

PREPARING ELEMENTARY EDUCATION TEACHER CANDIDATES IN
MICHIGAN TO TEACH MULTILINGUAL LEARNERS: INSIGHTS FROM
CURRICULAR ALIGNMENT AND TEACHER PREPARATION STRATEGIES

by

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To my four favorites

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Angela Komsic Super

ABSTRACT

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Growing linguistic diversity in U.S. schools and the emergence of new policies and teaching standards have increased the need for all teachers to be prepared to teach multilingual learners in a linguistically responsive manner. In Michigan, the Michigan Department of Education (MDE) revised its *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* and *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* in 2020 to address this need. The revised standards emphasize preparing all general education teacher candidates to support English learners across content areas while allowing flexibility in curriculum design.

This exploratory, descriptive case study examined how Michigan's undergraduate elementary education teacher preparation programs aligned their programs with the revised state standards and the principles of linguistically responsive teaching theory (Lucas & Villegas, 2011, 2013). I collected survey data from elementary education teacher preparation program leaders and faculty to learn more about the strategies, challenges, and successes that they experienced in preparing teacher candidates to teach multilingual learners since 2020 and the extent that these efforts reflected linguistically

responsive teaching practices. In addition, I conducted document analyses of three programs with the highest reported levels of teacher candidate preparedness to meet the needs of English learners.

The findings revealed substantial variation in how program leaders integrated multilingual learner preparation into their curricula as well as in the strategies, challenges, and successes that they described. The three programs with the highest reported levels of teacher candidate preparedness to meet the needs of English learners appeared to demonstrate comprehensive integration of all seven tenets of the framework across coursework and field experiences, as reflected in their publicly available materials.

Overall, the findings contribute to the literature by highlighting a theoretical framework for teacher preparation leaders to use in self-assessing and strengthening their curricula and by offering practical guidance for aligning programs with state standards to improve the preparation of future teachers to serve English learners at all proficiency levels.

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CHAPTER ONE

INTRODUCTION

Overview

One fundamental goal of education is to create equitable learning environments for all students. Equity in education means ensuring that every student, regardless of their background, identity, or circumstances, has access to a quality education, which includes well-trained teachers, inclusive classroom environments, adequate support services, and opportunities for all students to reach their full potential. This goal is particularly important given the increasingly diverse cultural and linguistic backgrounds of students in the United States, where many children are multilingual and speak languages other than English at home. In order to promote equity, teachers must be both culturally and linguistically responsive, and teacher preparation programs play a critical role in equipping them with these skills. However, while there is a significant body of research on culturally responsive teaching practices in relation to teacher preparation (c.f., Gay, 2000; Ladson-Billings, 1995; Sleeter, 2001), linguistically responsive teaching has received less attention, despite its critical role in supporting multilingual learners.

In this context, two major shifts in the United States have heightened the need to prepare all teachers to teach multilingual learners in a linguistically responsive manner, bringing this issue to the forefront (Lucas & Grinberg, 2008; Lucas & Villegas, 2013; Villegas & Lucas, 2011). First, enrollment of multilingual learners, which includes English learners and bilingual students, in PreK-12 public schools in the United States has increased by over one million students in the last 20 years (National Center for Education Statistics, 2024). Nationally, 21 percent of all students speak a language other

than English at home, and close to 10 percent of those students are identified as English learners (students who are acquiring English as an additional language) (Soto et al., 2024). In addition, projections from the National Association for the Education of Young Children (NAEYC) indicate that by 2030, 40% of school-age children will speak a language other than English at home (NAEYC, n.d.). In the state of Michigan alone, according to the Michigan Department of Education English Learner Dashboard, there are currently 104,213 students who are described as multilingual learners (up from 98,771 in 2024, 94,540 in 2023, and 92,119 in 2022), and that number continues to grow exponentially (Michigan's Center for Educational Performance and Information, 2025). Therefore, as the number of multilingual learners continues to rise, adapting educational systems to meet their diverse needs has become increasingly important.

Second, while federal legislation protecting multilingual learners' civil and educational rights has existed for decades, recent policy changes have made it even more critical for teacher preparation programs to equip all teacher candidates with the knowledge and skills needed to support multilingual learners, including newcomers and English learners at every level of proficiency. Both longstanding and new laws have significant implications that all teacher preparation programs must carefully consider. For example, one of the earliest foundational laws is Title VI of the Civil Rights Act of 1964, which prohibits discrimination based on race, color, or national origin in federally funded programs. This law has been interpreted to include the rights of multilingual learners, including English learners, as it requires schools and state agencies to take "active steps to address language barriers so that students can participate meaningfully in all [PreK-12] public schools" (Civil Rights Act, 1964). A decade later, the landmark *Lau vs. Nichols*

court case clarified what it meant for English learners to “participate meaningfully” in public schools (*Lau vs. Nichols*, 1974).¹ In response to a class action lawsuit, the U.S. Supreme Court ruled that passive immersion and simply providing English learners with the same textbooks, desks, and teachers was not sufficient. Instead, schools were required to implement *active measures*, such as bilingual education or English language development classes, to ensure that all multilingual learners had equitable access to education. Following this ruling, the Equal Educational Opportunities Act of 1974 codified these protections into law by explicitly requiring public school districts and state agencies to take “appropriate action to overcome language barriers” that prevent students from fully participating in instructional programs (Equal Educational Opportunities Act, 1974). Collectively, these mandates affirm that all multilingual learners, regardless of their proficiency level in English, have a legal right to high-quality instruction tailored to their individual needs, and this requirement ensures that all PreK-12 course content is both accessible and comprehensible to them.

However, more recently, the Every Student Succeeds Act (2015) introduced a significant shift in how English learners receive language support, with major implications for all teacher preparation programs in the United States. Unlike earlier policies, which focused on protecting students’ rights broadly, this legislation mandated a move away from teaching English learners in separate English language classes (taught by language specialists) toward integrated and/or sheltered language support within

¹ Following the desegregation of schools in San Francisco, over 1800 non-English-speaking students were placed in classrooms without any English-language support. Some students were placed in special education classes while others were held back in the same grade for years. As a result, the parents of the students filed a class action lawsuit against Alan Nichols, who was the President of the San Francisco United School District at the time.

general education classrooms taught by general education teachers (both with and without language specialists). As a result, most PreK-12 general education teachers will likely have multilingual students in their classrooms at some point in their careers, and it has become increasingly important to ensure that all teachers are prepared with the knowledge and skills needed to effectively support students who are developing English as an additional language.

Overall, the federal mandates define the rights of multilingual learners, which in turn highlight the responsibilities that all general education teacher preparation programs have (i.e., responsibilities that have emerged in the last decade) to equip all of their teacher candidates with the knowledge and skills needed to support multilingual learners effectively. In particular, these laws ensure that all multilingual learners, including newcomers and English learners at every level of proficiency, have equitable access to education across all content areas and the support necessary to succeed. Also, these laws highlight the critical role of teachers in making equitable education a reality. In other words, all teachers must implement instructional strategies that support multilingual learners in order to help them fully engage with the curriculum and succeed academically. However, this responsibility does not rest on teachers alone, but rather all stakeholders play a role in advancing equity for multilingual learners in PreK-12 public schools, which includes teacher preparation programs, school administrators, and policymakers. In doing so, it sets a clear expectation that all multilingual learners receive the support necessary to access equitable, high-quality education.

Interestingly, while federal policy requires schools to prepare in-service educators to work with multilingual learners by providing professional learning opportunities to

administrators and teachers (Every Student Succeeds Act, 2015), state policies related to teacher preparation vary widely. As of 2020, only 12 states required general education teacher preparation programs to provide pre-service teachers with preparation to teach English learners specifically, such as coursework related to Teaching English to Speakers of Other Languages (TESOL) or English Language Development pedagogy (ELD) (Mills et al., 2020). Although more states have updated their teacher preparation standards since then, significant variation remains. As a result, this ongoing disparity has heightened awareness and increased pressure on teacher preparation programs in other states to find alternative ways to equip teacher candidates to effectively teach multilingual learners, including English learners at all levels of proficiency.

In Michigan, the Michigan Department of Education (MDE) updated its *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* in 2020 to address this need.² The revised standards introduced new Professional Standards that emphasize the importance of preparing teacher candidates to support English learners across all content areas in elementary classrooms. However, while the 2020 revisions to the PK-3 and 3-6 standards for teacher preparation (including the addition of the Professional Standards) emphasize equipping elementary education teacher candidates with the essential knowledge and skills to support English learners, there is a lot of flexibility in how elementary education teacher preparation programs in Michigan

² Although standards for other grade bands were also revised and added (such as the *Michigan Department of Education Standards for the Preparation of Teachers, Professional Knowledge and Skills Middle Grades (5-9) and High School (7-12)* (2020c), this study focuses only on the elementary education teacher preparation standards.

customize their curricula to achieve their desired outcomes, as well as room for interpretation as to what those outcomes may be. In response, some elementary education teacher preparation programs in Michigan have adapted and developed coursework (e.g., stand-alone courses with an English-learner focus), hands-on learning opportunities (e.g., clinical or field placements with multilingual learners), student teaching experiences (e.g. placements in classrooms with multilingual learners), and additional requirements such as additional teaching endorsements in Teaching English to Speakers of Other Languages. Collectively, these programs have developed and evolved to better equip pre-service teachers with the necessary knowledge and skills to support their future multilingual learners according to state standards.

For these reasons, I conducted an exploratory, descriptive case study for my dissertation to explore the following primary research question: *How have different undergraduate elementary education teacher preparation programs in the state of Michigan aligned their curricula in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners?* To address this question, I framed the study with the following sub-questions:

- What strategies have Michigan's undergraduate elementary education teacher preparation programs implemented, and what challenges and successes have they experienced in preparing teacher candidates to teach multilingual learners?
- In what ways do these efforts reflect linguistically responsive teaching practices?
- In what ways do publicly available documents from selected undergraduate elementary education teacher preparation programs in Michigan demonstrate how

these programs prepare teacher candidates to teach multilingual learners in response to state standards?

The focus of this research is to provide a comprehensive description of how some elementary education teacher preparation programs in Michigan have aligned their curricula and instructional methods in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners. In particular, this research explores how these programs support teacher candidates in developing linguistically responsive teaching practices. By examining publicly available resources as well as different program strategies, challenges, and successes, this study provides a holistic understanding of how some elementary education teacher preparation programs are addressing the growing need for all educators to support multilingual learners. The goal of this research is to highlight various programs' strengths and offer practical takeaways for other teacher preparation programs that are looking to strengthen their alignment with state standards and improve the preparation of future teachers to serve linguistically diverse students.

Background and Context

Definitions of Terms

I use the terms 'pre-service teachers' and 'teacher candidates' synonymously to refer to those who are currently enrolled in traditional teacher education preparation programs at higher education institutions. I use the term 'teaching intern' to refer to those who are in the process of completing their student teaching internship(s). I use the term 'in-service teachers' to refer to those who have completed their teaching certification and are currently teaching in PreK-12 schools. This group includes those who teach in early

childhood programs and elementary schools (sometimes referred to as general education teachers) and those who teach a specific content area in elementary, middle, or high school. This term does not include those who are certified specialists in bilingual education or endorsed specialists in the fields of English Language Development (ELD), English as an Additional Language (EAL), English as a New Language (ENL), or Teaching English to Speakers of Other Languages (TESOL).

I use the asset-based terms ‘multilingual learner’ or ‘multilingual student’ as inclusive terms for any linguistically diverse student who speaks two or more languages, regardless of their proficiency level or formal status/classification in those languages. In doing so, I utilize the WIDA Consortium’s definition of the term multilingual learner, which refers to “all children and youth who are, or have been, consistently exposed to multiple languages” (WIDA, 2020, p. 11). The WIDA Consortium is an educational partnership of 42 states (including Michigan), territories, and federal agencies that designs and implements proficiency standards and assessments for PreK-12 English learners. WIDA’s definition includes bilingual students, dual language learners (a term used in bilingual schools or early childhood education programs), English learners, heritage language learners, and speakers of English varieties and/or indigenous languages. I reserve the term ‘English learner’ to refer to PreK-12 students who are eligible for English language development services and support, based on the results of their language proficiency assessments and/or registration data.

In particular, I use asset-based terminology to acknowledge every learner’s full linguistic repertoire, which focuses on the linguistic assets and strengths that they bring to a learning community (Solano-Campos et al., 2020). Using asset-based terminology

supports a culturally and linguistically responsive approach to education, which “decenters the normalized cultural and linguistic identity of learners and values and affirms all students’ cultural knowledge, practices, languages, and ways of being in schools” (Donley et al., 2023, p. 8). According to Cochran-Smith (2020), adopting a culturally and linguistically responsive approach advances the pursuit of educational equity.

Nevertheless, deficit-based terms remain common in educational contexts and federal policies. As a result, for consistency in referencing laws, policies, standards, or documents, I may use older terms when quoting or citing. However, in all other contexts, I use ‘multilingual learner’ or ‘multilingual student’ as an inclusive term and reserve ‘English learner’ specifically for multilingual students who qualify to receive active English language development services in educational contexts.

A Historic Look at Multilingualism in Education in the United States

The United States has a long history of multilingualism, which has been influenced by the diverse languages of its Indigenous communities and the continuous waves of immigration throughout its history. This diversity has also influenced education, which has evolved over time in response to changing social, political, and cultural views on linguistic diversity (Ovando, 2003). For example, during the colonial era until the 19th century, the United States was linguistically diverse with hundreds of Indigenous, European, and African languages spoken throughout the country. In the early American education system, instruction was often provided in several languages, including Dutch, French, Spanish, German, and various Indigenous languages (Ovando, 2003). However, over time, English gradually became the dominant language, which was largely due to

the influence of early settlers from England. After the United States gained independence, English became the de facto language for government, law, and education (Ovando, 2003).

By the mid-19th century, as the United States expanded westward and more immigrants arrived, many states with large immigrant populations passed laws to support bilingual education. As Calderon et al. (2020) noted:

Over 10 languages during this time, in addition to English, were represented in educational systems: German in nine states; Swedish, Norwegian, and Danish in eight states; Dutch in one; Polish and Italian in one; Czech in one; French in one; and Spanish throughout the Southwest. (p. 163)

During this time, the importance of supporting multilingualism in general (and bilingualism, in particular) was recognized, which led to the understanding that multilingual children needed education in their native language(s) in order to succeed (Ovando, 2003).

Unfortunately, by the early 20th century, the rise of American nationalism and the push for "Americanization" led to a decline in bilingual education, and English was prioritized as the primary language of instruction to promote national unity and a monolingual, English-speaking identity (Ovando, 2003). After World War I, in particular, many states and federal policies pushed for 'English-only' education and restricted the use of other languages (e.g., German) in schools.³ At that point, while some English

³ By 1923, the legislatures of 34 states mandated English-only instruction in all private and public elementary schools. However, the 1923 *Meyer v. Nebraska* Supreme Court decision (which struck down a law banning foreign language instruction) and other legal rulings highlights the tension between English-only policies and linguistic diversity.

immersion programs were introduced, most immigrant children were expected to quickly adapt and assimilate in English-only classrooms. Their native language(s) were neither recognized nor valued, and little support was provided for students to maintain or develop proficiency in them. According to Ovando (2003):

These classes often had an ethnocentric stance, presenting U.S. cultural patterns as being more desirable than the immigrants' ancestral cultures and languages. Apart from these classes, the predominant approach to educating language-minority students in the United States during this period was the sink-or-swim method, also known as submersion. Most educators and policymakers felt that it was up to the language-minority students, not the schools, to make the linguistic, cultural, and cognitive adjustments necessary to achieve assimilation into American society. When many of these students did not prosper academically, their home cultures and languages were frequently singled out as the culprit... school administrators and teachers generally did not assume responsibility for developing culturally and linguistically compatible practices classroom practices. (pp. 5-6)

As a result, teacher preparation programs during this period emphasized English-only instruction. In general, bilingual education was seen as unnecessary or even detrimental to the goal of assimilating multilingual students into American society (Nieto, 2010).

In the 1960s and 1970s, attitudes toward multilingualism shifted as a result of the Civil Rights Movement in the 1950s and 1960s. One influential law was the Bilingual

Education Act (1968),⁴ which was the first federal mandate to formally recognize the needs of English learners and fund bilingual education programs in schools. It was a significant departure from the former “sink or swim” approach in which English learners were expected to adapt to English-only instruction without additional support. Instead, the Bilingual Education Act helped to establish structured programs designed to support students’ language and academic development while they learned English. Additionally, legal rulings such as *Lau v. Nichols* (1974) and the Equal Educational Opportunities Act (1974) reinforced the need for schools to provide equal educational opportunities for English learners and allocated funds to support programs designed to actively support English learners’ language development. Around the same time, teacher preparation programs began to incorporate strategies for working with English learners into their curricula, although there was still a heavy emphasis on English proficiency as the ultimate goal. In other words, bilingual education was often viewed as a transitional phase (i.e., a temporary step as a means to achieve English language proficiency) rather than a long-term model (Nieto, 2010; Ovando, 2003).

In the late 20th and early 21st centuries, language education policies in the United States continued to focus on English proficiency. In 2001, the No Child Left Behind Act (NCLB, 2002)⁵ marked a setback for bilingual education. The NCLB emphasized English language proficiency and accountability in schools by institutionalizing “high stakes

⁴ The Bilingual Education of 1968 was an amendment to the Elementary and Secondary Education Act (ESSA) of 1965.

⁵ The reauthorization of the Elementary and Secondary Act (ESEA) in 2002 is commonly referred to as the No Child Left Behind Act (NCLB). The NCLB Act was a major reform of the ESEA with a focus on increasing accountability in education, including standardized testing and improving educational outcomes for all students, particularly those from historically under-resourced backgrounds.

testing” in English for accountability purposes (Calderon et al., 2020, p. 163). This policy led to a decline in bilingual programs and reinforced the idea that English proficiency was the top priority, which was often at the expense of maintaining students’ native language(s) (Calderon et al., 2020).

Nonetheless, in the late 20th century (particularly in the 1990s) and into the early 21st century, there was a gradual shift away from prioritizing English language proficiency as the ultimate goal toward recognizing multilingualism as a valuable asset. This shift was influenced by a growing body of research on bilingualism and multilingualism, which showed the cognitive and academic benefits of speaking more than one language (c.f., Bialystok, 2001; Cummins, 1981; Peal & Lambert, 1962). As a result, educators and policymakers began to place more emphasis on the importance of multilingualism and linguistic diversity, which had a significant impact on education.

In recent decades, many states have updated their teacher preparation standards to better equip educators with the knowledge and skills necessary to teach multilingual learners. Research on culturally responsive teaching practices in relation to education (c.f., Gay, 2000; Ladson-Billings, 1995; Sleeter, 2001) has played an important role in shaping new teaching standards that emphasize incorporating culturally and linguistically responsive teaching practices into teacher preparation programs. In addition, the Every Student Succeeds Act (ESSA) of 2015⁶ has further transformed education for multilingual learners by requiring states to provide high-quality, accessible instruction and ensure that students demonstrate proficiency in both language *and* academic content.

⁶ The Every Student Succeeds Act of 2015 (ESSA) replaced the No Child Left Behind Act (NCLB) of 2001.

As a result, in addition to new accountability measures, one major change under the Every Student Succeeds Act is the recognition that supporting multilingual learners is a shared responsibility. General education teachers are now expected to collaborate with language specialists to combine language development with content instruction in inclusive classrooms. This shift highlights that all PreK-12 teachers, not just language specialists, play an important role in supporting multilingual learners. In some states, initiatives such as California's Global 2030⁷ (California Department of Education, 2019) are now working to implement inclusive bilingual and multilingual models to further support multilingual students.

In summary, the history of multilingualism in the United States has been influenced by social, political, and educational priorities (Ovando, 2003). While bilingual and multilingual education faced setbacks in the early 20th century due to Americanization efforts, later legislative and social movements helped shift attitudes toward recognizing multilingualism as a strength. These changes have had a lasting impact on the ways in which educational systems, which include teacher preparation programs, approach the education of multilingual learners and an increasingly diverse population. Although the current situation continues to change rapidly, making it difficult to determine which factors will have a lasting impact on future teaching standards, this study should be understood as a snapshot within a specific historical moment.

Nevertheless, as of 2025, multilingualism is widely recognized as a valuable asset in a

⁷ California's Global 2030 initiative (2019) sets a goal for half of all K-12 students to become proficient in two or more languages by 2030. By 2040, the initiative aims for three out of four students to be bilingual and earn a State Seal of biliteracy.

globalized world, and teacher preparation programs have a critical responsibility to equip teacher candidates to effectively support all multilingual learners.

State-by-State Approaches to Teacher Preparation for English Learners

In the last decade, different states have adopted various approaches to better prepare teacher candidates to effectively teach multilingual learners. However, there is a broad spectrum of requirements across states regarding English Language Development certification (or its equivalent) for future elementary school teachers. Some states require all elementary teachers to be formally trained and certified (i.e., endorsed) in English Language Development. In other states, general education teachers are only required to complete specific qualifications, such as pre-service coursework related to language acquisition, while endorsements are reserved for specialists who work directly with English learners. Meanwhile, some states do not have specific regulations for general education teachers but encourage teacher preparation programs to decide how to equip teacher candidates with the knowledge and skills to support English learners, (leaving the approach up to the discretion of the programs) (Rafa et al., 2020). This preparation is particularly important at the elementary level where students typically stay with the same homeroom teacher all day and receive instruction in most core subjects from one teacher (unlike at the secondary level, where students are typically taught by different teachers throughout the day, each specializing in a specific subject).

To illustrate the continuum, on one end of the spectrum, California requires that *all* teachers (regardless of grade level and subject) must be licensed by the state to teach English learners, which is part of a two-step process. First, teacher candidates are required to complete English-learner-specific (e.g., English Language Development)

coursework as part of every general education teacher preparation curriculum. Second, teachers working with English learners must hold either an English Learner Authorization or a Cross-Cultural Language and Academic Development (CLAD) Certificate. Therefore, interestingly, since nearly all teachers will eventually work with English learners at some point, California mandates that CLAD preparation coursework be included in *all* bachelor's and master's degree programs in education. As a result, all new educators in California automatically receive CLAD authorization when they obtain their teaching license (California Commission on Teacher Credentialing, n.d.).

