

## NS PREPARATION STANDARDS IMPLEMENTATION SUPPORTS

### Sample Projects, Activities, Assessments, and Related Resources Aligned to Standards

DOMAIN	STANDARDS	SAMPLE ASSESSMENTS	SAMPLE RESOURCES
<p><b>1. Language, Linguistics, Comparisons-</b> Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>1.1 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.</p> <p>1.2 Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) of English and their role in developing literacy.</p> <p>1.3 An understanding of the dynamic changing nature of language systems.</p> <p>1.4 Knowledge of socio-linguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.</p> <p>1.5 An ability to distinguish between learning challenges and behaviors associated with language development and those associated with learning disabilities.</p> <p>1.6 An understanding of the ways language varies across subject areas and familiarity with the discursive and grammatical challenges of language use in different subjects.</p>	<p><a href="#"><u>Content-Based Portfolio Assessment<sup>1</sup></u></a> 1.2, 1.3, 1.4, 1.5 <i>Portfolio sample artifact:</i> <a href="#"><u>Setting Goals and Reflecting on ELD Goals</u></a></p> <p><a href="#"><u>Community Asset Mapping Project<sup>2</sup></u></a> <i>Artifact: reflection paper or digital medium which communicates expanding educator knowledge of students’ funds of knowledge with the overarching goal of facilitating culturally and linguistically responsive teaching.</i> 1.4, 1.6</p>	<p><a href="#"><u>Using Portfolios in Program Assessment</u></a></p> <p><a href="#"><u>UM-AA Setting and Reflecting on ELD Goals.docx - Google Docs</u></a></p> <p><a href="#"><u>Community Mapping as a Tool for Developing Culturally Relevant Pedagogy</u></a></p> <p><a href="#"><u>Guiding Principle 1, 2 &amp; 3: Advancing Equity: A Strategic Vision for English Learners</u></a></p>

<sup>1</sup> A Content Based Portfolio Assessment has design capacity to address standards in domains 1, 2, 3, 4, 5 and 6

<sup>2</sup> A Community Asset Mapping Project has design capacity to address standards in domains 1,2,4, and 6

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DOMAIN	STANDARDS	SAMPLE ASSESSMENTS	SAMPLE RESOURCES
<p><b>2.</b></p> <p><b>Second Language Development Theories and Instructional Practices</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>2.1 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.</p> <p>2.2 Application of knowledge and understanding of how valuing cultural groups and students’ cultural identities affect language learning and school achievement.</p> <p>2.3 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.</p> <p>2.4 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.</p>	<p><a href="#">Sheltered Instruction Lesson Plan</a><sup>3</sup></p> <p>2.1, 2.2, 2.3</p> <p><a href="#">Community Asset Mapping Project</a><sup>2</sup></p> <p>2.2, 2.4</p>	<p><a href="#">Sheltered Instruction Lesson Plan</a></p> <p><a href="#">Template UM-D</a></p> <p><a href="#">Sheltered Instruction Lesson Plan Checklist</a></p> <p>Guiding Principles 1 &amp; 3 <a href="#">Advancing Equity: A Strategic Vision for English Learners</a></p>

<sup>3</sup> An Individual Lesson Plan as Assessment has design capacity to address standards in domains 2, 3,4, and 5

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<p><b>3.</b></p> <p><b>Second Language Development Theories and Instructional Practices</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>3.1 An understanding of second language development theories and research, inclusive of error analysis, performance analysis, and interlanguage analysis.</p> <p>3.2 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.</p> <p>3.3 A variety of instructional practices that produce language outcomes through articulated program models that address the needs of linguistically and culturally diverse learners.</p> <p>3.4 Knowledge and use of second language development theories and research in classroom organization, developing teaching strategies, and choosing and adapting classroom instructional resources.</p> <p>3.5 Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language development process.</p> <p>3.6 Knowledge of second language teaching methodologies and their applicability in developing instructional practices and resources to meet the needs of individual English Learners.</p> <p>3.7 Knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms</p> <p>3.8 Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for English Learners.</p> <p>3.9 Competency in teaching English Learners to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.</p>	<p><a href="#">Collaborative Planning Unit Plan</a><sup>4</sup></p> <p>Series of "sheltered" instructional activities and assessment of student learning.</p> <p>3.2, 3.3, 3.4, 3.5,</p> <p><b>Observation of Student Teaching</b></p> <p>3.2, 3.4, 3.5, 3.6, 3.7,3.8, 3.9</p> <p><a href="#">Sheltered Instruction Lesson Plan</a><sup>3</sup> 3.2, 3.4,3.6, 3.7, 3.8</p> <p><a href="#">Content-Based Portfolio Assessment</a><sup>1</sup></p> <p>3.1, 3.4, 3.5, 3.9</p> <p><i>Portfolio sample artifact: <a href="#">Setting Goals and Reflecting on ELD Goals</a></i></p>	<p><a href="#">Unit Plan Template</a> <a href="#">GVSU</a></p> <p>Guiding Principles 1, 2,3</p> <p><a href="#">Advancing Equity: A Strategic Vision for English Learners</a></p>

<sup>4</sup> A Unit Plan Assessment has design capacity to address standards in domains 3,4,5 and 6.

