use of outcome data to inform instruction and to interpret and communicate student achievement results to all stakeholders.
<b>5.3</b>	Knowledge of various assessment issues affecting English Learners (e.g., cultural and linguistic bias, political, social, linguistic and psychological factors).
<b>5.4</b>	Knowledge and use of various standards-based language proficiency instruments to inform instruction and the value of data for identification, placement, and demonstration of language proficiency and academic achievement of English Learners.
<b>5.5</b>	Knowledge of the difference between language proficiency testing and other types of assessment (e.g., standardized achievement tests of overall mastery) as they affect English Learners.
<b>5.6</b>	Knowledge of the relationship between standards and assessment decisions.
<b>5.7</b>	Knowledge and use of a variety of assessment accommodations appropriate to the needs of English Learners.
<b>6.0</b>	<b>Professionalism</b> Candidates for endorsement in English as a Second Language will demonstrate:
<b>6.1</b>	Knowledge of culturally responsive teaching practices.
<b>6.2</b>	Knowledge of the additive value that multilingualism brings to the overall success of all students and an understanding of the teacher’s role as an advocate with students, colleagues, and members of the community in promoting and developing multilingualism.

## English as a Second Language (NS) 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.