Likewise, in Arizona, all teachers are required to obtain a Structured English Immersion (SEI) endorsement, as this certification is mandatory for those providing instruction to English learners. This requirement applies to a range of teaching certificates, which includes early childhood, elementary, and secondary education, as well as career and technical education and school administration (e.g., supervisor, principal, or superintendent). As a result, by default, all PreK-12 teachers and administrators must complete this certification (either through pre-service coursework or 45 professional development hours) (Arizona Department of Education, n.d.).

In the middle of the spectrum, several states require all teacher candidates to take coursework in second language acquisition and/or culturally and linguistically diverse education. However, only those (teacher candidates) who intend to become English Language Development (ELD) specialists are required to be ELD certified. Other teacher candidates, who do not plan to become ELD specialists, are not required to obtain ELD certification but must still complete specific coursework that prepares them to teach multilingual learners across all content areas. For example, in Colorado, while not all

teachers are required to be ELD certified, those seeking endorsements in elementary education or in secondary subjects such as math, science, social studies, or English language arts are required to complete a Culturally and Linguistically Diverse (CLD) Education pre-service program or 45 hours of in-service professional learning aligned with CLD Standards (for those who received their teaching license prior to 2018). This requirement ensures that all elementary school teachers and those teaching core subjects in secondary schools are equipped with the background knowledge and skills necessary to work with multilingual learners in their classrooms. Subsequently, for those teacher candidates who intend to become PreK-12 ELD specialists, a separate Culturally and Linguistically Diverse Bilingual Education Specialist (PreK-12) program must be completed (Colorado Department of Education, n.d.).

Similarly, in Florida, all teacher preparation programs must include instruction in English for Speakers of Other Languages (ESOL) in order to ensure that all teachers are equipped to teach English learners. This instruction includes coursework in methods of teaching ESOL, ESOL curriculum and materials development, cross-cultural communication and understanding, applied linguistics, and ESOL testing and evaluation. While some institutions include stand-alone courses for each topic, other institutions implement an “ESOL infusion” model,⁸ in which ESOL content is embedded within other courses (i.e., integrated throughout the curriculum), and teacher candidates document their mastery through an ESOL portfolio and field experiences. In addition, while faculty qualifications can vary by institution, many programs require that ESOL

⁸ One example is The University of Central Florida (ccie.ucf.edu).

courses are taught by instructors who are either bilingual or hold an ESOL endorsement, which ensures that the instruction aligns with the competencies outlined in the Florida Teacher Standards for ESOL Endorsement (Florida Department of Education, 2025).

To give some additional examples, states such as Alabama, Connecticut, and Delaware mandate instruction in second language acquisition processes and teaching strategies for English learners. Other states, such as Georgia, Florida, Massachusetts, New Jersey, and New York require teacher preparation programs to train pre-service teachers on how to adapt instructional approaches and materials to meet the language proficiency needs of English learners (Rafa et al., 2020). Texas requires districts with twenty or more English learners to provide bilingual education as an option, in addition to English Language Development services (Texas Dual Language Immersion Framework, 2019).

On the other end of the spectrum, some states, such as Iowa, Kentucky, Louisiana, Michigan, North Dakota, Ohio, South Carolina, South Dakota, Tennessee, West Virginia, and Wyoming, which Andrei and Northrop (2022) categorize as historically “low EL [English learner]” states, do not have specific statewide requirements for English-learner-specific coursework in general education teacher preparation programs. Instead, these states have state teacher preparation standards in place that require teacher preparation programs to provide teacher candidates with the knowledge and skills to support English learners, but they leave the specific implementation of these standards up to the discretion of the programs (Rafa et al., 2020). Nevertheless, despite these variations across all states, federal law mandates that English Language Development teaching specialists

who work directly with English learners must hold English Language Development (ELD) certification (or its equivalent)⁹ to be eligible for these roles (Rafa et al., 2020).

Overall, these state-specific approaches highlight the growing recognition and importance of preparing all teacher candidates to effectively support multilingual learners in a linguistically responsive manner. While the source of this information is from 2020 and 2022, respectively, and many states may have updated their teaching standards since that time, it is clear that many states have evolved (or are evolving) their policies and teacher preparation standards in response to the increasing demographic of multilingual learners. As the number of multilingual learners continues to rise, some states are at a turning point, and they are adapting their standards and requirements to ensure that all teachers are equipped to meet the diverse linguistic needs of their students. It is evident that states are committed to supporting multilingual learners, including English learners, and these ongoing efforts will continue to shape the future of teacher preparation in the United States.

Teaching Standards for Teaching English to Speakers of Other Languages

While state-specific requirements and initiatives for preparing teacher candidates to work with multilingual learners effectively in general education classrooms vary, national organizations and frameworks also play a crucial role in guiding teacher preparation programs on a broader scale. One of the national organizations in this area is

⁹ English Language Development (ELD) certification is a term frequently used in WIDA states at the PreK-12 level while the academic field is frequently called Teaching English to Speakers of Other Languages (TESOL) in higher education. However, different states use different terminology for this area of teacher specialization, which includes: Structured English Immersion (SEI), English as a New Language (ENL), English for Speakers of Other Languages (ESOL), Bilingual/English as a Second Language (Bilingual/ESL), Culturally and Linguistically Diverse (CLD), and Cross-Cultural Language and Academic Development (CLAD), among others.

TESOL (Teaching English to Speakers of Other Languages) International, which provides valuable resources, standards, and advocacy guidelines for educators working with multilingual learners.

The current *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2019), known as the 2018 Standards and established by TESOL International Association, provide a comprehensive guide for teacher education programs in higher education and outline the unique content, orientations, pedagogical knowledge, and skills necessary to prepare effective PreK-12 TESOL educators/specialists in the United States. According to TESOL International, “these standards are designed to be used by teacher education programs that prepare teacher candidates for their first credential in Teaching English to Speakers of Other Languages or to become an English Language Development specialist, whether that is through initial licensure, an endorsement, or an add-on license” (TESOL, 2019, p. 2), although it is important to note that credential and licensing requirements vary greatly by state. In addition, the 2018 Standards are used by the Commission for the Accreditation of Educator Preparation (CAEP; formerly the National Council for the Accreditation of Teacher Education, or NCATE) to assess programs that prepare and license PreK-12 TESOL educators across the United States. While these standards are specialized and not intended for general education teacher preparation programs, it can still be valuable to review the 2018 TESOL Standards, as they offer guidance for teacher preparation programs seeking effective strategies to equip pre-service teachers in general education programs to support multilingual learners.

According to the 2018 TESOL Standards (2019), there are five standards in total, and each standard has four to five components (see Appendix B). The 2018 Standards cover the following domains:

1. Knowledge about language
2. English language learners in the sociocultural context
3. Planning and implementing instruction
4. Assessment and evaluation
5. Professionalism and leadership

These standards are briefly summarized below.

Standard 1 focuses on knowledge about language (see Appendix B). It states that teacher candidates must “demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners acquire academic language and literacies specific to various content areas” (TESOL, 2019, p. 6). In other words, teacher candidates must understand how to utilize knowledge of language structures and second language acquisition theories to promote reading, writing, speaking, and listening skills across content areas. Additionally, teacher candidates must know how to model language use, monitor progress, and apply their understanding of academic language functions, discourse, and vocabulary to enhance their English learners’ academic achievement.

Standard 2 focuses on English learners in the sociocultural context (see Appendix B). It states that teacher candidates must “demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of English language learners as

supported by research and theories” (TESOL, 2019, p. 8). In other words, teacher candidates must investigate learners’ academic and personal characteristics, family circumstances, and literacy practices to design individualized instruction and assessments. Additionally, teacher candidates must understand and recognize the impact of their own identity, role, culture, and biases on their perceptions of learners’ strengths and needs, thereby supporting equitable and effective educational practices.

Standard 3 focuses on planning and implementing instruction (see Appendix B). It states that teacher candidates must plan supportive, culturally relevant learning environments for English learners by designing and delivering standards-based, scaffolded instruction using evidence-based, English learner-centered interactive approaches. In other words, teacher candidates must reflect on each English learner’s individual outcomes and adjust instruction as necessary. Moreover, teacher candidates must collaborate with colleagues and families to support English learners’ language and literacy development in content areas. In doing so, teacher candidates must effectively utilize and adapt resources, including technology, “to plan lessons for English language learners, support communication with other educators, school personnel, and English language learners and to foster student learning of language and literacies in the content areas” (TESOL, 2019, p. 9).

Standard 4 focuses on assessment and evaluation (see Appendix B). It states that teacher candidates must “apply assessment principles to analyze and interpret multiple and varied assessments for English language learners, including classroom-based, standardized, and language proficiency assessments” (TESOL, 2019, p. 10). In other words, teacher candidates must demonstrate knowledge of assessment validity, reliability,

and purpose. Additionally, they must know how and when to use formative and summative assessments to set learning goals and understand accommodations and accessibility for English learners. In doing so, teacher candidates must utilize assessment results to identify, place, and (potentially) reclassify English learners while clearly communicating the outcomes to colleagues, the English learners, and their families.

Finally, Standard 5 (see Appendix B) focuses on professionalism and leadership. It states that teacher candidates must demonstrate professionalism and leadership by collaborating with other educators, advocating for English learners and their families, and staying informed about policies and legislation affecting English learners' rights. In doing so, teacher candidates must engage in supervised teaching, self-assessment, reflection, and continuous professional development in order to improve their teaching practices.

Before moving forward, however, it is important to note that the 2018 Standards succeed and have replaced the 2010 *Standards for the Recognition of Initial TESOL Programs in P–12 ESL Teacher Education* (sometimes referred to as the 2009/2010 TESOL-NCATE Standards, the TESOL/CAEP Standards, or the TESOL Professional Teaching Standards). According to TESOL International:

Major shifts in the education of English learners have resulted in a need for new standards. These shifts have included heightened academic expectations for English learners under the *No Child Left Behind Act* in 2001 and *Every Student Succeeds Act* in 2015, the development of college- and career-ready standards, dynamic changes in our understanding of the language acquisition process, and the overall growth of the English language learner (ELL) population in U.S. schools. (TESOL, 2019, p. 4)

A comparison of the 2010 and 2018 versions of the standards reveals several important differences, although the domains of knowledge remain consistent.

All five standards “cover the same topics, but with some important differences in precision and details, as well as updates related to current research in the fields of TESOL and second language acquisition” (TESOL, 2019, p. 4). In particular, following guidelines set forth by the Commission for the Accreditation of Educator Preparation, the 2018 Standards are more streamlined with four to five components for each standard instead of the three to eight “performance indicators” per domain or sub-domain in the 2010 version. As a result, according to TESOL International, “the 2018 Standards are less prescriptive about how teachers should proceed; instead, the 2018 Standards describe *general required knowledge and applications*, and are more reflective of the assumption that candidates act as highly-prepared professionals” (TESOL, 2019, p. 5). For example, Standard 3 is now simpler, with five main areas of focus in the 2018 version, rather than the 17 detailed items in the 2010 version. These areas focus on teachers’ overall knowledge and their ability to respond to each student’s needs rather than focusing on specific language-related elements. In addition, the 2018 Standards also emphasize understanding each student’s cultural and linguistic background, personal characteristics, and learning progress so that teachers can customize their teaching to fit individual needs. Moreover, the 2018 Standards reflect updated research, especially in Standard 1, which highlights how language teaching (and learning) is a process shaped by context, communication, and interactions, rather than simply presenting and adding up language rules. Overall, the shift from the 2010 to the 2018 TESOL Standards reflects significant changes in the approach to teaching English learners, with a greater emphasis on

individualized instruction and a more streamlined, professional framework that may benefit all teacher candidates.

In summary, *the Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs* (2019) provide a comprehensive, standards-based framework for preparing PreK-12 TESOL educators by emphasizing the essential content, orientations, pedagogical knowledge, and skills required to support English learners effectively. These standards guide teacher candidates in developing expertise across critical domains and ensure that they are well-equipped to create equitable, culturally and linguistically responsive, high-quality educational experiences for all multilingual learners. In addition, the standards provide significant implications for general education teacher preparation programs. By emphasizing the integration of linguistics and language acquisition knowledge, sociocultural awareness, instructional planning, assessment/evaluation practices, and professional collaboration, these standards can serve as a guide for general education teacher preparation programs in preparing all pre-service teachers to effectively address the needs of multilingual learners across all grade bands and content areas. The influence of TESOL, therefore, extends beyond state mandates and establishes a unified framework for both instruction in English Language Development and in supporting teacher candidates nationwide in developing the skills necessary to effectively teach English learners.

Michigan PreK-12 TESOL Teacher Preparation Standards

In addition to TESOL International Association's Standards, each state has its own state-level policy guidance for teachers specializing in teaching multilingual learners. For example, Michigan's standards for preparing teacher candidates for

certification in Teaching English to Speakers of Other Languages or English Language Development are outlined in the Michigan Department of Education's *Standards for the Preparation of Teachers of English as a Second Language* (2017) (see Appendix C).

These standards include six components that align with the 2010 TESOL Standards. As a result, it is important to note that Michigan's TESOL Preparation Standards, last revised in 2017, continue to be based on the 2010 TESOL/CAEP/NCATE Standards, rather than the updated 2018 *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2019).

As such, while these standards are specialized and not intended for general education teacher preparation programs, it can still be valuable to review Michigan's TESOL Preparation Standards, as they offer guidance for teacher preparation programs seeking effective strategies to equip pre-service teachers in general education programs in Michigan to support multilingual learners. In particular, these standards outline the orientations, knowledge, and skills necessary for teaching specialists and can provide valuable insights into the competencies needed by all general education teachers who work with multilingual learners. Understanding these standards is crucial for ensuring that all teachers are equipped to support multilingual learners effectively, which has significant implications for teacher preparation programs and their alignment with state policies.

Like the nationally recognized 2010/2018 TESOL Standards, Michigan's state-level TESOL Standards (see Appendix C) establish the orientations, knowledge, and skills that entry-level teachers of English learners in Michigan should possess and be able to demonstrate in their teaching. These standards are used by all higher education

institutions in Michigan that have certified academic programs in Teaching English to Speakers of Other Languages and English Language Development endorsement options.

According to the *Michigan Standards for the Preparation of Teachers of English as a Second Language* (2017), there are six standards in total, and each standard has four to nine components (see Appendix C). The Michigan TESOL Preparation Standards cover the following domains:

1. Language, linguistics, comparisons
2. Cultures, literatures, cross-disciplinary concepts
3. Second language development theories and instructional practices
4. Integration of standards into curriculum and instruction
5. Assessment
6. Professionalism

Standard 1 focuses on knowledge about language, linguistics, and comparisons (see Appendix C). It states that teacher candidates must 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 (such as the Michigan Test for Teacher Certification). In addition, teacher candidates must demonstrate a strong understanding of linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) of English and their role in developing literacy, as well as be aware of the evolving nature of language systems and sociolinguistic elements (such as language variation and the value of bilingualism/multilingualism). Teacher candidates must also be able to understand the linguistic demands of various subject/content areas and the specific discursive and

grammatical challenges they present. Finally, teacher candidates must also be able to differentiate between language development challenges and learning disabilities (Michigan Department of Education, 2017).

Standard 2 focuses on cultures, literatures, and cross-disciplinary concepts (see Appendix C). It states that teacher candidates must demonstrate a deep and thorough understanding of major concepts, principles, theories, and research related to the nature and role of culture in language development and academic achievement. In other words, they should be able to apply research-based concepts to support students' learning by valuing cultural groups and individual identities. In addition, teacher candidates must recognize the significance of literary and cultural texts that represent students' heritage and use them to explore diverse perspectives. Finally, they should also understand the similarities and differences between English-speaking and heritage cultures, making thoughtful comparisons that respect learners' backgrounds while helping them navigate and adapt to new cultural contexts (Michigan Department of Education, 2017).

Standard 3 focuses on second language development theories and instructional practices (see Appendix C). It states that teacher candidates must demonstrate an understanding of second language development theories and research, including error, performance, and interlanguage analysis, and apply this knowledge to create supportive, interactive learning environments. In other words, they should utilize a wide variety of instructional practices and program models to meet the needs of linguistically and culturally diverse learners. Teacher candidates must also incorporate second language teaching methodologies, adapt classroom resources, and account for individual learner variables to support language development. Additionally, teacher candidates should use

diverse teaching strategies, materials, and technology to ensure that all English learners fully participate in learning while developing proficiency in listening, speaking, reading, and writing for both social and academic purposes (Michigan Department of Education, 2017).

Standard 4 focuses on the integration of standards into curriculum and instruction (see Appendix C). It states that teacher candidates must demonstrate the ability to integrate Michigan's approved PreK-12 content and English language proficiency standards into curriculum planning and instruction. In other words, teacher candidates must effectively use these standards to design, adapt, and evaluate instructional resources that connect to multilingual learners' experiences while supporting their access to core academic content and language development. As such, teacher candidates must also manage standards-based instruction, apply strategies that promote critical thinking, and utilize differentiated instruction and accommodations to meet each English learner's unique needs. In doing so, teacher candidates must be familiar with a variety of standards-based materials, resources, and technology to deliver effective content (e.g., math, science, social studies, etc.) instruction (Michigan Department of Education, 2017).

Standard 5 focuses on assessment (see Appendix C). It states that teacher candidates must demonstrate expertise in designing and implementing assessments that are age-, proficiency-level, and language-appropriate, including formative, interim, and summative assessments. Likewise, teacher candidates should analyze assessment data to guide their instruction and communicate student progress with all stakeholders effectively. Teacher candidates must also understand various assessment issues affecting English learners (such as cultural and linguistic bias, political, social, linguistic, and

psychological factors) and be proficient in using standards-based language proficiency instruments for placement and tracking academic achievement. Finally, they should distinguish between language proficiency tests and other assessments (e.g., standardized achievement tests of overall mastery) in order to recognize the connection between standards and assessments and to apply appropriate assessment accommodations (e.g., translations, etc.) to meet the diverse needs of English learners (Michigan Department of Education, 2017).

Standard 6 focuses on professionalism (see Appendix C). It states that teacher candidates must demonstrate professionalism through culturally responsive teaching practices and advocacy for multilingualism (i.e., recognizing the value of multilingualism for student success). To do so, teacher candidates should engage in self-reflection and continually seek to improve their professional knowledge and understanding of language. In addition, teacher candidates must understand the historical and legislative impact on teaching in programs for world languages, English learners, and bilingual education, as well as their implications for public policy and advocacy issues. Finally, in order to promote equitable opportunities for all multilingual learners, teacher candidates are also expected to act as a professional resource, advocate for students, and build partnerships with students' families and communities (Michigan Department of Education, 2017).

Lastly, according to Michigan's *Standards for the Preparation of Teachers of English as a Second Language* (2017):

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. (p. 3)

This statement directly aligns with Lucas and Villegas' (2013) linguistically responsive teaching framework, which focuses on equipping teachers with the orientations, knowledge, and skills necessary to teach multilingual students effectively and emphasizes the importance of recognizing and addressing the linguistic needs of English learners in all classrooms.

In conclusion, the *Michigan Department of Education Standards for the Preparation of Teachers of English as a Second Language* (2017) emphasize the comprehensive orientations, knowledge, and skills that Teaching English to Speakers of Other Languages-endorsed teachers in Michigan must possess to support multilingual learners effectively. While these standards explicitly guide teachers specializing in English Language Development, they also hold significant relevance and implications for general education teacher preparation programs given the increasing presence of multilingual learners in general education classrooms. According to Lucas and Villegas (2011, 2013), it is imperative for all teachers to develop an understanding of these standards and to adopt linguistically responsive teaching practices. By incorporating standards-based instruction and state-level policies into general education teacher preparation programs, teacher educators can ensure that all pre-service teachers are equipped to meet the diverse linguistic and academic needs of their future students, which helps promote equitable access to educational opportunities for all learners.

Theoretical Framework

My research is based on the framework of linguistically responsive teaching theory (Lucas & Villegas, 2011, 2013), which is a key component of culturally responsive teaching (Gay, 2002; Ladson-Billings, 1995). Culturally responsive teaching is an educational approach that emphasizes the importance of valuing and leveraging the unique cultural and linguistic strengths that each student brings to the classroom by incorporating students' cultural and linguistic backgrounds and identities into instruction in order to create equitable and effective learning environments. Linguistically responsive teaching builds on the foundation of culturally responsive teaching by equipping educators with the knowledge and skills necessary to recognize, value, and *intentionally and actively support* the linguistic diversity of all students, especially those who are learning in a language (or dialect) that differs from their home language (or dialect), through informed and equitable instructional practices (Lucas & Villegas, 2011, 2013). This approach is based on foundational theories of second language acquisition, which provide insight into how students learn additional languages in school settings and how teachers can effectively support that process. While my research is not explicitly grounded in second language acquisition theories, these theories play an important role in shaping linguistically responsive teaching theory. Therefore, it is necessary to briefly examine some second language acquisition theories due to their influence on the preparation of pre-service teachers working to become linguistically responsive educators.

Second Language Acquisition Theories

As with any academic discipline, the study of second language acquisition is based on a long tradition of theoretical views and hypotheses. However, there are five theories, in particular, that have helped shape present-day linguistically responsive teaching strategies in the United States. These seminal theories concerning second language acquisition provide insights into how elementary-aged multilingual learners acquire additional languages, especially in school settings. These theories are Krashen's Monitor Model (1982), also known as the Input Hypothesis (2005), Vygotsky's Sociocultural Theory (1978), which was later applied to second language acquisition by Lantolf and Thorne (2007), Selinker's Interlanguage Theory (1972), Swain's Output Hypothesis (1985), and Long's Interaction Hypothesis (1996). Each of these theories provides insights into language learning and can provide valuable guidance for educators without a background in linguistics or second language acquisition.

For example, Krashen's Monitor Model (1982), which he later renamed the Input Hypothesis (2005), is a well-known framework that consists of five interrelated hypotheses¹⁰ for understanding second language acquisition. Collectively, these hypotheses explain that second language acquisition is a natural, intuitive, and largely subconscious process that is more influential than conscious language learning. In other words, the model emphasizes that fluency develops through meaningful communication rather than formal instruction. Krashen distinguishes between 'acquisition' (i.e., the subconscious absorption of language) and 'learning' (i.e., the conscious study of

¹⁰ The five hypotheses are the Acquisition-Learning Hypothesis, the Monitor Hypothesis, the Natural Order Hypothesis, the Input Hypothesis, and the Affective Filter Hypothesis.

grammar rules), and suggests that while learned grammar rules can monitor language use, over-reliance on this system can actually hinder fluency. Krashen argues that language learners acquire language structures in a predictable order regardless of formal grammar teaching, and language acquisition thrives when learners receive “i+1” comprehensible input (i.e., comprehensible/understandable language that is just beyond their current level). Finally, Krashen states that emotional factors (i.e., the ‘affective’ filter) such as anxiety, motivation, self-confidence, and attitude significantly impact how much language input a learner can process.

