



Policy Brief Prepared for Dr. Kurt Steinhaus
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Introduction

This policy brief provides a summary of the impact the National Dual Language Teacher Preparation Standards, hereafter NDLETPS (Guerrero & Lachance, 2018), are having on the field of bilingual education since their publication. The standards were designed to consciously leverage approximately three decades of theory, research, pedagogy, and policy that underlies the potential for best meeting the academic needs of emergent bilingual children and youth through well implemented two-way and one-way immersion program designs. Prior to their publication and copyrighting, the standards evolved over a three-year period beginning in 2015 and culminating in their publication in 2018. The primary resources for their development emanated from pre-conference institutes sponsored by Dual Language Education of New Mexico during their annual La Cosecha conference. Attendees were national in scope, and most were professors dedicated to the preparation of bilingual education teachers at their respective institutions of higher education. In short, the standards are the result of much discussion, lively debate, and reflective engaged scholarship which culminated in their consolidation by Dr. Michael D. Guerrero (Professor of Bilingual Education at the University of Texas Rio Grande) and Dr. Joan Lachance (Associate Professor of TESL at the University of North Carolina Charlotte).

Briefly, there are two primary activities associated with the standards which are being conducted under the auspices of Dual Language Education of New Mexico. The first is anchored to an agreement with the Council for the Accreditation of Educator Preparation (CAEP) established in Spring 2021. This agreement is significant since no national professional accreditation process has ever been available to bilingual education teacher preparation programs in U.S. history. The second primary activity entails the adoption of the standards by state and or other education entities with or without ties to the CAEP accreditation process. Mr. David Rogers (DLeNM Executive Director) Dr. Joan Lachance (Director), and Dr. Michael D. Guerrero (Co-Director) are spearheading both initiatives.

Council for the Accreditation of Educator Preparation (CAEP)

In Spring 2021, CAEP approved the creation of a new Specialized Program Association (SPA) for the preparation of dual language education teachers. The SPA is named *Educators for a Multilingual Multicultural America* (EMMA) and is currently housed under Dual Language Education of New Mexico. We are in the process of determining how many educator preparation programs (EPPs) might pursue programmatic accreditation under EMMA. Currently there are four state level partners (Delaware, DC, Indiana, and South Carolina) that require SPA review for any educator preparation providers in their state that are seeking CAEP accreditation. Additionally, there are 22 states that have approximately 700 Educator Preparation Programs who participate in a SPA review process in various areas of programmatic accreditation. We are currently ascertaining the number of bilingual education educator preparation programs among the 700 providers that could seek CAEP accreditation. CAEP provides about a three-year implementation phase for new SPAs and it is projected that EMMA will begin serving EPPs in 2025.

State Education Agencies

In 2018, Massachusetts was the first state to align state-level guidance regarding bilingual education teacher preparation standards to the NDLETPS. Note the following from their endorsement guidelines, and that the NDLETPS are no longer in draft form and have since been copyrighted.

Sponsoring Organizations are encouraged to draw from the [National Dual Language Education Teacher Preparation Standards \(NDLETPS\)](#), available through Dual Language Education of New Mexico (DLeNM, 2018). The NDLETPS represent a collaborative effort from experts in bilingual education across the nation and provide an opportunity for states to align their teacher preparation programs in bilingual education. In addition, the NDLETPS are aligned with the *Guiding Principles of Dual Language Education*, TESOL Standards, and ACTFL Standards, making it the most comprehensive resource available for bilingual educator preparation programs. Most indicators listed below are taken from this document which is in draft form as of August 2018, but the full breadth and depth of the NDLETPS are not captured here. As such, programs should examine the NDLETPS document in full when developing their courses of study.

<https://www.doe.mass.edu/.../guidelines-advisories/bilingual-guide.docx>

In 2020, the state of Virginia formed the *ADVISORY BOARD ON TEACHER EDUCATION AND LICENSURE*. In recent meetings with a dual language teaching endorsement as an agenda item, the Virginia SEA indicated the National Standards would be referenced for the pending endorsement.

Dual Language (Target Language) Endorsement PreK-6.

A. The programs in Dual Language (Target Language) preK-6 shall ensure that the candidate has demonstrated the following competencies. National standards in dual language are to be addressed in the program. (p. 22)

https://www.doe.virginia.gov/boe/committees_advisory/teacher_ed_licensure/2019-20/abtel-materials-june-4-2020.docx

In late Spring of 2021, the state of Washington adopted the NDLETPS in their entirety.