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<p><b>4.</b></p> <p><b>Integration of Standards into Curriculum and Instruction</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>4.1 An understanding of the standards and benchmarks currently approved in Michigan for PK-12 content and English language proficiency in curricular planning.</p> <p>4.2 An ability to integrate the standards and benchmarks currently approved in Michigan for PK-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.</p> <p>4.3 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.</p> <p>4.4 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.</p> <p>4.5 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.</p> <p>4.6 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.</p> <p>4.7 Knowledge and use of differentiated instruction and appropriate and timely accommodations based on the needs of English Learners.</p>	<p><a href="#">Collaborative Planning Unit Plan</a></p> <p>4.1,4.2, 4.3, 4.4,4.5</p> <p><b>Observation of Student Teaching</b></p> <p>4.3, 4.6, 4.7</p> <p><a href="#">Sheltered Instruction Lesson Plan</a></p> <p>4.2, 4.3, 4.6, 4.7</p> <p><a href="#">Content-Based Portfolio Assessment<sup>1</sup></a></p> <p>4.1, 4.3, 4.5, 4.7</p> <p><i>Portfolio sample artifact:</i></p> <p><a href="#">Setting Goals and Reflecting on ELD Goals</a></p>	<p><a href="#">Oakland ISD Collaborative Planning Unit Template &amp; Exemplars</a></p> <p>Guiding Principles 1, 2 &amp; 3 <a href="#">Advancing Equity: A Strategic Vision for English Learners</a></p>

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<p><b>5. Assessment:</b> Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>5.1 Knowledge of the nature of assessment and multiple ways to assess that are age, level, and language appropriate.</p> <p>5.2 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.</p> <p>5.3 Knowledge of various assessment issues affecting English Learners (e.g., cultural and linguistic bias, political, social, linguistic and psychological factors).</p> <p>5.4 the value of data for identification, placement, and demonstration of language proficiency and academic Knowledge and use of various standards-based language proficiency instruments to inform instruction and achievement of English Learners.</p> <p>5.5 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.</p> <p>5.6 Knowledge of the relationship between standards and assessment decisions.</p> <p>5.7 Knowledge and use of a variety of assessment accommodations appropriate to the needs of English Learners</p>	<p><a href="#">Sheltered Instruction Lesson Plan</a></p> <p>5.1, 5.3, 5.4, 5.7</p> <p><a href="#">Collaborative Planning Unit Plan</a></p> <p>5.1, 5.2, 5.4, 5.5, 5.6, 5.7</p>	<p>Guiding Principles 1, 2, 4</p> <p><a href="#">Advancing Equity: A Strategic Vision for English Learners</a></p>

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<p><b>6. Professionalism</b></p> <p>Candidates for endorsement in English as a Second Language will demonstrate:</p>	<p>6.1 Knowledge of culturally responsive teaching practices.</p> <p>6.2 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.</p> <p>6.3 An ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.</p> <p>6.4 Knowledge of legislative impact on teaching in programs for world languages, English Learners, and bilingual education.</p> <p>6.5 Knowledge of the teacher’s role as a professional within a discipline.</p> <p>6.6 Knowledge of the history and current state of teaching world languages, English Learners, and bilingual students as it affects public policy and advocacy issues.</p> <p>6.7 An ability to serve as a professional resource, advocate for students, and build partnerships with students’ families and communities.</p>	<p><a href="#"><u>Content-Based Portfolio Assessment<sup>1</sup></u></a> 6.1, 6.2, 6.5, 6.6</p> <p><i>Portfolio sample artifact:</i></p> <p><a href="#"><u>Setting Goals and Reflecting on ELD Goals</u></a></p> <p><a href="#"><u>Community Asset Mapping Project</u></a> 6.2, 6.4, 6.7</p> <p><a href="#"><u>Collaborative Planning Unit Plan</u></a> 6.1, 6.3</p>	<p>Guiding Principles 3 <a href="#"><u>Advancing Equity: A Strategic Vision for English Learners</u></a></p> <p>Guiding Principles 4 <a href="#"><u>Advancing Equity: A Strategic Vision for English Learners</u></a></p>

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