Krashen’s model (1982) highlights the important role that teachers, especially those working with English learners in elementary schools, have in creating classroom environments that support natural language acquisition. Classrooms should prioritize meaningful interaction, reduce anxiety, and move away from rote memorization of grammar rules. Teachers can support multilingual learners at all proficiency levels by consistently providing comprehensible input (i.e., using scaffolds such as visual aids, gestures, simplified language, and context clues) so that students can understand most of the language being used (i.e., “i+1”) and can participate meaningfully in every lesson. As such, lessons should be *intentionally* designed to be understandable and accessible for all learners, and instruction should focus on communication (through activities such as discussions, storytelling, or projects) rather than an emphasis on perfect grammar. Finally, teachers should create a low-anxiety, low-stress classroom environment to help students feel comfortable enough to engage with and absorb language.

Another seminal theory of second language acquisition is Vygotsky’s Sociocultural Theory (1978) as adapted into the field of second language acquisition by

Lantolf and Thorne (2007). Vygotsky (1978) emphasized that learning and development are social processes, and individuals acquire knowledge through interaction with more 'knowledgeable others' (e.g., parents, teachers, peers) or within the cultural context in which they are raised. As such, caregivers, teachers, peers, and community guide cognitive development, including language, through scaffolding. While Vygotsky's original theory focused on first language acquisition, Lantolf and Thorne (2007) extended it to the field of second language acquisition by highlighting the importance of social interaction and culture in learning additional languages. Like Krashen (1982), they argue that second language acquisition happens through meaningful social engagement and the use of 'cultural tools,' such as the target language, bilingual language materials (e.g., bilingual leveled readers), technology, and interactive classroom practices that encourage social interaction and cross-cultural understanding (e.g., task-based learning or collaborative activities that simulate real-world language use).

Lantolf and Thorne's adaptation of Vygotsky's Sociocultural Theory (Lantolf & Thorne, 2007) has several implications for teachers of multilingual learners. First, teachers should scaffold learning by providing support such as language modeling, visual aids, graphic organizers, and step-by-step guidance during collaborative tasks. In addition, they should also incorporate culturally relevant materials and connect students' background knowledge to language learning using tools like bilingual resources, digital platforms, and authentic texts. Finally, teachers should create a classroom culture of collaboration (where students work together and support each other's learning) and encourage dialogue in all of the languages that students bring to the classroom.

Another seminal theory of second language acquisition is Selinker's Interlanguage Theory (1972), which describes how language learners create an evolving linguistic system (called 'interlanguage') that blends linguistic elements of their native language (L1) and the target language (L2). As a result, this 'interlanguage' is a transitional system that develops over time and progresses through advancing stages of lexical and grammatical accuracy as they gain more exposure to the target language. According to Selinker, a language learner's native language has a significant impact on their interlanguage, which leads to a phenomenon called 'L1 transfer,' in which features of one's first language influence one's second language. This transfer can sometimes help (e.g., with cognates) or hinder (e.g., with false cognates) the language learning process (Hummel, 2021).¹¹ Selinker also introduced the notion of 'fossilization,' which occurs when certain language errors or characteristics become fixed or resistant to correction. Fossilization often occurs when learners plateau at an intermediate level, receive limited input, lack corrective feedback, or, in older learners, due to stronger L1 influence (Gass & Selinker, 2001; Hummel, 2021; Selinker, 1972). Finally, Selinker emphasizes that learner errors are systematic and sometimes reflect strategies like overgeneralization (i.e., applying a rule too broadly) and simplification (i.e., reducing the complexity of structures) (Gass & Selinker, 2001; Hummel, 2021). Overall, Selinker's Interlanguage Theory emphasizes that second language acquisition, much like first language

¹¹ If the L1 and L2 share cognates (words that look and sound similar and have the same meaning), it can facilitate vocabulary learning. For instance, the English word 'information' is similar to the Spanish word 'información.' On the other hand, words that look or sound similar in the L1 and L2, but have different meanings, can create confusion. For example, the English word 'actually' means 'in fact,' while the Spanish 'actualmente' means 'currently.'

acquisition, is a natural process. As learners interact with more comprehensible input and gain more experience, their interlanguage naturally evolves and improves.

Selinker's Interlanguage Theory (1972) has several implications for teachers of multilingual learners. First, teachers should view errors as a natural part of language development, which signal growth and progression. Teachers should provide timely corrective feedback that helps students refine their interlanguage without discouraging risk-taking or experimentation with the language (which allows them to improve over time). Each student's path to proficiency will differ based on their unique interlanguage, so instruction should be individualized to each student and informed by an understanding of the student's first language and L1 transfer. In addition, in order to prevent fossilization (especially in intermediate and advanced learners), teachers should vary their instructional methods and continue to support their academic language development even after students appear conversationally fluent. Overall, Selinker's Interlanguage Theory focuses on the importance of recognizing interlanguage as a transitional system that reflects both first language influences and second (or additional) language development, and it calls on teachers to provide responsive, ongoing instruction that promotes steady progress.

Another seminal theory of second language acquisition is Swain's Output Hypothesis (1985), which argues that language output, or producing language (through speaking or writing) is just as crucial to language learning as receiving language input. Swain states that language output helps learners to actively process and internalize linguistic structures, notice gaps in their knowledge, and encourages them to experiment with new language forms. This process (called 'noticing') occurs when learners try to

express themselves in the target language but notice gaps in their linguistic knowledge. As a result, they seek out ways to fill those gaps, which facilitates language development. Output also allows learners to test their hypotheses about the target language and receive feedback from others. This feedback is crucial for correcting errors and reinforcing correct usage, and it can guide learners to adjust their interlanguage and improve their accuracy in the target language.

Like the previous theories of language acquisition, Swain's Output Hypothesis (1985) has several implications for teachers of multilingual students at an elementary level. First, whenever possible, teachers should create opportunities for output. In other words, teachers should facilitate lessons that encourage students to actively engage in frequent spoken and written activities. Active learning activities that have frequent opportunities for language production will allow language learners to practice their language skills and discover areas of improvement. In this context, teachers should encourage students to self-correct and give students time and space to reflect on their language production. Finally, teachers should encourage frequent peer interaction and peer feedback in the classroom. Encouraging students to work in pairs or groups allows time for language learners to receive feedback from peers, which can provide them with valuable insight into their language use.

The final seminal theory of second language acquisition that has informed linguistically responsive teaching is Long's Interaction Hypothesis (1996), which emphasizes that language acquisition is best supported through meaningful interaction with more proficient speakers of the target language. Like Swain (1985), Long highlights the important role of language output and social interaction, but focuses on how those

social exchanges make language input more comprehensible and facilitate language development. He introduces the concept of ‘focus on form,’ which encourages teachers to draw attention to grammar and vocabulary within the context of communicative, meaning-based (i.e., content-based) lessons and tasks rather than through isolated grammar instruction. Long builds on Krashen’s (1982) idea of comprehensible input (i.e., “i+1”) by arguing that interaction (including teachers’ use of modified speech,¹² clarification, and feedback) helps learners notice errors, negotiate meaning, and refine their language. As such, task-based and face-to-face interactions in the classroom provide authentic opportunities for learners to practice and develop both accuracy and fluency.

Long’s Interaction Hypothesis (1996) has several implications for teachers of multilingual learners. First, teachers should design communicative lessons and tasks that promote authentic dialogue with peers and teachers, integrating strategies like sentence stems, word banks, and guided questions to support learners at varying proficiency levels. These scaffolds help ensure that all students can participate in collaborative activities such as partner or group work. Additionally, teachers should create a classroom culture that values clarification and negotiation of meaning as well as encourages students to ask questions for clarification, seek understanding, and build language through real-time communication.

Collectively, these five seminal theories of second language acquisition by Krashen (1982; 2005), Vygotsky (1978) as expanded by Lantolf and Thorne (2007), Selinker (1972), Swain (1985), and Long (1996) have many implications for all educators

¹² Some examples of modified speech might include using slower speech, simpler vocabulary, visual aids, or gestures to enhance comprehension (Long, 1996).

and teacher preparation programs, and they have directly influenced Lucas and Villegas' linguistically (2013) responsive teaching theory.

Linguistically Responsive Teaching Theory

As conceptualized by Lucas and Villegas (2011, 2013), linguistically responsive teaching theory, which brings together concepts from both culturally responsive teaching theory and the aforementioned second language acquisition theories, has seven key components. It focuses on teacher preparation and equipping teachers with the orientations, knowledge, and skills necessary to teach multilingual students effectively and emphasizes the importance of addressing the linguistic needs of English learners in general education classrooms. The seven components of Lucas and Villegas' linguistically responsive teaching theory (and linguistically responsive educators) are:

1. Sociolinguistic consciousness
2. Value for linguistic diversity
3. Inclination to advocate for English learners
4. Learning about English learners' language backgrounds, experiences, and proficiencies
5. Identifying the language demands of classroom tasks
6. Applying key principles of second language learning
7. Scaffolding instruction to promote English learners' learning (2011, p. 57)

Sociolinguistic Consciousness

The first component of linguistically responsive teaching is sociolinguistic consciousness. Sociolinguistic consciousness is an awareness that “language, culture, and identity are deeply interconnected” (Lucas & Villegas, 2011, p. 57) and that language use

in education is often shaped by sociopolitical forces (Lucas & Villegas, 2011, 2013). Teachers who develop this awareness recognize that language varies across social contexts and that some educational practices can marginalize multilingual learners. They avoid assumptions based on their own cultural norms. Instead, they value students' home languages and dialects and understand that language is tied to identity and essential for learning. In addition, teachers with sociolinguistic consciousness reject the idea that any language or dialect is inherently superior and understand how dominant language ideologies contribute to inequity in schools. Lucas and Villegas (2011) argue that language policies often reflect issues of power and privilege and restricting students from using their home languages in school perpetuates inequality. In response, linguistically responsive teachers should actively support students in using their home languages (which are valuable learning tools) in the classroom. In summary, sociolinguistic consciousness equips teachers to create more equitable and inclusive classrooms for multilingual learners.

Value for Linguistic Diversity

The second component of linguistically responsive teaching is valuing linguistic diversity. Valuing linguistic diversity means that teachers should actively affirm and embrace the languages and cultural backgrounds that students bring to the classroom. Rather than viewing multilingualism as a barrier, linguistically responsive teachers view it as a strength that enriches their classroom learning environment. This perspective moves away from a deficit view of English learners (i.e., as “lacking English proficiency”) (Lucas & Villegas, 2011) and instead recognizes their linguistic abilities as

assets for learning and participation. Lucas and Villegas (2011) emphasize the role of teacher preparation programs in developing a value for linguistic diversity. They state:

Teacher educators can foster positive attitudes toward ELLs [English language learners] by making it a priority to increase the racial, ethnic, and linguistic diversity of the teaching force; requiring foreign language and multicultural education courses; teaching future teachers about ESL instructional approaches; and selecting teacher candidates with international experiences and with bi-/multilingual communities in this country. (p. 59)

When teachers show genuine respect and interest in students' home languages (even when they do not speak those languages), they send a powerful message of inclusion.¹³ Examples of valuing linguistic diversity might include learning greetings or social phrases in students' native languages, encouraging translanguaging (e.g., encouraging students to use their home languages in class, such as with peers, during brainstorming or pre-writing activities, or group work), promoting continued literacy development in all languages (e.g., encouraging students to read in all of their languages), and advocating for strong language support services. In other words, affirming students' linguistic and cultural backgrounds means more than simply recognizing them. It requires taking meaningful action, and teacher preparation programs play an important role in this effort by creating opportunities for teacher candidates to engage with linguistic diversity in meaningful and practical ways.

¹³ In contrast, when teachers fail to recognize the value of students' home languages, it can lead to low expectations and limited, unengaging instruction.

Inclination to Advocate for English Learners

Next, the third component of linguistically responsive teaching is a teacher's inclination, or willingness, to advocate for English learners. In this context, advocacy means more than simply recognizing students' needs for language instruction. It involves actively working to ensure that all multilingual learners have equitable access to high-quality education, which includes both their language development and academic achievement. Linguistically responsive teachers understand that English learners often face systemic barriers, such as limited access to academically-challenging instruction, inadequate support services, and biased assessments. As advocates, teachers must work to remove these obstacles. For example, teachers might collaborate with colleagues to differentiate instruction across all content areas, challenge deficit-based beliefs about English learners, engage with families in meaningful ways (e.g., using translation tools or interpreters when communicating with multilingual families), or influencing school policies to better serve linguistically diverse students. Lucas and Villegas (2011) describe advocacy in the following way:

Advocacy involves actively working to improve one or more aspects of ELLs' [English language learners'] educational experiences... Advocacy can occur in one classroom or an entire district or state; it can focus on one small aspect of the educational experiences of ELLs [English language learners] or on policies with far-reaching consequences. Advocacy can focus on any of an array of issues - including adapting instructional methods and teaching practices to meet ELL [English language learner] learning needs; interrogating policies and the extent to which they perpetuate or challenge inequities; or engaging ELLs' [English

language learners'] families and community members in the educational system.
(pp. 60-61)

In summary, advocacy is a central part of being linguistically responsive. It requires a commitment to equity and a proactive approach to supporting multilingual learners both in and beyond the classroom.

Learning about English Learners' Language Backgrounds, Experiences, and Proficiencies

Next, the fourth component of linguistically responsive teaching theory is learning about English learners' language backgrounds, experiences, and proficiencies. When teaching new content, teachers need to help students make connections between their prior knowledge and experiences and new ideas to be learned. However, since many multilingual learners, and English learners in particular, enter U.S. schools with varying levels of oral proficiency and literacy in English and their native language (as well as prior knowledge of and experiences with school and the subject matter), "linguistically responsive teachers use all viable methods to learn about their ELL [English language learners] students' language backgrounds, experiences, and proficiencies to better tailor instruction for them" (Lucas & Villegas, 2011, p. 62). Some examples include learning about students' oral English proficiency by interacting with them one-on-one, listening carefully when they interact with others, and observing their interactions outside of class. In addition, a teacher can ask them to describe their previous experiences in school or ask a caregiver (or another bilingual adult who knows the student, such as a paraprofessional or teacher's aide) to provide information about their home language abilities (e.g., literacy) and past experiences with learning in or outside of school. In addition, the

English Language Development teacher can be another source of information about students' backgrounds. By taking the time to understand students' language backgrounds and experiences, teachers can make informed instructional decisions that build on what students already know in order to support meaningful learning.

Identifying the Language Demands of Classroom Tasks

The fifth component of linguistically responsive teaching is identifying the language demands of classroom tasks. In other words, in order to promote both language development and academic content and skills development, teachers of multilingual learners must be able to analyze the specific language skills required for various classroom activities and materials. For example, it might include recognizing key vocabulary, understanding how sentence structures and word meanings affect comprehension (e.g., such as the language used in math 'story problems,' or word problems), and identifying the ways in which students are expected to use language to complete content-area tasks. For example, students may need to take notes during a lesson, interpret an expository text, or write in a specific academic format. The more thoroughly that teachers assess these language demands, the better they can anticipate and address challenges that English learners may face (Lucas & Villegas, 2011). To build this skill, Lucas and Villegas (2011) argue the following:

To develop the ability to do these kinds of analyses, future teachers can engage in varied learning activities across the teacher education curriculum focused on language – e.g., examining the linguistic features of written texts in their academic areas, considering the purposes for different language activities, and examining the features of academic English. While these types of learning

activities can be incorporated into teacher education courses, teacher candidates would be well served by taking a linguistics course designed especially for teachers where they would learn about language forms and functions and the fundamentals of linguistic analysis. (p. 62)

In summary, by learning to identify and scaffold the language demands of classroom tasks, teachers can better support multilingual learners in accessing both content and academic language.

Applying Key Principles of Second Language Learning

The sixth fundamental component of linguistic responsive teaching theory emphasizes that teachers should have knowledge of second language acquisition theories. In other words, teachers should be knowledgeable about the process of second language acquisition and how it differs from first language acquisition, which includes understanding the stages of language development and the factors that influence multilingual learners' language learning. While this component of linguistically responsive teaching theory is comprehensive and draws heavily on the aforementioned second language learning theories, Lucas and Villegas (2011) highlight five key principles, in particular, that are especially relevant for PreK-12 teachers:

- Principle 1: Conversational language proficiency is fundamentally different from academic language proficiency.¹⁴

¹⁴ Two commonly used terms are BICS (Basic Interpersonal Communication Skills) and CALP (Cognitive Academic Language Proficiency) (Collier, 1995; Cummins, 2008). BICS refers to the everyday language skills used in social interactions, while CALP refers to the more complex language needed for academic learning across content areas. Although criticized in recent years as being oversimplified (Halbach, 2012), research has shown that young English learners may develop conversational fluency (BICS) within six months, but it can take at least seven years to fully develop academic language proficiency (CALP) (Collier, 1995; Cummins, 2008).

- Principle 2: ELLs [English language learners] need comprehensible input just beyond their current level of competence.
- Principle 3: Social interaction for authentic communication purposes fosters ELL [English language learner] learning.
- Principle 4: Skills and concepts learned in the first language transfer to the second language.
- Principle 5: Anxiety for performing in a second language can interfere with learning. (p. 63-64)

According to Lucas and Villegas (2011), “linguistically responsive teachers understand the process of learning a second language while simultaneously learning academic content and skills through English” (p. 62). Collectively, these principles help teachers understand how multilingual learners acquire a new language, especially in school settings. By applying this knowledge, teachers can better support language development and academic content and skills.

Scaffolding Instruction to Promote English learners’ Learning

The last component of linguistically responsive teaching theory is instructional scaffolding to promote English learners’ learning. According to Lucas and Villegas (2011):

Teachers who are socio-culturally conscious, value linguistic diversity, see themselves as advocates for ELLs [English language learners], have a clear sense of their students’ linguistic backgrounds and resources, understand the linguistic demands of classroom tasks, and can apply key principles of second language learning are well equipped to provide the types of instructional scaffolding

essential for ELL [English language learner] learning of academic content and English.

Scaffolding, which is widely recognized as fundamental to the teaching and learning of English learners, is a form of temporary support that helps a learner carry out learning tasks beyond their current capability. Scaffolding does not simplify tasks or minimize challenges, but rather it helps to make the lesson accessible to all English learners in order to allow them to fully participate in the lesson and understand most, if not all, of the lesson. Lucas and Villegas highlight four types of instructional supports that are particularly effective when teaching English learners. In other words, linguistically responsive teachers:

1. Use extralinguistic supports
2. Supplement and modify written text
3. Supplement and modify oral language
4. Provide clear and explicit instructions (Lucas & Villegas, 2011, p. 66)

Some examples of extralinguistic supports include visual cues (e.g., pictures, illustrations, videos, slides, realia), graphic organizers (e.g., charts, graphs, timelines, semantic webs), hands-on activities (e.g., role playing, dramatizations, simulations, games), and alternative assignments (e.g., drawing maps, charts, or graphs, or doing picture presentations). Some examples of supplementing and modifying written text might include using study guides (e.g., lists of important vocabulary and outlines of major concepts), adapted text (i.e., reduced readability demands that maintain the meaning of concepts), highlighted texts (e.g., highlighted key vocabulary, central ideas, major concepts, summaries), notes in the margins of the textbook, and/or a summary of

central ideas on the board or overhead projector. Some examples of supplementing and modifying oral language might include minimizing the use of idiomatic expressions, translating key concepts into students' home language, explaining difficult words, providing outlines of lectures/lessons, giving examples, pausing more frequently and for longer periods of time, and building repetition and redundancy into instruction. Finally, some examples of providing clear and explicit instructions might include listing procedures for completing a required task on the board or on paper, asking students to repeat directions in their own words, and including all details in the instructions without taking shortcuts. In summary, linguistically responsive teachers should be knowledgeable of these types of pedagogical and practical strategies that support English learners across all content areas, and they must be able to adapt their instruction to meet the linguistic needs of English learners while maintaining high academic expectations.

In conclusion, linguistically responsive teaching is essential for promoting the academic achievement and linguistic development of multilingual learners. By incorporating these principles into their practice, teachers can create more equitable and supportive learning environments for all students.

Theoretical Framework Summary

Table 1.1 and Table 1.2 summarize the theoretical foundations and practical applications of teaching multilingual learners. First, Table 1.1 outlines the second language acquisition theories that support the linguistically responsive teaching framework, their main ideas, and their implications for teachers. By linking theoretical foundations with classroom practices, Table 1.1 provides a concise reference for

understanding how these theories inform linguistically responsive approaches to teaching multilingual learners.

Table 1.1

Foundational Second Language Acquisition Theories and Teaching Practices

Theory	Main Ideas	Implications for Teachers
Krashen's Input Hypothesis (1982, 2005)	Acquisition is different from learning; fluency develops through meaningful communication rather than formal instruction; language is acquired through comprehensible input that is slightly beyond the learner's current level ($i + 1$); emotional factors impact how much language input a learner can process.	Use visual aids, gestures, simplified speech, context clues; reduce anxiety; emphasize meaningful communication, not grammar drills
Vygotsky (via Lantolf & Thorne) (1978; 2007)	Learning is social; development occurs through interaction with others and cultural tools	Use collaborative learning; scaffold instruction; connect to students' background knowledge; integrate bilingual resources and real-world tasks
Selinker's Interlanguage Theory (1972)	Learners build evolving linguistic systems (interlanguage); errors are natural and shaped by L1	View errors as growth; differentiate feedback; prevent fossilization with continued challenge; tailor instruction based on language background
Swain's Output Hypothesis (1985)	Output helps learners notice gaps, test hypotheses, and receive feedback	Design lessons with frequent speaking and writing opportunities; encourage self-reflection and peer feedback; build time for language production
Long's Interaction Hypothesis (1996)	Interaction enhances input and helps learners notice and correct errors (focus on form)	Promote authentic dialogue; scaffold academic discussions; use peer interaction; embed grammar and vocab in context-rich tasks

Second, Table 1.2 connects these theories to the seven components of the linguistically responsive teaching framework and highlights specific actions that support each component. In particular, it illustrates how each component reflects different aspects

of second language acquisition theories, which shows how teachers can apply theoretical principles into linguistically responsive classroom practices.

