

Michigan's Teacher Preparation Standards in Bilingual Education (Y_) and English as a Second Language (NS): An Update

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Why update now?

Currency: Standards were last reviewed in 2004

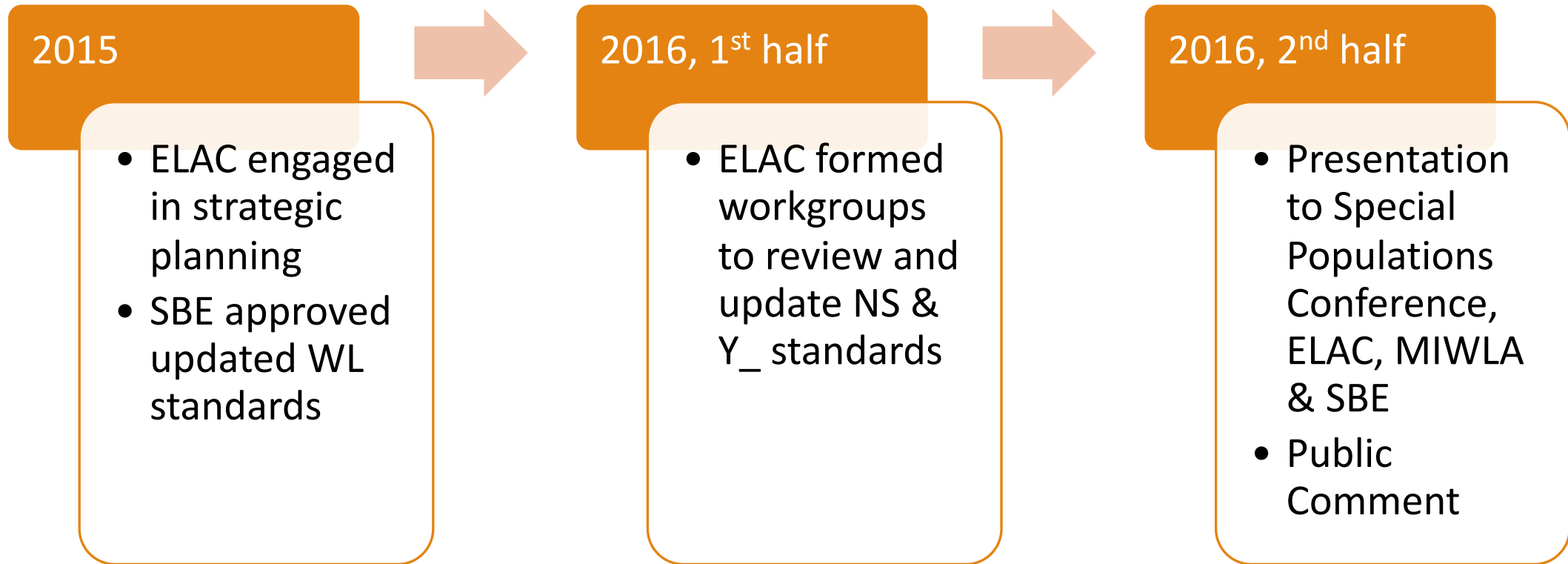
Timely: World Language standards were updated in 2015

Urgency:

- Critical underserving of burgeoning EL population (733 FTEs for 90,121 eligible ELs in 2015-2016)
- Supports achievement of Goal 3 and Strategy 2.2 of Top 10 in 10, as well as MDE's Early Literacy Initiative



Overview of Standards Development Process



OFS – ELAC Belief Statements

We are committed to provide intensive, intentional and appropriate instructional opportunities that meet the unique needs of English Learners, ensuring their academic success by advocating for educational equity and excellence for bilingual/multiliterate students in a global society and by modeling social justice.

We are committed to teacher preparation leading to multiliterate global citizens who will make contributions to economic, social, civic, technological and cultural advancements. In doing so we commit to educational equity and respecting diversity while accessing student background knowledge and experience.

We are committed to build on the funds of knowledge students bring to their learning communities with an asset based mindset, and to create a climate that welcomes, honors and respects diversity, multilingualism and their cultural contributions.

Primary Roles

Teacher of Bilingual Education (Y_): to promote educational equity by making content curriculum accessible to students whose home language(s) 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.

Teacher of ESL (NS): 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
- supporting their acquisition of content knowledge and academic vocabulary while they learn English.

Overview of Standards

Comprised of 38 (Y_) and 39 (NS) standards grouped into 6 domains

1. Language, Linguistics, Comparisons
2. Cultures, Literatures, Cross-Disciplinary Concepts
3. Second Language Acquisition Theories and Instructional Practices
4. Integration of Standards Into Curriculum and Instruction
5. Assessment
6. Professionalism

Standards for the Preparation of Teachers of
English as a Second Language (NS)



Standards for the Preparation of Teachers of
Bilingual Education (Y_)



Highlights of Revised Standards

Strong continuity with 2004 standards

Language updates (e.g. ESSA)

Strengthened assessment literacy standards

New standards covering instructional/assessment accommodations for ELs & understanding distinctions between SLA and LD



<http://tinyurl.com/biesl2016>

Language Proficiency Updates

Realignment of teacher candidate language proficiency standards (1.1)

Bilingual:

- Advanced Low in English and target language (aligns with highest level in World Language standards); target language to be assessed by OPI
- At this level, 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.”

ESL:

- 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.”
- Better aligns with TESOL/CAEP expectations

Next Steps

Presentation at Michigan World Language Association (November 10-11)

Initial presentation to State Board of Education (November 15)

Public Comment (through early January 2017)

Final presentation to SBE (January 2017, date TBA)

Program review & revision (begin March/April 2017)

Licensure assessment update (2017-2018)

Questions?

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