- **Early childhood education:** National Association for the Education of Young Children (NAEYC) Professional Preparation Standards
- **Business and marketing:** National Business Education Association (NBEA) Standards
- **Agricultural education:** American Association for Agricultural Education (AAAE) standards for School-based Agricultural Education Teacher Preparation Programs
- **Family and consumer sciences:** National Association of Teacher Educators for Family and Consumer Sciences (NATEFACS) Teacher Education standards
- **Bilingual Education:** *National Dual Language Education Teacher Preparation Standards (NDLETPS)*
- **World Languages:** American Council on the Teaching of Foreign Languages (ACTFL) Program Standards for the Preparation of Foreign Language Teachers

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/>

<https://www.pesb.wa.gov/preparation-programs/standards/endorsement-competencies/bilingual-education/>

The adoption of the standards in Washington was preceded by a webinar conducted by Dr. Lachance and Dr. Guerrero highlighting their essence, design and purpose. The attendees were state education personnel, university professors and local education representatives. Following the webinar, the state department voted to proceed with a public vetting process. Subsequently, the NDLETPS were approved for adoption by relevant stakeholders in this state. In late 2021 Dr. Lachance and Dr. Guerrero were invited to discuss the implementation of the standards with a cadre of professors and three state education representatives. The standards will go into effect in 2023.

Also in 2021, the University of Maryland adopted three of the six standards for the preparation of bilingual education teachers at their institution through the provision of a certificate. Note the following from the provided source:

The program curriculum is designed to follow the National Dual Language Education Teacher Preparation Standards to meet teaching and learning goals in the following areas: (1) bilingualism and biliteracy, (2) academic achievement, and (3) critical sociocultural competence. Dual language education programs are increasing steadily both nationally and locally. As these programs expand in the Washington D.C. metro area, there are limited options for educators to receive additional credentials that address the specific instructional needs of dual language education educators. This certificate program will fill the gap in preparation to ensure development of successful dual language education educators and leaders. The program may be offered in cohorts in partnership with local school districts. The program will be funded in part by tuition revenue and supporting funds from the College of Education. This proposal was approved by the Graduate School Programs, Curricula, and Courses committee on March 1, 2021, and the Senate Programs, Curricula, and Courses committee on March 5, 2021.

https://www.senate.umd.edu/system/files/resources/billDocuments/20-21-39/stage3/PCC_Establish_Post-Bacc_Certificate_in_Dual_Language_Education_20-21-39.pdf

Another example of how the NDLETPS are being used in a non-CAEP way involves the Eastern Band of the Cherokee Nation located in Cherokee, North Carolina. The New Kituwah Academy is a one-way K-6 language preservation immersion school that is critically working to preserve the Cherokee language. One aspect of their work includes a three-year project whereby Dr. Lachance is collaborating with Cherokee Elders, K-6 teachers, paraprofessional educators, and other community members. The focus of the work is to design and deliver culturally relevant, standards-based lessons in the language of Cherokee. The project goals align with the NDLETPS from a professional development perspective rather than from the higher education approach.

Related Professional Publications

Since the publication of the NDLETPS in 2018, the standards have been referenced by a modest yet growing number of academics, including doctoral students completing their dissertation. A full list of the references can be found at:

https://scholar.google.com/scholar?cites=2581396257765231373&as_sdt=5,44&sciodt=0,44&hl=en

A Note on Vetting

It is important to highlight that the NDLETPS have undergone multiple vetting processes. Prior to their publication versions of the standards were reviewed by academics and educators dedicated to dual language education. Although we were not seeking official endorsements, faculty attending the American Education Research Association annual conference (2017) reviewed and commented on the standards, as well as educators attending the 2017 California Association for Bilingual Education annual conference. As part of the CAEP application process, the standards were officially vetted and this process was conducted through DLeNM. The standards were posted for public comment for approximately four months through the DLeNM website and invitations were sent out to the field to encourage academics and educators across the U.S. to review and critique the standards. Stakeholders in the state of Washington also vetted the standards as an important part of the adoption process for TESOL and Dual Language Immersion requirements and certifications. Finally, the University of Maryland internally reviewed the standards prior to approving their use for teacher preparation purposes