Table 1.2

Second Language Acquisition Theories that Support Linguistically Responsive Teaching and Teacher Practices

Component of Linguistically Responsive Teaching	Connected Second Language Acquisition Principles	Teacher Practices
1. Sociolinguistic Consciousness	Vygotsky, Selinker	Understand language as tied to identity; challenge language-based marginalization; support students' home languages and cultures
2. Value for Linguistic Diversity	Krashen, Vygotsky	Affirm multilingualism as an asset; use translanguaging; incorporate home languages and cultures
3. Inclination to Advocate for English Learners	All theories	Challenge policies/practices that limit English learners; ensure access to rigorous curriculum; use interpreters/translation, collaborate with families
4. Learn About ELs' Language Backgrounds	Selinker	Learn about students' L1 literacy, previous schooling, and oral proficiency; tailor instruction accordingly
5. Identify Language Demands of Tasks	Long, Swain	Break down the vocabulary, syntax, and structure needed for academic tasks; use scaffolds
6. Apply Key Principles of Second Language Learning	Krashen, Long, Swain, Selinker, Vygotsky	Understand input/output, interlanguage, sociocultural learning, language anxiety, and L1 transfer
7. Scaffold Instruction for ELs	All theories	Use extralinguistic supports, modified text, clear directions, interactive tasks, and oral scaffolds

Major Research Questions

The education of multilingual learners, including English learners, has traditionally been viewed as the responsibility of English Language Development specialists or bilingual educators. As a result, many general education teacher educators may have had limited opportunities to develop expertise in linguistically responsive

teaching themselves (Lucas & Villegas, 2011, p. 67). To address this gap, Lucas and Villegas (2011, 2013) suggest that their theoretical framework can serve as a useful tool for general education teacher preparation programs looking to strengthen or redesign their curricula to prepare all teacher candidates to support multilingual learners.

According to Mills et al. (2020), without systemic change in place, current pre-service teachers continue to enter classrooms underprepared to teach multilingual learners, resulting in deficit-based mindsets, low expectations, and simplified approaches to the teaching of multilingual learners. These findings highlight the need for general education teacher preparation programs to examine how their coursework and clinical field experiences align with best practices in developing linguistically responsive educators. In Michigan specifically, bridging the gap between pedagogy and policy requires examining how elementary education teacher preparation programs have responded to state standards designed to equip all pre-service teachers with the knowledge and skills to effectively teach multilingual learners.

To explore this issue, I conducted an exploratory, descriptive case study for my dissertation guided by the following primary research question: *How have different undergraduate elementary education teacher preparation programs in the state of Michigan aligned their curricula in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners?* To address this question, I framed the study with the following sub-questions:

- What strategies have Michigan's undergraduate elementary education teacher preparation programs implemented, and what challenges and successes have they experienced in preparing teacher candidates to teach multilingual learners?

- In what ways do these efforts reflect linguistically responsive teaching practices?
- In what ways do publicly available documents from selected undergraduate elementary education teacher preparation programs in Michigan demonstrate how these programs prepare teacher candidates to teach multilingual learners in response to state standards?

The focus of this research is to provide a comprehensive description of how some elementary education teacher preparation programs in Michigan have aligned their curricula and instructional methods in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners. In particular, this research explores how these programs support teacher candidates in developing linguistically responsive teaching practices. By examining publicly available resources as well as different program strategies, challenges, and successes, this study provides a holistic understanding of how some elementary education teacher preparation programs are addressing the growing need for all educators to support multilingual learners. The goal of this research is to highlight various programs' strengths and offer practical takeaways for other teacher preparation programs that are looking to strengthen their alignment with state standards and improve the preparation of future teachers to serve linguistically diverse students.

Significance of the Research

In order to create equitable learning environments for all students, best practices in education indicate that all teachers must be prepared to support multilingual learners (National Council of Teachers of English, 2020). As mentioned previously, the Michigan Department of Education (MDE) revised its standards for the preparation of teachers in

2020 to address this need. In particular, for elementary education, these standards included the revised *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education*, which introduced new Professional Standards that emphasize the importance of preparing teacher candidates to support English learners across all content areas in elementary classrooms. However, while the 2020 revisions to the PK-3 and 3-6 standards for teacher preparation (including the addition of the Professional Standards) emphasize the importance of equipping teacher candidates with the essential knowledge and skills to support English learners, Michigan teacher preparation programs have flexibility in how they structure their curricula and pre-service teaching experiences to meet these goals. There is also room for interpretation regarding how these standards translate into specific learning outcomes at the course or syllabi level. For example, the Michigan Department of Education standards do not specifically mandate teaching the seven components of linguistically responsive teaching theory nor specific learning outcomes related to teaching second language acquisition or pedagogy as taught in the field of Teaching English to Speakers of Other Languages. Therefore, on the one hand, this flexibility allows teacher preparation programs the creative freedom to develop and implement comprehensive, effective strategies tailored to their strengths and expertise, but on the other hand, it may also lead to potential discrepancies between teacher preparation programs across the state.

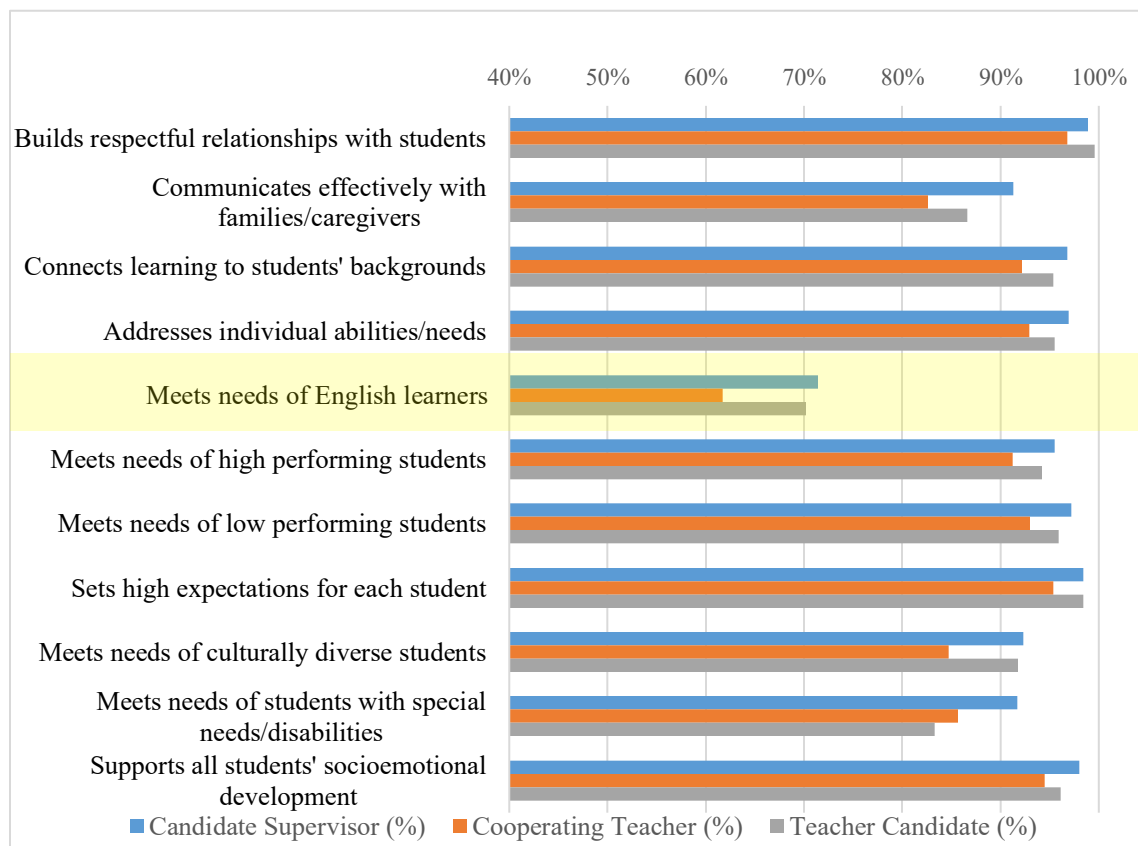
Teacher Candidate Preparedness to Teach English Learners in Michigan

In Michigan, recent aggregate data from the 2023-2024 MDE Candidate Suite surveys indicate that, on average, graduating teacher candidates across the state received

an average rating of only 61.7% in preparedness to meet the needs of English learners from their cooperating teachers, highlighting a significant area of concern (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.). Figure 1.1 illustrates the perceptions of candidate supervisors, cooperating teachers, and teacher candidates in Michigan regarding the preparedness of teacher candidates to meet students' needs. The yellow highlighting frames the focus of this dissertation.

Figure 1.1

MDE Candidate Suite Data: Teacher Candidate Preparedness in Meeting Student Needs



Note. Data sourced and adapted from the 2023 – 2024 *Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report* (n.d.).

As shown in Figure 1.1, teacher candidates in Michigan are generally rated highly across various areas of preparedness, such as building respectful relationships with students and addressing individual students' needs. However, one notable gap appears in their preparedness to meet the needs of English learners. Compared to other categories, the percentages of meeting the needs of English learners are significantly lower across all three groups (i.e., candidate supervisors, cooperating teachers, and teacher candidates themselves). This gap suggests that teacher candidates may feel less confident or less equipped to effectively support English learners. In addition, the lower ratings from supervisors and cooperating teachers raise concerns about whether all teacher preparation programs are adequately preparing teacher candidates to meet the needs of English learners, despite the 2020 MDE revisions to the PK-3 and 3-6 standards for teacher preparation (including the addition of the Professional Standards). At this point, it is important to note that the Michigan Department of Education Candidate Suite data is intended to guide continuous improvement and not to serve as a final (or comparative) assessment. Nonetheless, Figure 1.1 highlights a potential gap in teacher preparation programs in Michigan and suggests that some programs may need to reassess their curricula in certain areas such as aligning with state standards or strengthening support for pre-service teachers in teaching English learners.

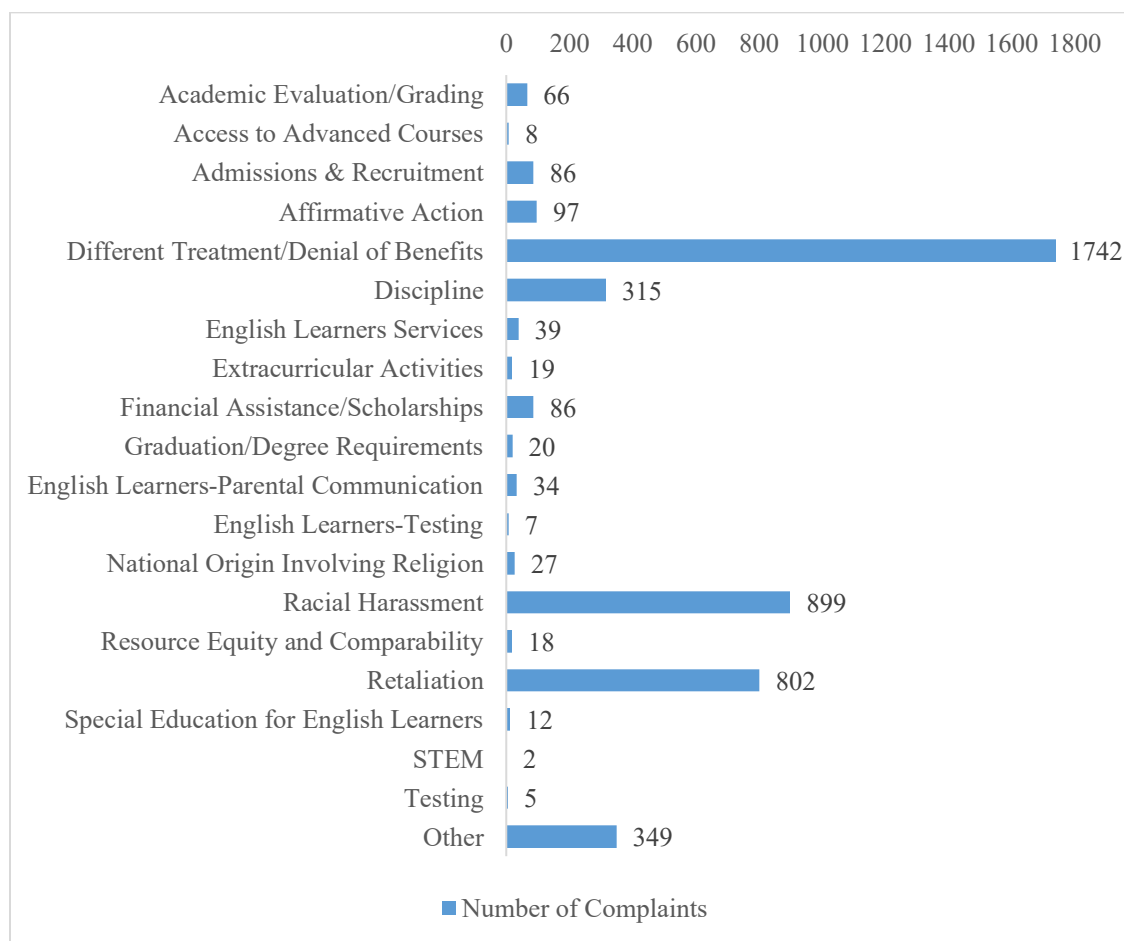
Civil Rights Violations Against English Learners and Their Caregivers

Likewise, according to an annual report provided by the U.S. Office of Civil Rights, the U.S. Department of Education received the highest-ever number of civil rights violations and complaints in public schools in fiscal year 2022 (October 1, 2021 – September 30, 2022) (U.S. Department of Education, 2022). Of these, 3,329 raised Title

VI violations or concerns, of which 2,408 issues were resolved. Many of these violations involved discrimination against multilingual learners and their caregivers. Figure 1.2 highlights civil rights violations in education, particularly those affecting English learners and their families.

Figure 1.2

Civil Rights Violations in U.S. Schools by Category as Reported by the U.S. Department of Education Office of Civil Rights



Note. Data sourced and adapted from the U.S. Department of Education Office of Civil Rights (2022).

The data illustrate the significant challenges that some English learners and their families may face in accessing equitable education in the United States. While the data in

Figure 1.2 is not specific to Michigan, it nonetheless reflects national trends (which includes ongoing civil rights issues in Michigan schools) and illustrates the challenges that English learners and their caregivers may face in accessing equitable education. For example, 34 cases involved issues with English learners' parental communication, and 7 cases involved problems with English learners' testing (such as a lack of translated materials and/or unclear instructions), which made it difficult for families to understand their child's academic progress or placement decisions. In addition, concerns about the quality and availability of support services were also reflected in complaints related to support services for English learners (39 cases) and special education for English learners (12 cases). Discrimination based on race and national origin was another major issue, with a high number of complaints about racial harassment (899 cases) and unfair treatment or denial of benefits (1,742 cases), many of which affected English learners from minority backgrounds. Some complaints (27 cases) also suggested that English learners from religious minority groups experienced discrimination. Furthermore, 802 cases indicated that students faced pushback when attempting to address or report these issues, and 315 discipline-related complaints suggested that English learners may have been unfairly punished in schools. Overall, these data highlight the ongoing challenges that some English learners and their caregivers face and bring attention to the need for better enforcement of laws that protect their right to equitable educational access. In other words, although numerous federal laws and state standards mandate that schools and teachers provide equitable education and support services for all multilingual learners, including English learners at all levels of proficiency, equity for all multilingual learners (and their caregivers) remains a pressing civil rights issue, and teacher preparation

programs across the country have a critical responsibility to equip all teacher candidates with the knowledge and skills necessary to support English learners effectively (U.S. Department of Education Office of Civil Rights, 2022).

As a result, my research aims to address a theory-action conflict (Stage & Manning, 2015) in the fields of teacher education and Teaching English to Speakers of Other Languages. Title VI of the Civil Rights Act (1964), the Equal Educational Opportunities Act (EEOA) (1974), and the Every Student Succeeds Act (2015) mandate that all schools take proactive steps to remove language accessibility barriers so that multilingual students may participate meaningfully in their schools' educational programs. The Michigan Department of Education reinforces this legislation through its revised 2020 standards for the preparation of teachers, which explicitly addresses the needs of multilingual learners. These mandates and standards *require* teachers to have knowledge of specialized teaching strategies for working with multilingual learners, including English learners, and to provide teaching accommodations at every level of proficiency across all content areas. In other words, it is the responsibility of every teacher (general education or specialized) to make the language accessible and comprehensible for multilingual learners in *all* PreK-12 classrooms. It is no longer the responsibility of the language specialist alone to support newcomers and multilingual students; rather, *all stakeholders play a role* in supporting students' language development, including teacher education programs that must prepare future teachers to be linguistically responsive educators to meet the diverse needs of PreK-12 multilingual students.

Nonetheless, despite the professional, ethical, and legal obligations that teachers have to support all multilingual learners, including English learners at every level of proficiency, not all teacher preparation programs at Michigan higher education institutions require coursework in language pedagogy nor methodologies related to Teaching English to Speakers of Other Languages for students majoring in elementary education. This discrepancy contributes to a persistent gap between theory and practice (and potentially between policy and practice) in how future educators are prepared to support linguistically diverse classrooms. While both elementary and secondary settings require thoughtful and informed approaches in supporting multilingual learners, this study focuses on elementary education, where general education elementary teachers typically provide instruction across multiple content areas to the same group of students, which makes comprehensive preparation in language development especially important.

CHAPTER TWO

RESEARCH BACKGROUND

Overview

Research highlights the orientations, knowledge, and skills required to support multilingual learners in a linguistically responsive manner, as well as how pre-service teachers in general education teacher preparation programs can effectively develop these competencies (Feiman-Nemser, 2001; Lucas et al., 2008; Lucas & Villegas, 2011, 2013). Likewise, research indicates that teacher candidates who feel more prepared and confident in their abilities to teach multilingual learners believe that their teacher preparation program effectively equipped them for the task, and their sense of preparedness is linked to targeted coursework, hands-on learning experiences, and teaching internships working directly with multilingual learners (Adegbola, 2022; Deng & Hayden, 2021; Solano-Campos, 2020; Turgut & Adibelli-Sahin, 2024). This research has important implications for elementary education teacher preparation programs, especially programs in the process of strengthening their focus on teaching English learners in the context of standards-based instruction and state-level policies.

As such, the following literature review on this topic focuses on five themes. First, I review the core elements of linguistically responsive teaching theory by examining research on the essential teacher orientations, knowledge, and skills required to implement it effectively. Second, I examine how pre-service teachers develop the necessary competencies to become linguistically responsive educators. Third, I examine pre-service and in-service teachers' perceptions of their preparedness and self-efficacy to teach multilingual learners, and the implications that these perceptions have for general

education teacher preparation programs. Fourth, I investigate how some general education teacher preparation programs equip their pre-service teachers to work with multilingual learners, including the linguistically responsive practices and approaches that are perceived to be most effective by pre-service teachers. Finally, I review research calling for teacher preparation programs to re-evaluate their curricula in order to better prepare all pre-service teachers to teach multilingual learners.

Approach to the Literature Review

In order to complete my literature review, I conducted a systematic research review in three steps. First, I searched the ERIC database, JSTOR database, Google Scholar database, and the Oakland University Kresge library search engines directly for peer-reviewed articles, books, and book chapters. I searched for the collocations ‘*pre-service teachers*’ and “*multilingual learners*,” which yielded no relevant results. Because the term ‘multilingual learner’ has come to replace the term ‘English learner’ and its variants (such as ‘English language learner,’ ‘English as a second language learner,’ and ‘ESL student’) over the last decade, I also searched for the collocations “*English learner(s)*,” “*English language learner(s)*” and “*ESL*” as alternatives, as well as alternative phrases for ‘pre-service teachers,’ such as “*teacher candidates*” and “*teaching interns*.” This wider search resulted in 126 articles, nine of which were directly related to my research questions/topic.

However, as some of the articles were more than ten years old, I also searched for the collocations “*linguistically diverse*,” “*linguistically responsive*,” “*culturally and linguistically diverse*,” “*teacher education*,” “*teacher education programs*,” and “*teacher preparation*” in different combinations in order to explore additional pathways of

learning about my topic and to find more recent empirical articles written within the last five to ten years. Additionally, what I found to be beneficial in helping me to find more recent empirical articles directly related to my research topic was to look at the references lists of key research articles written after the year 2020. I then initially compiled a list of 13 articles directly related to my research questions.

Once I completed a preliminary review of the research, my approach to the review of the literature evolved as I developed more understanding of the topic. I then took a non-linear approach to gathering research related to my dissertation topic by reviewing the listed references pages in key articles directly related to my research topic. In particular, I reviewed the sources directly related to or referencing Lucas and Villegas' linguistically teaching theory (2011, 2013) as it related to teacher preparation.

Additionally, I reviewed the articles and other sources referenced by Solano-Campos et al. (2020) in their article "Linguistically Responsive Teaching in Preservice Teacher Education: A Review of the Literature Through the Lens of Cultural-Historical Activity Theory" as it provided a comprehensive overview of 64 peer-reviewed articles published between 2001 and 2017 on the pre-service preparation of general education teachers of multilingual learners in the United States. Likewise, I reviewed the articles referenced by Mills et al. (2020) in their article "Research on Preparing Preservice Mainstream Teachers for Linguistically Diverse Classrooms," which provided an overview of 29 research articles from 2000 to 2018 that focused on preparing general education teachers for linguistic diversity. From these two sources, I compiled an additional list of 19 research articles related to my research questions.

In the final stage of my research review, I returned to my initial searches in the ERIC, JSTOR, Google Scholar, and university search engines, and I repeated previous searches to see whether it would yield any recent articles or new results. Again, I limited all searches to peer-reviewed articles and books. In this case, the searches only yielded four new articles from 2024–2025 that were related to my research questions. I then reviewed the references lists for these articles hoping to find newer articles on my topic, but unfortunately, there were no new resources. During this final research phase, I also expanded my search to the TESOL International and MITESOL (Michigan Teachers of English to Speakers of Other Languages) online search engines to examine the online articles (including non-peer-reviewed articles) related to my topic from the last academic year (2024–2025) as well as looked at the websites of relevant online journals (e.g., *Journal of Teacher Education*, *Teaching and Teacher Education*, *Teacher Education Quarterly*, *TESOL Journal*) to look for upcoming articles or new information not yet published/peer-reviewed, which yielded no relevant new results.

In order to systematically organize my findings, I created an Excel spreadsheet to catalog and categorize each source. For each entry, I recorded a brief summary or abstract, relevant methodological details, key terms, and the full citation. I then used the five previously identified themes as a framework for categorization. Although my search process was comprehensive, this literature review focuses only on peer-reviewed research articles that directly relate to those five themes. As such, it is not a comprehensive summary of all existing research on the topic. Within each theme, I selected the most relevant and/or seminal studies based on their alignment with my research questions.

Articles that did not meet these criteria were excluded from the final review to maintain focus and depth.

Linguistically Responsive Teaching: Teacher Orientations, Knowledge, and Skills

This section summarizes the foundational elements of linguistically responsive teaching theory, which include the core orientations (i.e., dispositions), pedagogical knowledge, and instructional skills that teachers must have in order to effectively meet the needs of multilingual learners, including English learners. As outlined in Chapter One, recent teaching standards, such as the *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2019) and the *Michigan Department of Education Standards for the Preparation of Teachers of English as a Second Language* (2017), provide guidance for teacher preparation programs preparing teacher candidates specializing in English Language Development. However, although these standards are specialized, they may also be highly relevant for general education teacher preparation programs given the increasing presence of multilingual learners in general education classrooms.

Scholars such as Lucas and Villegas (2011, 2013) argue that *all* teachers, not just English Language Development specialists, must develop an understanding of these standards and adopt linguistically responsive teaching practices in order to provide equitable learning opportunities for multilingual learners, including English learners. In other words, embedding these standards and theoretical framework into PreK-12 general education teacher preparation coursework can help to ensure that all pre-service teachers are equipped to support their future students' linguistic and academic development across all content areas. Furthermore, several research studies addressing linguistically responsive teaching theory address the critical role that general education teachers play in

creating inclusive and equitable learning environments for linguistically diverse learners (c.f., Lucas & Grinberg, 2008; Lucas & Villegas, 2011; Lucas & Villegas, 2013).

National and state-level standards for teaching can support this goal by ensuring that all teachers are equipped with the necessary orientations, pedagogical knowledge, and skills necessary for teaching multilingual learners. In other words, incorporating these standards into all teacher preparation programs (rather than solely programs for specialists of Teaching English to Speakers of Other Languages or English Language Development) not only benefits all multilingual learners but also improves the overall quality of education by promoting linguistically informed practices across all PreK-12 content areas. As such, Lucas and Villegas (2011, 2013) made the connection between standards-based frameworks and their theoretical framework of linguistically responsive teaching by providing a list of orientations, pedagogical knowledge, and skills that teachers need in order to become linguistically responsive educators.

There are seven foundational elements of linguistically responsive teaching (Lucas & Villegas, 2011, 2013) that include the core orientations (i.e., dispositions), pedagogical knowledge, and instructional skills that teachers must have in order to meet the needs of multilingual learners, which I will briefly review below.

Teacher Orientations

According to the theoretical framework of linguistically responsive teaching, Lucas and Villegas (2011, 2013) argued that the expertise of effective linguistically responsive teachers is reflected in a set of *orientations* toward language in general and English learners in particular. In this context, “orientations” is defined as inclinations or tendencies toward particular ideas and actions, which are influenced by attitudes and

beliefs (Richardson, 1996). According to Lucas and Villegas (2011, 2013), linguistically responsive teachers have the following three orientations:

1. Sociolinguistic consciousness
2. Value for linguistic diversity
3. An inclination to advocate for English language learners

These orientations form the foundation for linguistically responsive teaching and guide educators in effectively supporting English learners.

According to this framework, the first fundamental orientation of highly effective linguistically responsive teachers is sociolinguistic consciousness, which means that teachers must have an understanding that language, culture, and identity are deeply interconnected. In addition, they also must recognize “the sociopolitical dimensions of language use and language education” (Lucas & Villegas, 2011, p. 57), which includes acknowledging how power dynamics, privilege, and systemic inequities impact linguistically diverse learners. The second orientation of an effective linguistically responsive educator is that they place a high value on linguistic diversity, which is the “belief that linguistic diversity is worthy of cultivating, and accompanying actions reflecting that belief” (Lucas & Villegas, 2013, p. 101). This observation suggests that linguistically responsive educators view students’ home languages and dialects as assets rather than obstacles. In this context, educators recognize and appreciate the cultural and cognitive benefits of multilingualism and actively affirm the linguistic resources students bring to the classroom. Finally, the third orientation of linguistically responsive teachers is an inclination to advocate for English learners, which includes an “understanding of the need to take action to improve English learners’ access to social and political capital and

educational opportunities, and willingness to do so” (Lucas & Villegas, 2013, p. 101). In other words, linguistically responsive educators demonstrate a strong commitment to advocacy by working to promote equity and access/inclusion for multilingual learners. This advocacy may include challenging systemic barriers, addressing linguistic biases, and/or supporting policies and practices that ensure equitable educational opportunities for all students. Overall, these three orientations guide educators in creating inclusive environments for linguistically diverse students.

Teacher Knowledge

Next, Lucas and Villegas (2011, 2013) emphasized that linguistically responsive educators demonstrate their expertise through the *pedagogical knowledge* that they acquire during their pre-service education (e.g., in a teacher preparation classroom, clinical or field experience, and/or teaching internship, etc.). In this context, “pedagogical knowledge” is defined as what teachers need to know (rather than specific skills they use) and includes a theoretical understanding of teaching and learning processes. According to Lucas and Villegas, linguistically responsive teachers must acquire a deep understanding of theoretical and pedagogical knowledge in two areas:

1. A repertoire of strategies for learning about the linguistic and academic backgrounds of English learners in English and their native languages
2. An understanding of and ability to apply key principles of second language learning

By developing expertise in these areas, teachers are better prepared to support English learners in their classrooms.

First, according to this framework, linguistically responsive teachers must understand “the importance of knowing about the backgrounds and experiences of their English learners, and knowledge of strategies for learning about them” (Lucas & Villegas, 2013, p. 101). In other words, teachers need to know how to gather and understand detailed information about their students’ linguistic and academic backgrounds, which includes identifying the languages students speak, assessing/learning about their ability to speak, read, and write in those languages, and understanding their prior schooling experiences. This knowledge helps teachers tailor their instruction to meet each student’s unique needs and build on their strengths.

Second, linguistically responsive educators need a solid understanding of the principles of second language acquisition and the ability to apply that knowledge to adapt their instruction for multilingual learners. This understanding includes knowledge of the various stages of language learning, the progression of language development over time, the challenges language learners may encounter, factors influencing language acquisition (such as motivation and affect), and strategies that support language growth. With this pedagogical knowledge, teachers can create lessons that align with the natural processes of language learning as well as enhance the effectiveness of their teaching. Overall, by acquiring and applying this foundational pedagogical knowledge, linguistically responsive educators are better equipped to create inclusive, effective, and culturally relevant learning environments that help multilingual learners succeed.

Teacher Skills

Finally, according to the theoretical framework of linguistically responsive teaching, Lucas and Villegas (2011, 2013) argued that the effectiveness of linguistically

responsive teachers is demonstrated through their *pedagogical skills and abilities* when teaching multilingual learners. “Pedagogical skills and abilities” typically refer to a teacher’s practical capacity to apply pedagogical knowledge effectively in the classroom, and some of these core practices (i.e., high-leverage practices) include lesson planning, delivering instruction, differentiating instruction, assessing students, providing feedback, and managing a classroom (Michigan Works, n.d.). However, when teaching multilingual learners, Lucas and Villegas emphasized that in addition to core teaching practices, effective educators must *also* develop additional pedagogical skills in two areas in order to be linguistically responsive to the needs of their linguistically diverse students:

1. An ability to identify the language demands of classroom tasks
2. A repertoire of strategies for scaffolding instruction for English learners

According to Lucas and Villegas, by developing these skills, teachers are better equipped to meet the linguistic and academic needs of their students.

First, according to this framework, linguistically responsive teachers must have the “skills for determining the linguistic features of academic subjects and activities likely to pose challenges for [English learners], including identifying key vocabulary, understanding syntactic and semantic features of academic language, and the linguistic expectations for successful completion of tasks” (Lucas & Villegas, 2013, p. 101). In other words, when teaching English learners, teachers must have an understanding “not only of the content of school subjects but also the linguistic features and language demands of relevant academic disciplines (Lucas & Villegas, 2013, p. 105).

Second, linguistically responsive teachers need to have a solid understanding of a wide variety of strategies for scaffolding and differentiating instruction (across all content

areas) in order to make the curriculum accessible to English learners at all levels of language proficiency. In particular, English learners:

...need particular types of language-related scaffolding that their fluent English-speaking peers may not need, including extralinguistic supports such as visuals and hands-on activities, supports for written text such as study guides, supports for oral text such as redundancy and repetition in instruction, and clear and explicit instructions. (Lucas & Villegas, 2013, p. 105).

To facilitate the development of these skills (e.g., practice with scaffolding, etc.), pre-service teachers often need the guidance of skilled mentor teachers who can model scaffolding with multilingual learners as well as scaffold the pre-service teacher's own efforts to teach. Unfortunately, according to Lucas and Villegas (2013):

The reality is that few teacher education programs have access to sufficient numbers of mentor teachers with this level of expertise ... [and] until those numbers increase, programs can make it a priority to place pre-service teachers in clinical sites where they will have contact with [English learners] and with some linguistically responsive teachers. (p. 106).

In summary, the pedagogical skills and abilities identified by Lucas and Villegas (2011, 2013) are important for all teachers working with multilingual learners. However, acquiring these skills can be challenging when access to mentor teachers with a background in Teaching English to Speakers of Other Languages or clinical placements involving multilingual learners is limited.

This framework highlights the importance of preparing teachers with the orientations, pedagogical knowledge, and skills necessary to become linguistically

responsive educators, which is a process that often begins with intentional teacher education programs and meaningful pre-service teaching and mentorship opportunities.

Acquiring Linguistically Responsive Competencies in Pre-Service Education

It takes teachers many years to develop the expertise required to effectively teach multilingual students, including English learners who qualify for active English Language Development support services (Lucas & Villegas, 2013). This expertise includes a complex combination of orientations, knowledge, and skills. The development process begins in pre-service teacher preparation, extends into the early years of teaching, and continues throughout a teacher's professional career. As a result, since pre-service teacher preparation is often regarded as the initial phase "in the continuum of teacher development for teaching English learners" (Lucas & Villegas, 2013, p. 99), it is important to look at how pre-service teachers acquire these competencies, particularly through the lens of linguistically responsive teaching theory. In this context, Feiman-Nemser's (2001) analysis of the central tasks involved in learning to teach provides a valuable framework for teacher educators.

Feiman-Nemser's "Central Tasks" for Learning to Teach

Learning to teach is a complex developmental process that involves acquiring new knowledge and skills over time. Feiman-Nemser's (2001) framework outlined the "central tasks" (p. 1014) of teacher development across three phases: pre-service education, induction (i.e., support/mentorship for new teachers), and ongoing professional development. In doing so, Feiman-Nemser highlighted the connection between student learning and teacher preparation, stating:

Policymakers and educators are coming to see that what students learn is directly related to what and how teachers teach, and what and how teachers teach depends on the knowledge, skills, and commitments they bring to their teaching and the opportunities they have to continue learning in and from their practice. (p. 1013)

Citing the National Commission on Teaching and America's Future (1996), Feiman-Nemser emphasized that the success of school reforms (such as new courses, assessments, and curricula) depends not only on policies but also on every teachers' ability to implement them, which requires targeted knowledge, skills, and ongoing support. Feiman-Nemser further emphasized the importance of supporting teacher learning, stating that "if we want schools to produce more powerful learning on the part of students, we have to offer more powerful learning opportunities to teachers (2001, p. 1014). As a result, building on this conceptual foundation, Feiman-Nemser proposed a framework of "central tasks" for learning to teach, which addressed the essential components of teacher development.

Unlike various stage models of teacher learning (c.f., Berliner, 1986; Fuller, 1969; Huberman, 1989; Kagan, 1992), Feiman-Nemser's framework is "not a psychological model of teacher learning, but a curriculum for learning to teach over time, anchored in a vision of reform-minded teaching" (2001, p. 1048). In particular, regarding teacher preparation and how pre-service teachers acquire the competencies to teach diverse learners, Feiman-Nemser argued that the initial phase of teacher preparation involves equipping teachers with the skills and knowledge required to teach. Their model identifies five central tasks associated with learning to teach:

1. Analyzing beliefs and forming new visions

2. Developing subject matter knowledge for teaching
3. Developing understandings of learners and learning
4. Developing a beginning repertoire
5. Developing the tools to study teaching

Collectively, these five central tasks establish a foundational framework for preparing teacher candidates to meet the complex demands of diverse and inclusive classrooms.

First, pre-service teachers need to reflect on (and potentially reshape) their personal beliefs about teaching and learning to align with effective educational practices. Second, pre-service teachers need to build a deep understanding of subject content and how to teach it effectively. Third, pre-service teachers need to understand how students learn and the diverse needs they bring to the classroom. Fourth, pre-service teachers need to acquire foundational teaching strategies, teaching methods, and best practices to apply in the classroom. Lastly, pre-service teachers need to learn how to critically analyze and refine their teaching practices through reflection and ongoing professional inquiry. Overall, the central tasks of pre-service preparation build on current thinking about “what teachers need to know, care about, and be able to do in order to promote substantial learning for all students” (Feiman-Nemser, 2001, p. 1016).

Acquiring Linguistically Responsive Competencies

Feiman-Nemser’s (2001) “central tasks” framework can also provide guidance for teacher educators who are preparing pre-service teachers to teach multilingual learners or looking for ways to include linguistically responsive teaching theory into their teacher preparation curriculum. Table 2.1, from Lucas and Villegas (2013, p. 103), shows the

connection between Feiman-Nemser's central tasks for learning to teach (at the pre-service level) and linguistically responsive teaching theory.

Table 2.1

Tasks for Learning to Teach and for Learning to Teach English Learners (ELs) in a Linguistically Responsive Manner

Tasks for Learning to Teach (Feiman-Nemser, 2001)	Elements of the Expertise of Linguistically Responsive Teachers (Lucas & Villegas, 2011; Lucas et al., 2008)	Tasks for Learning to Teach ELs in Preservice Programs
Analyzing beliefs and forming new visions	• Sociolinguistic consciousness • Value for linguistic diversity • Inclination to advocate for ELs	• Reflecting on and interrogating one's preconceptions about EL students, language diversity, and the role of languages other than English in schools. • Cultivating favorable views of linguistic diversity and respect for students' home languages. • Analyzing sociopolitical dimensions of language use and language learning. • Exploring the needs and possibilities of advocating for ELs.
Developing subject matter knowledge for teaching	Identifying classroom language demands of particular disciplines	• Cultivating awareness of language as a focus of analysis. • Developing tools for analyzing academic language. • Analyzing the language of academic disciplines.
Developing understandings of learners and learning	• Learning about ELs' linguistic and academic backgrounds • Understanding and applying principles of second language learning	• Developing an understanding of variability among ELs. • Building an initial repertoire of strategies for learning about ELs. • Developing an understanding of what teachers need to know about ELs to help them learn. • Examining sociocultural and psycholinguistic processes of learning a second language while also learning the content of academic disciplines.
Developing a beginning repertoire	Scaffolding instruction	• Becoming familiar with a basic set of practices and tools to support ELs' learning. • Applying these practices and tools, with support and mentoring by teachers and teacher educators.
Developing the tools to study teaching	Identifying classroom language demands of particular disciplines	• Analyzing language of the classroom. • Analyzing the language of academic disciplines.

Note: Adapted from Lucas, T., & Villegas, A. (2013).

As shown in Table 2.1, there are several tasks for learning to teach English learners, in particular, that reflect best practices in preparing pre-service teachers to teach multilingual learners. Not only do they reflect central tasks for learning to teach, but they also support the theoretical framework of linguistically responsive teaching theory and are rooted in educational equity. The list of tasks for learning to teach English learners in pre-service programs is especially useful for institutions of higher education with PreK-12 teacher preparation programs that are looking to incorporate simple and effective ways to better prepare their pre-service candidates to teach multilingual learners. As such, according to this list, Lucas and Villegas (2013) made the connection between linguistically responsive teaching theory and tasks for preparing general education pre-service teachers to effectively teach multilingual learners in their classrooms.

Finally, Lucas and Villegas (2013) linked both Feiman-Nemser's tasks for learning to teach and linguistically responsive teaching theory to the TESOL-NCATE standards for P-12 Teacher Education Programs (2009), which (as noted in Chapter One) served as the foundation for the 2010 TESOL Standards. However, despite the importance of this connection, a gap in the literature remains in that although Lucas and Villegas made this connection over a decade ago, this connection (between linguistically responsive teaching theory and current teacher preparation standards) has not been updated to reflect more recent standards, such as the 2018 *Teaching English to Speakers of Other Languages Standards* (2019) or Michigan's *Standards for the Preparation of Teachers of English as a Second Language* (2017).

Nonetheless, Lucas and Villegas (2013) suggested that their comparative analysis may still serve as a valuable guide for teacher preparation programs interested in

strengthening their focus on preparing pre-service teachers to work with multilingual learners, and they emphasize the need for a more systematic approach to preparing teacher candidates for linguistically diverse classrooms. They concluded by calling on *all stakeholders*, including policymakers, teacher educators, and educational researchers to prioritize the development of a “coherent teacher development continuum” (p. 106) for preparing teacher candidates to teach multilingual learners, which is based on Teaching English to Speakers of Other Language methodology and pedagogy.

In conclusion, by aligning Feiman-Nemser’s central tasks for linguistically responsive teaching with teacher preparation standards, general education teacher preparation programs can more effectively equip teacher candidates with the foundational orientations, knowledge, and skills needed to support multilingual learners. This integrated framework provides a pathway forward to more equitable and linguistically diverse educational practices.

Pre-Service and In-Service Teachers’ Perceptions of Preparedness to Teach Multilingual Learners

The following section examines how pre-service and in-service teachers perceive their preparedness and self-efficacy in teaching multilingual learners, and it explores the implications of these perceptions for teacher preparation programs. As classrooms across the United States are becoming increasingly linguistically diverse, research has consistently emphasized the urgent need to better prepare general education teachers to effectively support multilingual learners through targeted teacher preparation programs. For example, numerous research studies have shown that both pre-service and in-service general education teachers feel underprepared to teach multilingual learners. Studies in

this area include Durgunoglu and Hughes (2010), Gomez and Diarrassouba (2014), Wood et al. (2018), Wissink and Starks (2019), and Adegbola (2022). However, research has also shown that teacher preparation programs with an intentional focus on preparing teachers to be linguistically responsive educators have had positive effects on teachers' feelings of preparedness and self-efficacy. Some of these studies include research conducted by Adegbola (2022), Deng and Hayden (2021), Solano-Campos et al. (2020), and Turgut and Adibelli-Sahin (2024). Nevertheless, understanding teachers' perceptions of their preparedness to teach multilingual learners is important for strengthening teacher preparation programs.

For example, one early and influential study that highlighted this concern is Durgunoglu and Hughes (2010), who raised the issue nearly 15 years ago in their foundational and often-cited article titled "How Prepared are the U.S. Preservice Teachers to Teach English Language Learners?" They conducted a mixed methods study composed of two parts (Part 1 and Part 2). The purpose of their study was to assess pre-service teachers' self-efficacy and knowledge to determine how prepared and confident pre-service teachers felt to teach multilingual learners in their future classrooms. In the first part of the study (Part 1), Durgunoglu and Hughes surveyed 62 pre-service teachers at a Midwestern university who were completing their student teaching requirements in high schools. They asked pre-service teachers about their perceived preparation and self-efficacy as well as their attitudes towards working with multilingual students and their caregivers. The pre-service teachers in the study also completed an English Language Development knowledge test assessing their knowledge of second language acquisition teaching strategies. In the second part of the study (Part 2), four pre-service teachers from

Part 1 were observed during their student teaching in high school classrooms that included English learners. In particular, the researchers documented what the English learners experienced in the classroom and how the pre-service student teachers interacted with them. In doing so, Durgunoglu and Hughes used a 61-item checklist that assessed “general teaching strategies, content delivery methods, assessment procedures, and language strategies incorporated in the lesson” (p. 36). The researchers also took detailed notes about the lessons and what the pre-service student teacher did to support the English learners.

Based on the results, Durgunoglu and Hughes (2010) concluded that the both parts of the study “painted a grim picture at several different levels” (p. 39). First, many teacher candidates indicated in the surveys that they did not feel prepared to teach multilingual learners in their classrooms, and their self-perceptions were verified by their low scores on their English Language Development knowledge tests. Furthermore, their perceptions correlated with how little they interacted with the English learners in their classrooms, which Durgunoglu and Hughes classified as “neglect” (p. 39). Second, the researchers also found that the pre-service teachers’ mentoring teachers did not provide guidance. Third, apart from one classroom with a tutor, there was no support for English learners in their classrooms. While this study is the oldest study cited in this review, and teacher preparation standards in many states have adapted to better support teacher candidates in teaching multilingual learners, the issue persists in many states, including Michigan, that many teacher candidates in 2025 continue to have low perceptions of their feelings of preparedness and self-efficacy to teach English learners (*Michigan*

Department of Education Office of Educator Excellence Educator Workforce Data Report, n.d.).

Another study by Gomez and Diarrassouba (2014) titled “What do Teachers Need to Support English Learners?” focused on in-service general education teachers in Michigan and their perceptions and preparedness to teach English learners. Unlike studies that focus on pre-service teachers, this research highlights the experiences of those already working in the field and has implications for not only current classroom practices but also for the (re)design of teacher preparation programs. Grounded in a multicultural education framework, the mixed-methods study surveyed 89 K-8 in-service teachers across Michigan in order to explore both their perceived readiness and the challenges they faced in supporting linguistically and culturally diverse students. Using snowball sampling, the authors administered a three-part mixed-methods web-based questionnaire. The focus of the survey was on the in-service teachers’ perceptions of preparedness (within their teacher preparation programs) as well as “their knowledge, beliefs, and school support of multiculturalism” (p. 93). Subsequently, the authors used chi-square tests to gain insight into the connection between teachers’ preparation and their current knowledge of their learners’ needs. Qualitative comments were thematically coded and organized by theme within each question.

As a result of their analysis, Gomez and Diarrassouba (2014) found that while the in-service teachers self-reported that they generally felt prepared to teach diverse learners in their classrooms, teachers encountered the most challenges in delivering instruction to English learners specifically. Of greater concern, Gomez and Diarrassouba also discovered that several teachers expressed frustration toward the legal mandates that

require English learners to be placed in general education classrooms, and some teachers expressed that they thought English learners should primarily be taught by language specialists or English Language Development teachers with specialized training. The authors concluded that the results of their study have implications for PreK-12 teachers and administrators to receive strategic professional development training in order to adapt and incorporate teaching strategies that support English learners across all content areas. Additionally, since estimates of PreK-12 teachers who participate in professional development opportunities may be difficult to obtain and track, Gomez and Diarrassouba extended their recommendation by stating that it may be “imperative that teacher training colleges implement courses that prepare teachers to develop curricula and materials that are compatible with [English learners]” (p. 99), in particular. This study’s approach highlighted ongoing challenges in teacher preparation as well as the need for more targeted training in working with English learners.

In summary, although conducted in 2014, the study by Gomez and Diarrassouba remains relevant as it highlights the experiences of practicing teachers and continues to inform teacher preparation. Like more recent research, it emphasizes the ongoing disconnect between teacher preparation and the realities of teaching English learners. To address this issue, Gomez and Diarrassouba recommended that teacher preparation programs integrate linguistically responsive pedagogies through sustained professional development, direct field experiences with English learners, and curriculum re-design. However, they also stated more research is needed to evaluate how current teacher preparation programs have adapted to these needs and whether they are effectively improving teachers’ self-efficacy and preparedness to support English learners.

In a similar study, Wood et al. (2018), in their article “Acknowledging Challenges and Embracing Innovative Instructional Practices in Response to Cultural and Linguistic Diversity,” examined how in-service elementary teachers perceived and responded to the needs of multilingual learners in their classrooms, with a specific focus on teaching bilingual (Spanish-English) children of migrant farmworkers. In particular, the study examined the teachers’ backgrounds, beliefs, attitudes, and self-efficacy in teaching multilingual learners as well as how they viewed their teaching practices and innovative supports. In order to explore effective strategies for supporting bilingual elementary students, the researchers investigated two main areas: the patterns that emerged in teachers’ reflections on their attitudes and teaching experiences with linguistically diverse students in early elementary classrooms, and the instructional methods and supports that teachers reported using.

The results of Wood et al.’s (2018)’s study revealed several important findings. First, the teachers demonstrated a high level of awareness related to cultural and linguistic diversity and sensitivity to the changing demographics in their classrooms. They also recognized the importance of integrating materials relevant to their students’ cultural backgrounds into their lessons. Second, however, despite having positive attitudes about diversity, the teachers identified several challenges that they faced, which included differentiating instruction for English learners at different levels of proficiency and communicating with their students’ caregivers. Third, the teachers reported using a variety of instructional strategies to support English learners, such as using multiple modalities (e.g., visual aids, translation), increasing students’ exposure to the English

language, and providing one-on-one instructional support (either with the teacher or a peer tutor).

Based on the results of their study, Wood et al. (2018) found that while many teachers expressed positive attitudes toward linguistic and cultural diversity and appreciated the support that they had received, they experienced some challenges in teaching English learners. Some of these challenges included a lack of professional development opportunities in their (rural) area, insufficient funding for additional resources, a shortage of qualified English Language Development specialists, and what they felt were restrictive educational policies. Teachers also reported needing more classroom support, especially when working with students at varying levels of English proficiency. According to Wood et al. (2018), general education teachers were more likely to effectively teach English learners in their classrooms if they had a general understanding of the principles of second language learning. The authors noted:

It has been suggested that teachers are also more likely to be successful with ELs [English learners] when they are willing to modify or adapt their classroom pedagogy to accommodate the needs of ELs [English learners]. Those teachers with specialized ESOL [English for Speakers of Other Languages] training and endorsement appeared to be more clearly articulating the types of strategies that they use to adapt or supplement classroom content and instruction to meet the needs of their EL [English learner] students. Educational training and professional development may have played a significant role in how teachers might have perceived their ability to teach ELs [English learners]. (p. 11)

Overall, they concluded that ongoing professional development and additional resources are essential to better equip teachers to work with English learners, especially those in rural and migrant-serving schools.

Wissink and Starks (2019) found similar results in their study titled “Elementary Teachers’ Perceptions of Preparedness to Teach English Language Learners.” Although conducted outside of the United States, the study examined the perceptions of five North American lower elementary (PreK-2) teachers teaching English learners at a private school in southern Haiti, and it focused on how well their respective elementary education teacher preparation programs had prepared them for this role. Using a case study methodological approach, the researchers collected data from five teachers through a questionnaire, two on-site interviews, and classroom observations of the teachers teaching and working with English learners, using an observational checklist that was based on the eight components of the Sheltered Instruction Observation Protocol (SIOP) framework (Echevarria, 2017). The data from the case study was coded and triangulated in order to identify emerging themes.

While the results of the study supported and reinforced existing research calling for teacher preparation programs to include more targeted coursework on English learner instruction and language acquisition, it also revealed several important themes. First, although the teachers attended different teacher preparation programs in both the United States and Canada, the teachers collectively emphasized the need for more explicit coursework on how to teach reading to English learners during their teacher preparation programs, which they believed would have supported their teaching the most. Second, they emphasized that reading coursework should include a stronger focus on how to teach

young emergent readers who are also English learners, in particular. In addition, the teachers noted that their student teaching placements (e.g., teaching internships) should have provided more opportunities to teach reading and work with English learners in inclusive classroom settings. Finally, they believed that being required to learn another language during their teacher preparation program would have helped them better support their English learners and develop greater empathy and understanding of the language acquisition process.

In a more recent study of wider scope conducted in Texas, Adegbola (2022) further explored this topic in their article “Pre-Service Teachers’ Perceptions of Preparedness and Self-Efficacy in Instructing Students from Diverse Cultural and Linguistic Backgrounds.” Rather than focusing specifically on multilingual learners, Adegbola examined pre-service teachers’ perceptions of preparedness and self-efficacy in teaching students from culturally and linguistically diverse backgrounds by addressing three primary questions in their study: how pre-service teachers' perceived their ability to teach culturally and linguistically diverse students, the extent to which they believed their teacher education programs prepared them, and how their sense of self-efficacy impacted their instruction of culturally and linguistically diverse students.

The results of the mixed-methods study were positive, and they indicated that many teacher candidates self-reported that they felt prepared to teach culturally and linguistically diverse students, which they attributed to their teacher preparation programs. Adegbola (2022) found that most participants felt that meaningful field experiences (e.g., student teaching and experiential learning opportunities) and working with culturally and linguistically diverse students during their program was the most

beneficial (i.e., what they needed the most) in preparing them to instruct culturally and linguistically diverse students. In other words, most participants believed their teacher preparation programs adequately prepared them to teach diverse learners, and perhaps more important, they self-reported that they were *continually* exposed to the concept of culturally and linguistically responsive teaching throughout their teacher preparation programs, which helped them feel prepared to leverage and support students' linguistic needs and cultures when they entered the classroom.

While the results of this study were promising on a small scale, Adegbola (2022) recommended that “future research on multicultural awareness training on pre-service teachers' success toward their self-efficacy in instructing diverse students should be further explored” (p. 19). Furthermore, since different states have different state-level standards, Adegbola advocated for large-scale change in teacher preparation programs when discussing some implications of the study. Referencing Ferreira et al. (2015), Adegbola reiterated that in order to sustain long-term change in pre-service teacher preparation programs, “the programs must be mainstreamed so that all stakeholders interested in teacher education programs are willing to change and adapt to the demands of students, communities, and schools” (2022, p. 19). In other words, to create sustainable progress, teacher education programs must facilitate systematic change across the entire system.

Overall, the conclusions presented in the scholarship of Durgunoglu and Hughes (2010), Gomez and Diarrassouba (2014), Wissink and Starks (2019), and Adegbola (2022) directly align with the claims that all stakeholders play a role in supporting multilingual learners, and teacher preparation programs must work together to implement

sustainable changes that support multilingual learners in PreK-12 classrooms. There appears to be a strong connection between pre-service teachers' preparedness, self-efficacy, and cultural awareness in teaching culturally and linguistically diverse students, which provides implications for research that may further improve teacher education programs in preparing pre-service teachers to teach multilingual learners.

Linguistically Responsive Practices in General Education Teacher Preparation Programs

Next, I examine how some general education teacher preparation programs have prepared their teacher candidates to work with multilingual learners as well as the linguistically responsive practices and approaches that have helped pre-service teachers to feel more prepared. To begin, two empirical studies provide comprehensive research reviews on this topic: Mills et al. (2020) and Solano-Campos et al. (2020). In particular, Mills et al. (2020) examined how teacher education programs in the United States responded over the past two decades to calls for preparing pre-service teachers to teach multilingual learners while Solano-Campos et al. (2020) focused on whether teacher preparation programs that prepare pre-service teachers to work with multilingual learners attended to the linguistically responsive teaching framework. Together these studies reviewed the empirical literature on this topic from 2000–2018 and provide a foundational understanding of how teacher preparation programs have evolved in this area. In addition, more recent research studies, such as Adegbola (2022), de Jong (2019), Deng and Hayden (2021), Turgut and Adibelli-Sahin (2024), and Wood et al. (2018), highlight how various general education teacher preparation programs have developed

innovative approaches since 2018 to better equip teacher candidates to effectively teach multilingual learners.

Research That Reviews the Empirical Literature From 2000–2018

Two empirical articles explicitly conducted comprehensive reviews of two decades of research on how teacher preparation programs prepare general education teachers to teach multilingual learners. Each study synthesized the literature and identified notable thematic trends. First, Mills et al. (2020), in their article, “Research on Preparing Preservice Mainstream Teachers for Linguistically Diverse Classrooms,” discussed how teacher preparation programs in the United States have responded over the past two decades to calls for preparing pre-service teachers to teach multilingual learners with a specific focus on innovative practices. Mills et al. reviewed 29 research articles from 2000 to 2018 on this topic and argued that research on preparing general education teachers for linguistic diversity is a “historically situated social practice” (p. 35). In particular, the beginning of the 21st century was a period in which general education PreK-12 classrooms have become more linguistically diverse, and teacher education programs experimented with a variety of pedagogical practices to address this demographic growth, as a result.

In the 29 studies that Mills et al. (2020) analyzed, some of the innovative pedagogical practices discussed were general education teacher preparation courses with innovative pedagogies/strategies that focused on multilingual learners, courses/seminars with linked field experiences in schools/communities with multilingual learners, and cross-cultural immersion experiences. Some examples of pedagogies/strategies include experiencing comprehensible input demonstrations in other languages (i.e., showing pre-

service teachers how different levels of scaffolding can make the language accessible and comprehensible), digital pen pal exchanges with multilingual learners, tutoring on campus, and coursework that require pre-service lesson planning assignments to be scaffolded/differentiated for multilingual learners. Some examples of courses with linked field experiences include required observations of multilingual learners and English Language Development instructional practices in PreK-12 classrooms, tutoring in multilingual homes, and participating in mock parent-teacher conferences with adult English learners at a community center. Finally, some examples of cross-cultural immersion experiences include tutoring opportunities within immigrant communities and study abroad experiences that include observing, tutoring, and living with multilingual host families.

In addition to their discussion of the many ways in which teacher education programs address strategies for teaching multilingual learners, Mills et al. (2020) also highlighted an underlying sociocultural theme in the literature, which called attention to the issue that while the number of multilingual learners has increased over the last two decades, the teacher workforce has continued to be predominantly comprised of white, middle-class, monolingual English-speaking females. The researchers were particularly concerned that teachers are entering classrooms underprepared for multilingual learners, resulting in deficit-based mindsets, low expectations, and simplified approaches to teaching and learning of multilingual learners. These findings emphasize the need for teacher education programs to address this discrepancy in order to help teachers recognize and leverage the many rich linguistic resources and assets that multilingual learners bring to the classroom (i.e. addressing components of linguistically responsive

teaching) (Lucas & Villegas, 2011, 2013). Mills et al. emphasized that “despite having equity goals and ideas for preparing pre-service teachers to teach multilingual learners, the majority of the research available leaves unquestioned the power dynamics that sustain existing educational and social inequalities, thereby perpetuating the status quo” (p. 34). The findings by Mills et al. highlight the importance of rethinking teacher preparation in ways that directly confront systemic inequalities and better support the diverse needs of multilingual learners.

Mills et al. (2020) concluded by making three points. The first main point was that a major gap existed in the empirical literature on preparing pre-service general education classroom teachers for linguistically diverse classrooms. Specifically, Mills et al. argued that “we need more research that examines pedagogical interventions designed to give teacher candidates a clear understanding of the impact that social, political, and institutional factors have on teaching and learning” (p. 51). Second, despite the limitations of the studies, Mills et al. highlighted the unique ways in which teacher educators have responded over the past two decades to calls for preparing pre-service teachers to teach multilingual learners. Third, Mills et al. (2020) make their final point, which is that all stakeholders, including teacher educators and researchers, must become more conscious of how our own teaching and research practices “conserve and disrupt existing educational and social inequalities” (p. 52). Overall, while Mills et al. (2020) made a powerful argument for preparing all teachers to work with multilingual learners, their claim that less attention has been paid to how pre-service teachers become prepared to support sociocultural and sociolinguistic aspects of teaching multilingual learners is important.

Building on the concerns raised by Mills et al. (2020) regarding the limited attention to sociocultural and sociolinguistic components in teacher preparation, Solano-Campos et al. (2020) conducted a research review that specifically examined how teacher preparation programs engage with the linguistically responsive teaching framework. In their article titled “Linguistically Responsive Teaching in Preservice Teacher Education: A Review of the Literature Through the Lens of Cultural-Historical Activity Theory,” Solano-Campos et al. used cultural-historical activity theory (CHAT) to explore how the dimensions of the linguistically responsive teaching (LRT) framework are addressed in teacher education. In this context, LRT refers to Lucas and Villegas’ (2011 2013) framework, and Solano et al. focused on two components, in particular, which they deem in need of attention in teacher education: *sociocultural orientations* and *pedagogical knowledge and skills*.

According to Solano-Campos et al. (2020), citing Lucas and Villegas’ (2011, 2013), ‘sociocultural orientations’ includes three components: (1) sociolinguistic consciousness (i.e., an awareness that language and culture are deeply interconnected), (2) valuing linguistic diversity (i.e., recognizing and respecting students’ home languages and taking action to support them, and (3) advocacy for multilingual learners (i.e., actively working to improve their educational opportunities and promote asset-based practices) (p. 204). Likewise, Solano-Campos et al. defined ‘pedagogical knowledge and skills’ as linguistic approaches that span four dimensions, which include “strategies for learning about students’ background, understanding the five principles of second-language learning, identifying content-specific language demands, and strategies for scaffolding instruction” (p. 205). In addition, cultural-historical activity theory (CHAT)

refers to the perspective of understanding teacher education as a system in which dimensions of the linguistically responsive teaching framework are addressed.

Out of the 64 peer-reviewed articles, Solano-Campos et al. (2020) found that 36 of the studies focused on orientations, 12 focused on pedagogical knowledge and skills, and 16 focused on a combination of the two areas. Following an analysis of the data, Solano-Campos et al. discovered some underlying themes in the literature. To begin, the authors found that most teacher educators in the orientations group reported that “critical experiences” (such as targeted courses that focused on second language acquisition and/or teaching multilingual learners as well as field experiences working directly with multilingual learners) significantly impacted pre-service teachers’ beliefs about multilingual learners (p. 209). These results highlighted the advantages of making connections between second language acquisition theory/practice through coursework and clinical and field experiences. Studies in this group suggested that pre-service teachers must develop asset-based beliefs about multilingual learners before enacting specific pedagogical practices.

On the other hand, Solano-Campos et al. (2020) found that while most studies in the pedagogical knowledge and skills group made broad references to increasing pre-service teachers’ awareness of teaching and scaffolding strategies that support multilingual learners, unfortunately, they did not describe in detail how this new knowledge or awareness was developed. These results revealed another gap in the literature, which is a lack of detailed information about how teacher preparation programs prepare their teacher candidates to teach multilingual learners and/or what their specific learning outcomes are at the course or syllabus level. As a result, the authors stated that it

would be valuable to interview or survey program leaders of teacher preparation programs to better understand how their programs' curricula are specifically aligned to support this goal (i.e., linguistically responsive pedagogical knowledge and skills), which includes the strategies that they use and the successes that they have experienced.

Lastly, Solano-Campos et al. (2020) found that the remaining studies, which focused on a combination of both orientations and pedagogical knowledge and skills (such as innovative pen-pal programs, participatory action research projects, and designing activities for multilingual learners to complete at home through a traveling "family suitcase" project) exhibited positive outcomes in pre-service teachers' development to work with multilingual learners. Overall, the studies in the last group made a case for teacher preparation programs to take a comprehensive approach (i.e., embedding the content across the curriculum) when preparing pre-service teachers to work with multilingual learners.

Solano-Campos et al. (2020) concluded that their findings highlight the need for "program-wide coherence in teacher preparation and for comparative analysis examining teacher education across diverse policy contexts" (p. 203). Solano-Campos et al. argued that, based on the literature from the last two decades, there is a need to compare different pedagogies and experiences within teacher education programs to further explore how different experiences influence pre-service teachers' development.

Overall, the reviews by Mill et al. (2020) and Solano-Campos et al. (2020) show that while teacher preparation programs have taken steps to support pre-service teachers in working with multilingual learners, important gaps remain. Both studies highlighted the need for teacher preparation programs to focus on sociocultural and pedagogical

approaches. Mills et al. emphasized the mismatch between classroom diversity and teacher preparation while Solano-Campos et al. showed that many programs lack clear ways to develop specific teaching skills and beliefs. Together these reviews suggest that teacher education needs to be more consistent, intentional, and equity-focused in preparing future teachers to support multilingual learners.

Research That Highlights Linguistically Responsive Approaches From 2019–2024

Since 2019, additional research has supported the findings of Mills et al. (2020) and Solano-Campos et al. (2020) by emphasizing the importance of incorporating linguistically responsive practices in general education teacher preparation programs. In considering the research that has been done in this area since these reviews, it is important to highlight the work of Turgut and Adibelli-Sahin (2024), as their study has direct implications for teacher preparation programs and ties closely to my dissertation research questions. Other recent studies, including Adegbola (2022), de Jong (2019), and Deng and Hayden (2021), will be discussed in subsequent sections, as their findings align more closely with subsequent themes.

In their study titled “Exploring Linguistically Responsive Teaching with Preservice Teachers in a Course on Teaching English Learners,” Turgut and Adibelli-Sahin (2024) examined how linguistically responsive teaching principles were integrated into an undergraduate course designed to prepare pre-service teachers to teach English learners. The course was offered to students completing their bachelor’s degree in Special Education (B.S.) and/or in Elementary Education (B.A.) at a large public university in the southwestern United States. In particular, their qualitative study examined which elements of the linguistically responsive teaching framework (Lucas & Villegas, 2011)

were evident in the course and which components were perceived to be most influential in shaping the pre-service teachers' orientations, knowledge, and skills related to linguistically responsive instruction.

Based on their analysis, Turgut and Adibelli-Sahin (2024) found that all of the elements of Lucas and Villegas' (2011) linguistically responsive teaching framework, such as teacher orientations, knowledge, and skills, were effectively integrated into the course content and structure. While this outcome is to be expected given the course's specialized focus on teaching English learners, one particularly notable finding was that certain components of the course stood out to the pre-service teachers as especially being impactful and effective in strengthening their understanding and application of linguistically responsive teaching practices. For example, some course components that especially contributed to the pre-service teachers' *orientations* towards linguistically diverse students and linguistic diversity included: language sensitivity activities (e.g., experiencing a class/lesson in another language that incorporated comprehensible input strategies), being taught by an instructor who speaks another language, interviewing an English learner, having course readings and watching videos about English learners' experiences and challenges, participating in group discussions with linguistically diverse classmates (i.e., fellow multilingual pre-service teachers), and reading case studies and vignettes about English learners. In addition, some course components that especially contributed to pre-service teachers' *knowledge and skills* regarding English learners and teaching English learners included: course readings (that deepened their knowledge of linguistically responsive teaching), hands-on activities such as observing experienced teachers working with English learners (and reflecting on those observations), designing

lesson plans (with a small group) that incorporated strategies for teaching English learners and presenting them to the class, and assessing/analyzing case studies and vignettes about English learners.

Another interesting finding from Turgut and Adibelli-Sahin (2024) was that the pre-service teachers found the course content and activities to be most meaningful and effective when the instructor explicitly explained their purpose (such as the goals of learning about linguistically responsive teaching and the reasoning behind certain activities). This transparency (i.e., explicit explanations and connections) increased the pre-service teachers' engagement in the course and, as reflected in their journals, strengthened their motivation to adopt linguistically responsive practices in their future classrooms.

Finally, it is important to note one last significant finding. Before enrolling in the course on teaching English learners, all of the pre-service teachers in the study had taken a mandatory diversity course titled 'Valuing Cultural Diversity' as part of their teacher preparation program. The course addressed topics such as multicultural education, cultural awareness, and the implications of diversity for classroom practices. However, none of the pre-service teachers had taken coursework specifically focused on linguistics, second language acquisition, or teaching multilingual or English learners (prior to taking the course on teaching English learners). In their early reflections during the course on English learners, many pre-service teachers demonstrated deficit-oriented views of English learners despite having taken a diversity course. However, these views shifted over time. By the end of the course on teaching English learners, which incorporated all components of the linguistically responsive teaching framework, the pre-service teachers

not only demonstrated improved knowledge of instructional strategies for teaching English learners (e.g., scaffolding, differentiation, and assessment), but they also began to adopt more asset-based perspectives of English learners by showing greater understanding and fewer misconceptions about English learners and how to support them effectively.

Turgut and Adibelli-Sahin (2024) concluded that as a result of their positive findings, all pre-service teachers should complete a course on teaching English learners specifically. In summary, these findings suggest that incorporating linguistically responsive teaching principles into teacher preparation courses can effectively prepare pre-service teachers to meet the needs of linguistically diverse students.

Research That Calls on Teacher Preparation Programs to Re-Evaluate Their Curricula

The final theme that I discuss is the research surrounding calls for teacher preparation programs to re-evaluate their curricula in order to better prepare all pre-service teachers to teach multilingual learners. Several research studies have shown a need for general education teacher preparation programs to integrate coursework on second language acquisition and pedagogies related to Teaching English to Speakers of Other Languages into their curriculums. Research by de Jong (2019), Deng and Hayden (2021), Mills et al. (2020), Smolcic and Arends (2017), Solano-Campos (2020), Turgut and Adibelli-Sahin (2024), and Wood et al. (2018) stress the importance of equipping all future educators, not just language specialists, with the knowledge and skills necessary to teach multilingual learners, including English learners. Collectively, these studies emphasize a timely and pressing need for teacher preparation programs to adapt their

curricula in order to better prepare educators for culturally and linguistically diverse classrooms.

This need for curriculum reform has become even more urgent in light of two major shifts in the United States, as discussed in Chapter One. The first is the increasing demographic of multilingual learners in the United States. The second shift is the increase in, and awareness of, educational policies that mandate accountability, standards, and testing of English learners, as a result of the Every Student Succeeds Act of 2015. These changes have led to broader inclusion of English learners in general education classrooms, which in turn reinforces the need for all teachers, not only English Language Development teachers or language specialists, to be adequately prepared to support English learners in their classrooms.

This shift in expectations aligns with broader calls for systemic changes in the field of education. For example, Souto-Manning (2016) called for systemic changes nearly a decade ago by calling on educators to honor and build on the rich literacy practices of multilingual learners. Souto-Manning challenged deficit-based ideas and labels that disempower multilingual learners in the United States, and in doing so, cited Ladson-Billings' (1995) framework of culturally responsive teaching, which emphasizes the importance of high academic expectations, cultural competence, and critical consciousness. In this context, multilingual learners are entitled not only to equitable access to high-quality instruction, but also teachers who are prepared to implement both culturally *and* linguistically responsive practices. However, this work is not the responsibility of PreK-12 educators and administrators alone, but rather all stakeholders play a role, which includes teacher preparation programs that have a shared responsibility

in preparing pre-service teachers to reflect on their cultural competence and understanding of critical consciousness.

However, Smolcic and Arends (2017) highlighted that many teachers entering the workforce may lack intercultural experience, which can lead them to interpret cultural and/or linguistic diversity as an obstacle rather than as an asset. As a result, in their study titled “Building Teacher Interculturality: Student Partnerships in University Classrooms,” Smolcic and Arends described a collaborative initiative that they developed and implemented in their teacher preparation program to increase intercultural competence among their pre-service teachers. In this context, Smolcic and Arends used James’ (2008) definition of interculturality, which is defined as:

...a dynamic process by which people from different cultures interact to learn about and question their own and each other’s cultures. Over time this may lead to cultural change. It recognizes the inequalities at work in society and the need to overcome these. It is a process which requires mutual respect and acknowledges human rights. (p. 54)

Smolcic and Arends’ initiative involved pairing pre-service teachers from an undergraduate teacher preparation course with international students enrolled in an Intensive English course. Over an eight-week period, the pairs of students engaged in structured weekly meetings/discussions where they explored topics such as cultural adjustment, language learning experiences, and personal encounters with stereotyping and language bias. The pre-service teachers documented their reflections through weekly blog entries while the international students submitted brief reflection papers. These reflections were then discussed in class to facilitate deeper understanding and dialogue.

The study found that the partnership model increased cultural self-awareness among the pre-service teachers, and by interacting with peers from diverse linguistic and cultural backgrounds, the pre-service teachers were able to confront their own cultural assumptions and biases.

As a result, Smolcic and Arends (2017) concluded that such experiential learning opportunities, when combined with guided reflection, are essential in developing the intercultural competence necessary for effective teaching in diverse classrooms. They advocated for integrating similar intercultural experiences into all teacher preparation curricula to better equip future teachers to work with culturally and linguistically diverse students. Overall, they emphasize that intercultural competence should be actively developed through both personal interaction and academic learning and stress the importance of creating structured opportunities across all teacher preparation programs in order for pre-service teachers to engage with cultural and linguistic diversity in meaningful ways.

Expanding on the claim that teacher preparation programs should be comprehensive and systematic in their approach to preparing pre-service teachers, it is important to consider de Jong's (2019) recommendations for change. In a study titled "Expanding EAL [English as an Additional Language] Expertise: Taking a Multilingual Stance," de Jong states that "the disturbing reality in the United States is that mainstream teacher preparation for EAL [English as an Additional Language] students has not been approached systemically and varies greatly from state to state" (p. 7). In addition, De Jong reiterated what previous research has shown to be effective in preparing pre-service teachers to teach multilingual learners, citing the importance of field experiences and

hands-on learning opportunities to strengthen pre-service teachers' attitudes towards multilingual learners. De Jong highlighted some critical core elements (i.e., core teaching practices specific to teaching English learners) that teacher preparation programs should include in their curricula, such as:

...knowledge of second language acquisition, the role of culture in schooling, scaffolding strategies to provide comprehensible input (in English) and connecting to students' prior learning experiences, and strategies for supporting students' development of academic language proficiency (in English). Knowledge of the role of the students' home language in learning another language and the value of respecting students' home languages and cultures are often included to build awareness and (more) positive attitudes towards use of language other than English in the classroom. (p. 11).

Interestingly, although de Jong does not make the connection explicitly, these claims for change to teacher preparation programs align directly with Lucas and Villegas' linguistically responsive teaching framework (2011, 2013), as well as claims cited in the work of Turgut and Adibelli-Sahin (2024). Emphasizing that teachers who often identify as monolingual may not be comfortable with multilingual pedagogies, de Jong proposes that "without program-wide 'infusion' of English language learner-specific knowledge and skills, it is unlikely that pre-service candidates will be prepared to engage in practices that reflect a specific understanding of EAL [English as an Additional Language] students and their needs" (p. 8). De Jong's recommendations highlight the need for teacher preparation programs to embed linguistically responsive practices as essential components of coursework and field experiences.

As a result, de Jong (2019) argued that teacher preparation programs must take a ‘multilingual stance’ when preparing pre-service teachers to be culturally and linguistically responsive teachers and reject the idea of a ‘monolingual classroom status quo’ (i.e., the idea that general education classrooms are monolingual by default) (p. 10). In order to take a multilingual stance in preparing pre-service teachers to teach multilingual learners in a way that is equitable and asset-based, de Jong stated that “all teachers must... recognize students’ multilingual lived worlds and treat students’ linguistic and cultural experiences as assets rather than liabilities when making decisions about curriculum, pedagogy, and assessment” (de Jong, 2019, p. 10). While some multilingual pedagogies (e.g., bilingual books, cross-linguistic comparisons, background building, multilingual labels, inviting community members to share their languages and cultures) were cited, few previous studies have focused on or documented general education PreK-12 pre-service teachers. As a result, de Jong suggested that many of these multilingual pedagogies can be introduced and transferred into teacher preparation programs through modeling and practice. Likewise, de Jong also recommended encouraging pre-service teachers to build their linguistic repertoire and language proficiency to encourage translanguaging (i.e., using multiple languages) in general education classrooms. In addition to encouraging students to use their home languages in the classroom, other beneficial activities may include “reading (auto)biographies of bilingual adults and children, encouraging readings in languages other than English, studying a language through different means (e.g., technology, in-person tutoring) and conducting cross-linguistic comparisons, and micro-teaching activities that require students to include multilingual pedagogies” (p. 12). By advocating for a multilingual

stance, de Jong highlights the importance of modeling and practicing multilingual pedagogies in teacher education as a way to move beyond monolingual norms and better support multilingual learners.

To conclude, de Jong (2019) emphasized that “the development of a multilingual stance in mainstream candidates is imperative” (p. 13), and it can be summarized with a quotation by Cummins et al. (2005): “It is hard to argue that we are teaching the whole child when school policy dictates that students leave their language and culture at the schoolhouse door” (p. 38). In summary, de Jong’s recommendations for change (to teacher preparation programs) align with the recommendations and best practices of Lucas and Villegas’ linguistically responsive teaching theory (2011, 2013).

Another research study that followed in the footsteps of Lucas and Villegas (2013) and de Jong (2019) and reiterated many similar conclusions is Deng and Hayden’s (2021) study titled “How Preservice Teachers Begin to Develop Equitable Visions for Teaching Multilingual Learners.” Deng and Hayden made the claim that it is essential that pre-service teachers are prepared to teach multilingual learners in equitable, effective ways, and to do so, pre-service teachers must first develop an awareness of their beliefs about multilingualism and multilingual learners in the classroom. As such, Deng and Hayden based their study on the frameworks of historically situated social practice and translanguaging pedagogy. Historically situated social practice, developed by Cochran-Smith et al. (2015), asserts that human beings and how we function cannot be isolated from historical and social contexts (Cochran-Smith et al., 2015). In other words, teacher education and research on teacher preparation must lay a strong foundation that acknowledges the inequities in our schools and society at large. On the other hand,

translanguaging pedagogy emphasizes the value of multilingualism for learning and encourages multilingual learners to employ their full linguistic repertoire in the classroom. Therefore, from a translanguaging perspective, proficiency and use of one's home language are valued and viewed as assets, which should be utilized to promote learning. Successful teachers of multilingual learners are those who recognize the strengths of multilingual learners and leverage their home language proficiency in order to advance learning across all content areas.

The results of Deng and Hayden's (2021) research showed that pre-service teachers' beliefs were positive about working with multilingual learners. However, they also showed somewhat contradictory results regarding whether pre-service teachers' beliefs about multilingual learners might be based on their background and experiences and whether they were pursuing an English Language Development or English as a Second Language endorsement or second language proficiency. Interestingly, unlike what Adegbola (2022) argued, pre-service teachers' beliefs were not influenced by their experiences tutoring multilingual learners or by taking courses that may have covered the topic of teaching multilingual students.

Deng and Hayden (2021) concluded by calling on all teacher education programs to re-examine their teacher preparation curriculum to better prepare pre-service teachers to work with multilingual learners. They recommend the following:

If we want future teachers to develop visions of themselves as teachers of multilingual learners, it is critical that teacher education programs provide relevant training experiences for working effectively with multilingual learners. It

is not enough to assume that [pre-service teachers] will indirectly receive training of sufficient depth to prepare them for this work. (p. 418)

This call to action, which emphasizes that every teacher has a role in supporting language development, reinforces the need for intentional, focused preparation that ensures that all pre-service teachers are equipped to meet the academic and linguistic needs of multilingual learners.

Finally, the work of Turgut and Adibelli-Sahin (2024), discussed earlier in this literature review, makes a strong argument for incorporating coursework and hands-on learning experiences related to teaching English learners into all general education teacher preparation programs. While many researchers have had positive outcomes incorporating various topics and activities into their pre-service coursework, Turgut and Adibelli-Sahin made the argument that even one required course on teaching English learners, which incorporates all seven components of the linguistically responsive framework into its curriculum, can have significant positive effects on preparing teacher candidates to teach English learners. They concluded:

If we expect PSTs [pre-service teachers] to provide equitable and inclusive learning opportunities for culturally and linguistically diverse students, teacher education programmes need to re-evaluate their curricula and incorporate specific courses focused on EL [English learner] education to develop PSTs [pre-service teachers] as linguistically responsive educators. Unfortunately, in the U.S., only less than 20% of preservice programmes require coursework on EL [English learner] education. We hope that our findings will encourage teacher education programmes to include specific courses on the education of ELs [English

learners]. Given the increase in the number of ELs [English learners] in the mainstream classrooms, all PSTs [pre-service teachers], not only ESL [English as a Second Language] or bilingual specialists, should be well-prepared to work effectively with ELs [English learners] just as they are prepared to teach fluent English speaking students in their classrooms. (p. 2695)

Their findings highlight the urgent need for teacher preparation programs to require dedicated coursework on English learner education so that all pre-service teachers, not just language specialists, are prepared to teach multilingual learners effectively.

Overall, these studies highlight both the gaps and possibilities in preparing general education teacher candidates to support multilingual learners. While researchers such as de Jong (2019), Deng and Hayden (2021), and Turgut and Adibelli-Sahin (2024) offer concrete recommendations for change (e.g., adopting a multilingual stance, incorporating translanguaging practices, and requiring dedicated coursework on English learner education), the field is still evolving. Nonetheless, given the growing population of multilingual learners, these findings make a compelling case for program-wide commitments to linguistically responsive teacher education.

Conclusion

In conclusion, this literature review identified five themes that emphasized the importance of linguistically responsive teaching and the role that general education teacher preparation programs play in preparing teacher candidates to effectively support multilingual learners, including English learners. The research consistently shows that all teachers, not just language specialists, must develop the orientations, knowledge, and skills necessary to teach in linguistically diverse classrooms. As linguistic diversity

continues to grow in the United States, and educational standards and state policies evolve, teacher preparation programs must also continue to adapt to meet the needs of all learners.

Nevertheless, despite growing recognition of this need, there remains a gap in the literature regarding how general education teacher preparation programs specifically prepare pre-service teachers for this work (Mills et al., 2020). While existing studies highlight the importance of general awareness and preparedness, they provide limited details about specific program strategies, curricular decisions, and learning outcomes at the course or syllabus level (Solano-Campos et al., 2020). As a result, scholars (e.g., Adegbola, 2022; Mills et al., 2020; Solano-Campos et al., 2020; Turgut & Adibelli-Sahin, 2024) have called for further research that examines how general education teacher preparation programs align their curricula and practices with the goals of linguistically responsive teaching. Responding to this call, my study examines how undergraduate elementary education teacher preparation programs in Michigan align their curricula with the revised *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b). These revised state standards emphasize that all elementary education teacher preparation providers must prepare teacher candidates to support multilingual learners, including English learners, across all content areas. While this study is situated within a single state context, it contributes to the broader literature by describing concrete examples of how some teacher preparation programs have interpreted and implemented linguistically responsive teaching practices through the lens

of updated state-level policy. In doing so, it helps bridge the gap between theory, policy, and practice in teacher education for linguistically diverse classrooms.

CHAPTER THREE

METHODS

Overview

In 2020, the Michigan Department of Education (MDE) revised its *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b). These revisions, along with newly introduced Professional Standards, emphasized the importance of equipping all elementary education teacher candidates in Michigan to support multilingual learners, including English learners, across all content areas. As a result, elementary education teacher preparation programs are now required to ensure that teacher candidates develop the knowledge and skills necessary to meet the needs of multilingual learners by integrating language development into content instruction.

While five years have passed since the revised standards were introduced, elementary education teacher preparation programs have implemented them in a variety of ways, and best practices for preparing general education elementary teachers to support multilingual learners continue to evolve. Given that the first cohorts of undergraduate teacher candidates trained under these standards have only just recently graduated, it is a timely moment to explore how various programs have responded to these changes.

This study addressed a gap in the literature by examining how undergraduate elementary education teacher preparation programs in Michigan, an increasingly linguistically diverse state, have adapted their curricula in response to the revised state standards. Specifically, it explores and describes how programs are preparing their

undergraduate elementary education teacher candidates to support multilingual learners in linguistically responsive ways.

I conducted an exploratory, descriptive case study for my dissertation to explore the following research question: *How have different undergraduate elementary education teacher preparation programs in the state of Michigan aligned their curricula in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners?* To address this question, I framed the study with the following sub-questions:

- What strategies have Michigan's undergraduate elementary education teacher preparation programs implemented, and what challenges and successes have they experienced in preparing teacher candidates to teach multilingual learners?
- In what ways do these efforts reflect linguistically responsive teaching practices?
- In what ways do publicly available documents from selected undergraduate elementary education teacher preparation programs in Michigan demonstrate how these programs prepare teacher candidates to teach multilingual learners in response to state standards?

This research examined how some undergraduate elementary education teacher preparation programs in Michigan have structured their curricula and instructional methods in relation to state standards for preparing teacher candidates to teach multilingual learners, including English learners. In particular, this research explored how these programs support teacher candidates in developing linguistically responsive teaching practices.

By grounding the study in information provided by the Michigan Department of Education, surveying elementary education teacher preparation program leaders, and analyzing publicly available documents from selected institutions, this study examined how some undergraduate elementary education teacher preparation programs have addressed the growing need for all educators to support multilingual learners. The goal was to highlight how these teacher preparation programs align with state standards and to share effective strategies and practical insights that other teacher preparation programs can use to better prepare future teachers of multilingual learners.

Research Design

To examine the research questions, I used an exploratory, descriptive mixed methods case study design. This approach was well-suited to the study's purpose for several reasons, which I will discuss in detail below. Specifically, it provided the flexibility to explore a relatively new and underexamined area of teacher preparation within its historical context, as well as the structure needed to describe emerging teaching practices in this area.

Description of the Case

While different researchers have defined case study research in a variety of ways, it is commonly described as a detailed examination of a specific and delimited subject ("the case"), such as a person, group, event, situation, organization, or situation within its real-life context (Creswell & Guetterman, 2019).

As such, my defined case consisted of undergraduate elementary education teacher preparation programs in the state of Michigan. It included all accredited elementary education providers listed in the Michigan Department of Education

Directory of Educator Preparation Providers and Programs (Michigan Department of Education, n.d.) that offer a ‘traditional route’ pathway for initial elementary education teacher certification in both the lower elementary education and upper elementary education categories. According to the Michigan Department of Education, this pathway includes a structured teacher preparation program featuring coursework in pedagogy, child development, classroom management, and a supervised student teaching experience. Because of my inclusion criteria, my defined case excluded several programs. Specifically, I did not include programs that do not offer a general education elementary education degree, such as those limited to subject-specific areas like art education. I also excluded graduate-level programs, certification or endorsement add-on programs, providers classified as ‘alternative route’ programs¹⁵ for initial teacher certification, and one program currently in the process of re-establishing Council for the Accreditation of Educator Preparation (CAEP) certification. In total, 27 programs met the inclusion criteria.

In order to address my questions concerning how Michigan’s undergraduate elementary education teacher preparation programs have responded to state standards related to supporting multilingual learners, I first gathered background information from the Michigan Department of Education to provide contextual background for the study. I then surveyed program leaders (such as program coordinators/directors, department chairs, and faculty) from elementary education teacher preparation programs across the

¹⁵ According to the Michigan Department of Education, the alternative route pathway is designed for individuals who already possess a bachelor’s degree and wish to transition into teaching. This route allows teacher candidates to work as teachers while completing certification requirements, often through expedited programs that include coursework and field-based experiences.

state that met the inclusion criteria. In order to address my second and third sub-questions related to how selected programs prepare teacher candidates to teach multilingual learners in a linguistically responsive manner, I analyzed publicly available materials within the case from three selected undergraduate elementary education teacher preparation programs. I chose these three programs because they reported the highest levels of teacher candidate preparedness to teach English learners (within the “Meeting Students’ Needs” domain) according to the 2023–2024 *Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report* (n.d.). In addition, what distinguishes these programs further is that each program has implemented a distinct and innovative strategy for preparing teacher candidates to work with multilingual learners.

Case Study Methodology

Since the purpose of this study was to examine how undergraduate elementary education teacher preparation programs in Michigan have responded to the 2020 revised state standards for the preparation of teachers, a case study methodology was particularly appropriate because of its ability to support complex, context-dependent research questions.

According to Baxter and Jack (2008), citing Yin (2003), researchers should use the case study approach when:

- (a) the focus of the study is to answer “how” and “why” questions; (b) you cannot manipulate the behavior of those involved in the study; (c) you want to cover contextual conditions because you believe they are relevant to the phenomenon

under study; or (d) the boundaries are not clear between the phenomenon and context. (p. 545)

Furthermore, according to Merriam (1988, 1998), Stake (1995), and Yin (1994a), there are several key characteristics of a case study in that they are bounded, holistic, particularistic, and contextual.

In this context, the term ‘bounded’ refers to how the study is clearly defined or limited in scope, as it focuses on a specific case or object of study, which could be an individual, a group, an organization, an event, a process, or a phenomenon. It also indicates that the case has clear inclusive parameters and exclusive boundaries (Smith, 1974; Stake, 1995). Next, according to Stake (1995) and Merriam (1998), a case study should be holistic. In this context, the term ‘holistic’ in case study research means examining the entire system or phenomenon rather than focusing on isolated components. Another important characteristic of a case study is that it should be particularistic in its approach (Stake, 1995; Merriam, 1998). In this context, ‘particularistic’ means that a case study should focus “on the specific rather than the general” (Savin-Baden, 2013, p. 154). Finally, a key characteristic of a case study is that it should be explored within its real-life context or be ‘contextual.’ According to Savin-Baden and Major (2013), a case study should be contextual because it is essential to account for the context of the study, “whether [it is] historical, political, cultural, or otherwise, in order to fully understand the case” (p. 154). Yin (1994a) highlights the contextual nature of case studies when formally defining case studies by stating that “a case study is an empirical inquiry that investigates a contemporary phenomenon in its real-life context, especially when the boundaries between the phenomenon and the context are not clearly evident” (p. 13).

In summary, the characteristics of case study research align with the purpose and structure of this study, which examined how undergraduate elementary teacher preparation programs in Michigan have responded to revised state standards. The study was bounded by its focus on a finite set of undergraduate elementary education teacher preparation programs in Michigan. It was holistic in that it examined multiple data sources to understand how different components of each program (e.g., curriculum design, instructional strategies, leadership perspectives, and institutional policies) work together to support teacher candidate preparation. The study was particularistic in its focus on the particular conditions present in Michigan (as an increasingly linguistically diverse state with recently revised teacher preparation standards). Finally, it was contextual in that the findings were understood within the context of recent changes made to Michigan's teacher preparation standards and how they align with linguistically responsive teaching practices.

Exploratory and Descriptive Case Study Methodology

Although there are many types of case study research, I used a design that was both exploratory and descriptive. While these two types of case study share many characteristics (e.g., bounded, holistic, particularistic, contextual), there are several distinctions between exploratory and descriptive methodologies as well as many benefits of combining the two approaches.

For example, according to Yin (1978, 1994a), researchers who conduct exploratory case studies often begin with preliminary fieldwork and data collection before defining their research questions. This methodology is used to explore a phenomenon in order to understand it better, which often serves as a precursor or lays the

groundwork for future research. Exploratory case studies are particularly suited for situations in which there is little or no prior knowledge or theory about a topic or when “the intervention being evaluated has no clear, single set of outcomes” (Baxter & Jack, 2008, p. 548). In addition, another advantage is that exploratory case studies might be particularly valuable when researchers face challenges in selecting cases. As noted by Savin-Baden and Major (2013), researchers can first examine a population to identify cases most likely to provide meaningful data. This initial exploration also helps researchers to better understand the complexity of the case(s) before formal data collection begins. Likewise, this approach may be conducted for independent exploration (i.e., exploration for exploration’s sake) or as part of an initial phase of a larger study.

On the other hand, as described by Yin (1978, 1994), the purpose of a descriptive case study is to provide a detailed and comprehensive account of a phenomenon within its real-world context. In addition, descriptive case studies set out to describe what is happening in a particular case rather than develop new hypotheses or questions. As a result, descriptive case studies focus on presenting a well-defined and detailed picture of the phenomenon, which often relies on existing frameworks or theories to guide the research.

For these reasons, I selected a two-part case study approach that was both exploratory and descriptive. The exploratory phase began with an analysis of publicly available data from the latest 2023–2024 *Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report* (n.d.). In particular, I examined how teacher candidates, mentor teachers, and faculty perceived teacher candidates’ preparedness to teach English learners (within the “Meeting Students’ Needs” domain) at

both the statewide level and within individual teacher preparation programs. The data revealed a notable statewide gap in teacher candidate preparedness to teach English learners. However, despite this overall finding, some programs reported high levels of teacher candidate preparedness in this area. To better understand this result, I conducted a preliminary review of programs that reported higher-than-average levels of teacher candidate preparedness. Specifically, I examined publicly available materials such as plans of study, course offerings, curriculum design, and program requirements. This analysis revealed substantial variation in curricula across programs. Interestingly, the three programs with the highest levels of teacher candidate preparedness to teach English learners had each implemented a unique and innovative approach that aligned with the revised 2020 teacher preparation standards. These initial findings provided a clear rationale for the study, helped refine my research questions, informed my choice of methodological approach, and, just as importantly, allowed me to contextualize the findings from the next phase of the study.

Building on this foundation, the descriptive phase of the study involved a more in-depth investigation of my research questions through three data sources: background information gathered from the Michigan Department of Education, survey responses from elementary education teacher preparation leaders, and document analysis from three selected institutions that reported the highest levels of teacher candidate preparedness to teach English learners. During this phase, I explored how undergraduate elementary education teacher preparation programs across Michigan have responded to the revised standards as well as the curricular strategies, challenges, and innovative practices that emerged in preparing teacher candidates to teach multilingual learners. I also examined

how these efforts reflect linguistically responsive teaching practices (Lucas & Villegas, 2011, 2013).

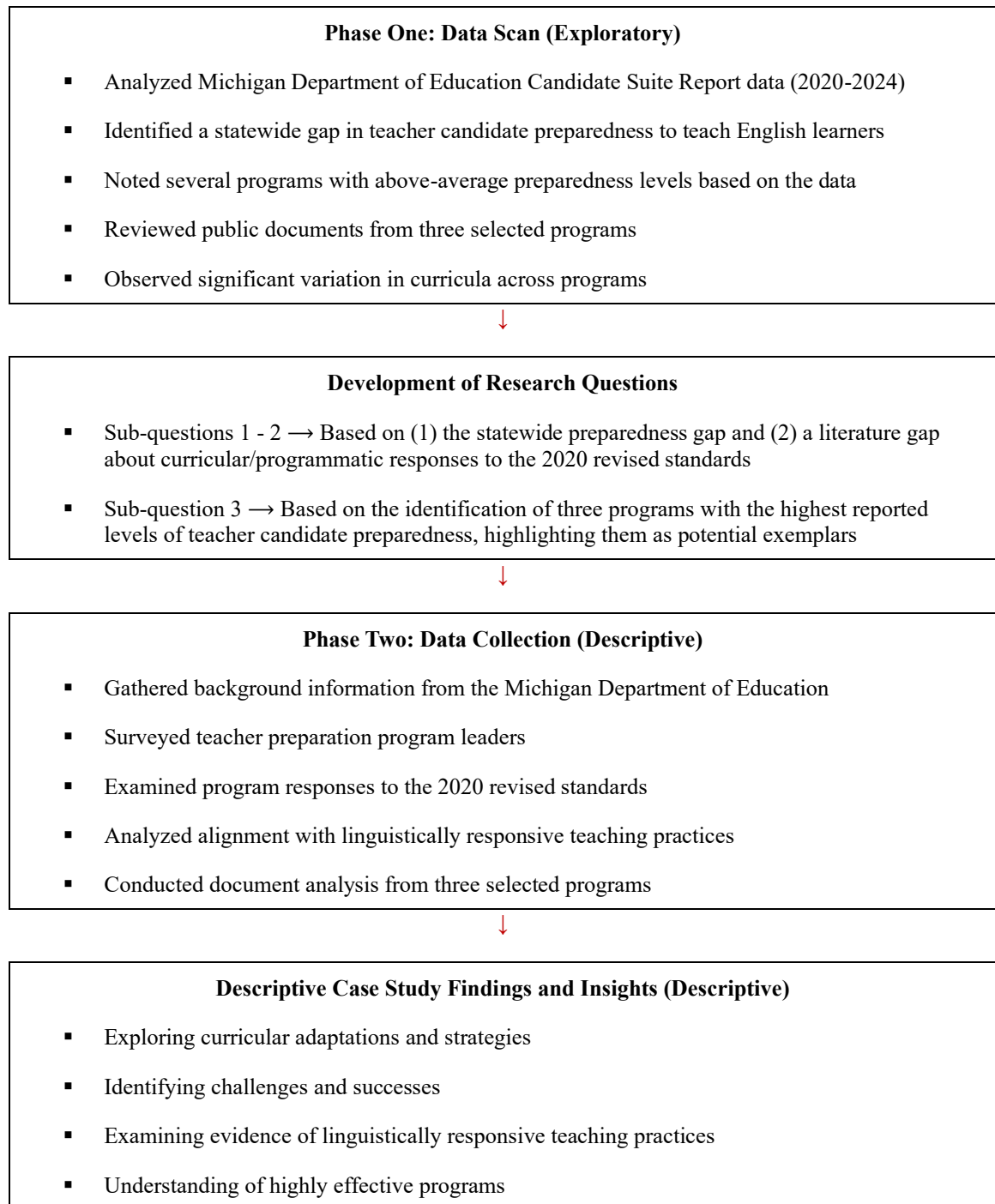
Overall, this two-part design (which was both exploratory and descriptive) allowed me to first explore broader patterns initially and then closely examine how specific undergraduate elementary teacher preparation programs have adapted their curricula in order to prepare teacher candidates to support multilingual learners in a linguistically responsive manner in light of the 2020 revised teacher preparation standards.

Conceptual Map

The conceptual map in Figure 3.1 illustrates the overall organization of the study and the sequential structure of its two-phase design. In particular, it demonstrates the linear exploratory and descriptive phases and the ways in which the findings from the exploratory phase informed both the development of the research sub-questions and the analysis conducted during the descriptive phase.

Figure 3.1

Conceptual Map



Likewise, Table 3.1 illustrates how each research question was informed by either a statewide data gap (i.e., a gap in the literature) or preliminary exploratory findings. In particular, it shows the phase of the study (e.g., exploratory, descriptive, or both) in which each question was investigated.

Table 3.1

Alignment of Research Questions with Study Rationale and Methodological Phases

Research Question	Grounded in...	Case Study Phase
1. Curricular alignment to state standards	Statewide data gap	Descriptive
2. Strategies, challenges, and successes	Statewide data gap	Descriptive
3. Reflection of linguistically responsive practices	Statewide data gap and exploratory phase (exemplars)	Descriptive
4. Documented practices in three high-outcome programs	Exploratory phase (exemplars)	Exploratory and Descriptive (focused case within the broader study)

Participants

I surveyed program leaders from 27 accredited institutions in Michigan that offer a traditional undergraduate pathway to elementary education certification, as listed in the Michigan Department of Education Directory of Educator Preparation Providers and Programs (Michigan Department of Education, n.d.). Of those 27 programs, 18 individuals responded to the survey. The 18 participants included program coordinators, directors, education deans, department chairs, and faculty members. Each participant held a leadership role in an undergraduate elementary education teacher preparation program in Michigan and/or had direct knowledge of how their program's curriculum aligns with the Michigan Department of Education's revised 2020 *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the*

Preparation of Teachers of Upper Elementary (3-6) Education (2020b), as well as the newly introduced Professional Standards.

Data Collection Instruments

Michigan Department of Education Perception Survey

As part of the first phase of the study, I analyzed publicly available perception survey data from the Michigan Department of Education. Each year, the Michigan Department of Education (MDE) administers a statewide perception survey that gathers feedback on teacher preparation programs by surveying three groups: teacher candidates nearing program completion, the cooperating teachers who mentored them, and faculty supervisors from their teacher preparation programs. This survey is designed to assess the effectiveness of teacher preparation programs across several domains and to support both the Michigan Department of Education and individual institutions in identifying “areas of focus for continuous improvement” (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.). Within the “Statewide Preparation Satisfaction” domain, the survey evaluates the following items: clinical experiences and program preparation, diverse opportunities, impact, instructional strategies and assessment, meeting students’ needs, professional awareness, professionalism, program partner strength, and technology. Within the “Meeting Students’ Needs” category, the survey includes ten targeted indicators assessing teacher candidates’ preparedness to:

- Build respectful relationships with every student
- Communicate effectively with families/caregivers to promote individual student growth

- Connect learning experiences to a variety of backgrounds and each individual's learning abilities and needs
- Support English learners
- Support high performing students
- Support low performing students
- Recognize individuals' potential as demonstrated by setting high expectations for each student
- Support students from culturally diverse backgrounds
- Support students with special needs or disabilities
- Support all students' socioemotional development

(Michigan Department of Education OEE Educator Workforce Data Report, n.d.)

This data source was used during the exploratory phase of the study. It is particularly relevant because it directly assesses teacher candidates' preparedness to teach English learners, which is the central focus of this research. Additionally, in March 2025, the Michigan Department of Education introduced a new dropdown filter to its online data reporting tool, which allows users to disaggregate the survey results by institution and by specific indicators. This feature made it possible for me to examine institutional-level trends in the English learner preparedness category and identify programs with higher-than-average performance in this area, which provided an important source of comparative data for later stages of the study.

Program Leader Survey

In the second phase of the study, I developed and administered a Qualtrics survey to program leaders in undergraduate elementary education teacher preparation programs

across Michigan to address my first and second sub-questions. The goal of the survey was to better understand how these programs have aligned their curricula in response to the 2020 revised state standards for preparing teacher candidates to support multilingual learners (e.g., English learners). The survey began with a consent statement and a screening question to confirm the participants' professional eligibility. The body of the survey was divided into three sections, and each section focused on a distinct sub-topic related to program design and instructional practices (see Appendix D).

The first part of the survey included three short-answer questions that asked respondents about how their specific program prepares teacher candidates to work with multilingual learners. The three questions were:

- Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), how does your undergraduate elementary education teacher preparation program equip teacher candidates to effectively teach multilingual learners, including English learners? Please provide specific examples, such as required coursework, defined learning outcomes, practical learning opportunities (e.g., assignments, projects), and clinical or field experiences.
- Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what challenges has your program faced in updating its curriculum or program in relation to preparing teacher candidates to effectively teach multilingual learners, including English learners?
- Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what successful or innovative practices

has your program implemented to prepare teacher candidates to work effectively with multilingual learners?

The second section of the survey focused on the guidance, resources, and support that each undergraduate elementary education teacher preparation program received (e.g., from the Michigan Department of Education or additional sources) to help them align their program with the 2020 revisions to the teacher preparation standards as they relate to preparing teaching candidates to support multilingual learners. This section included three open-ended questions asking about the guidance, resources, or support the respondents' programs had received or would like to receive, along with one matrix-style question. For the matrix-style question, respondents rated how likely their program would be to use various types of support (such as sample syllabi, a centralized repository of instructional resources, guidelines/exemplars, professional development, technical assistance, or funding) if these supports were offered or made more available by the Michigan Department of Education. Their responses were recorded on a five-point Likert scale ranging from 'very unlikely' to 'very likely.' I also provided an 'Other' option, but it was not used by any participants.

The third section examined how each program equips teacher candidates with the orientations, pedagogical knowledge, and skills needed to teach multilingual learners, including English learners. This section was grounded in the theoretical framework of linguistically responsive teaching (Lucas & Villegas, 2011, 2013) and included items aligned with its seven core tenets (previously discussed in Chapters 1 and 2). In total, this section of the survey covered 28 items (with 3-5 items corresponding to each component of linguistically responsive teaching). Each item presented a descriptive statement (e.g.,

“Our program prepares teacher candidates to use extralinguistic supports such as visuals, realia, and graphic organizers to assist English learners”). The survey respondents were asked to indicate the degree to which the item/practice is included in their program using a Likert-style scale with the following response options: not at all (no emphasis), to a small extent (minimal emphasis), to a moderate extent (some emphasis), to a great extent (strong emphasis), to a very great extent (very strong emphasis), and ‘not applicable.’ I also provided an ‘Other’ option, but it was not used by any participants.

Program Document Analysis

In order to address my second and third sub-questions related to how selected programs prepare teacher candidates to teach multilingual learners in a linguistically responsive manner, I analyzed publicly available documents from three undergraduate elementary education teacher preparation programs. These programs were selected based on their high reported levels of teacher candidate preparedness to teach English learners, as indicated in the 2023-2024 *Michigan Department of Education Candidate Suite Report* data (specifically within the “Meeting Students’ Needs domain) (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.). As data sources, I reviewed institutional websites and a range of publicly accessible materials including mission statements, plans of study, program handbooks, course descriptions, and clinical experience requirements. In one case, faculty at a selected institution had also published an article describing how they revised their program to help teacher candidates develop and apply pedagogical content knowledge to support multilingual learners. Collectively, these materials served as the primary instrument for identifying program structures,

strategies, and curricular content related to preparing teacher candidates to support multilingual learners in a linguistically responsive manner.

Data Collection Procedures

Michigan Department of Education Perception Survey Data Procedures

I began the first phase of data collection by reviewing the statewide aggregate results from the 2023–2024 *Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report* (n.d.). I focused specifically on the indicator measuring teacher candidates’ preparedness to teach English learners located within the “Meeting Students’ Needs” domain. Using the dropdown filtering tool released by the Michigan Department of Education in March 2025, I disaggregated the data by institution and by respondent group (i.e., teacher candidates, mentor teachers, and supervising faculty). Although the Michigan Department of Education provided data for 28 teacher preparation programs, my analysis included only 27 programs. One program was excluded because it did not offer a general education pathway, which was an inclusion criterion for this study.

Although the Michigan Department of Education Candidate Suite data source is primarily intended to support continuous improvement and is not designed for direct comparisons between institutions, I examined the data at the institutional level as a way to explore potential differences in how teacher preparation programs support teacher candidates in learning to teach English learners. By disaggregating the data in this way, I identified variation across institutions in teacher candidate ratings related to meeting English learners’ needs. To protect confidentiality and minimize the risk attributing

specific outcomes to individual programs, all institutional data were de-identified prior to the analysis.

I then exported the disaggregated data results and created a comparative chart using Microsoft Excel to organize and visualize the range of reported preparedness levels across institutions and respondent groups for the English learner indicator. While the Michigan Department of Education data is not intended for ranking purposes, I used this comparative analysis to identify whether any patterns emerged across institutional types (e.g., public vs. private, large vs. small). However, no patterns were identified across these categories. Instead, I used the data to identify the highest-rated public institutions in this area. Subsequently, I reviewed the websites and publicly available materials from these institutions and found that the three programs with the highest reported levels of preparedness had each implemented a distinct and innovative approach to preparing teacher candidates to teach multilingual learners, which informed the next phase of the study.

Program Leader Survey Recruitment and Procedures

To begin the survey data collection process, I first compiled a list of state-approved elementary education teacher preparation programs in Michigan. This information came from the Michigan Department of Education Directory of Educator Preparation Providers and Programs (Michigan Department of Education, n.d.), which lists all accredited teacher preparation programs offering elementary education teacher certification in both the lower elementary education and upper elementary education categories. I then applied a set of inclusion and exclusion criteria to refine the list. Specifically, I excluded programs if they did not offer a general education elementary

education degree (e.g., programs offering only art-specific teacher education), or if they were graduate-level programs, certification or endorsement add-on programs, or classified as ‘alternative route’ programs for initial teacher certification. Based on these criteria, my final list consisted of 27 eligible undergraduate elementary education teacher preparation programs in Michigan.

The Michigan Department of Education Directory of Educator Preparation Providers and Programs (Michigan Department of Education, n.d.) included direct links to each institution’s homepage, which I used to locate the corresponding undergraduate elementary education teacher preparation program websites. From each site, I navigated to the education faculty page, identified the individual(s) listed as the program leader(s), and recorded their name(s), role(s), and email address(es) in a password-protected Microsoft Excel spreadsheet. This spreadsheet was accessible only to me and deleted once the survey closed.

I made initial contact with potential participants via email using the blind carbon copy (BCC) function to maintain confidentiality. I sent the IRB-approved recruitment email directly to the professional email addresses of potential participants. The email included an explanation of the study, an emphasis on the voluntary nature of participation, a link to the online Qualtrics survey, and a description of the estimated completion time of approximately 15 minutes. The email also included contact information for both me and my faculty advisor for questions or concerns. To maximize participation, I also utilized snowball sampling by asking recipients to forward the email to other colleagues, program leaders, or faculty members who might be better positioned or suited to answer all or part of the survey questions. This snowball sampling approach

was helpful in cases where curricular knowledge was distributed across multiple roles within a program.

Before beginning the survey, participants read an IRB-approved consent form on the first page of the Qualtrics survey and were required to indicate their consent in order to proceed to the survey questions. To ensure that only eligible individuals completed the survey, I also included a pre-screening question immediately after the consent form asking whether the respondent held a leadership or faculty role in a Michigan-based elementary education teacher preparation program and had knowledge of the curriculum. Respondents who did not meet the criteria were automatically redirected to the end of the survey.

The survey included a combination of closed and open-ended questions organized into three thematic sections aligned with the research questions (see Appendix D). It was administered via Qualtrics and remained open from June 9, 2025 to July 9, 2025. During that time, I sent four follow-up reminder emails to all invited participants to encourage participation. The data collected through this survey were used to address my first three research questions and will be discussed in detail in the analysis section.

Program Document Analysis Procedures

In order to address my second and third sub-questions, I conducted a qualitative document analysis of three undergraduate elementary education teacher preparation programs that reported the highest levels of teacher candidate preparedness to teach English learners according to the 2023–2024 *Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report* (n.d.). After identifying these programs, I systematically collected a range of publicly available documents from each

institution's website, which included mission statements, plans of study, program handbooks, course descriptions, and clinical experience requirements. I also included one peer-reviewed article written by faculty at one of the selected institutions, which described their efforts to prepare teacher candidates to teach multilingual learners. All collected documents were either downloaded (when available) or copied and pasted into Microsoft Word documents. Each file was labeled and organized by institution and then stored in a secure, password-protected digital folder.

Data Analysis

Program Leader Survey Analysis

To analyze the survey data, which collected both qualitative and quantitative data, I used a combination of thematic analysis and descriptive statistical analysis. For the open-ended questions in section 1 and section 2, I conducted thematic analysis to identify recurring ideas, practices, challenges, and innovative strategies described by participants. I first exported the responses from Qualtrics into a Microsoft Word document for easier review. Then, I used a combination of deductive and inductive coding. Deductive codes were based on the seven components of the linguistically responsive teaching framework and the revised 2020 Michigan teacher preparation standards. Inductive codes emerged through close reading of the data and reflected shared themes that were not predetermined. For the closed Likert-style items in section 2 and section 3 of the survey, I used the Qualtrics' built-in data analysis tools to generate summary statistics, which included frequency distributions, means, and standard deviations. These descriptive statistics showed the extent to which various practices and supports were present across programs and to identify patterns across the seven components of the linguistically

responsive teaching framework (Lucas & Villegas, 2011, 2013). In reporting these results, the unused ‘Other’ option was not included in the tables.

Together, I used both the quantitative and qualitative analyses to address my research questions. By comparing the findings from the Michigan Department of Education and the document analysis, I developed a more comprehensive understanding of how teacher preparation programs in Michigan are preparing teacher candidates to support multilingual learners.

Program Document Analysis

Once I collected the documents, which included mission statements, plans of study, program handbooks, course descriptions, and clinical requirements from selected universities for analysis, I thematically coded the materials in Microsoft Word. Using the seven linguistically responsive teaching components as a priori codes (i.e., deductive codes), I reviewed the documents and recorded any evidence of alignment with one or more components of linguistically responsive teaching. In addition, I also used open coding (i.e., emergent / inductive codes) to identify additional strategies or practices that did not fall neatly into the original categories but were clearly intended to support multilingual learners (such as courses intended to address ‘diverse learners’ or equitable learning strategies). This coding process allowed me to identify alignment with (and extensions of) the linguistically responsive teaching framework across the three programs. Patterns and themes were then summarized to describe how each program embeds support for multilingual learners into its curriculum, coursework, and clinical experiences.

After coding and analyzing the data for each institution individually, I then conducted a cross-case comparison to identify patterns, similarities, and differences in how the selected programs addressed the components of linguistically responsive teaching in their curricula. To do so, I organized the data into a Microsoft Excel matrix to make comparisons across programs. The matrix included rows for each program and columns corresponding to each of the seven components of linguistically responsive teaching (Lucas & Villegas, 2011, 2013). Table 3.2 shows a sample of this deductive coding.

Table 3.2

Thematic Coding Sample Based on the Linguistically Responsive Teaching Framework

	Sociocultural consciousness	Value of multilingualism	Knowledge of Second Language Development
Program A	Course X discusses this topic	Emphasized in program handbook	Addressed in required literacy course (Course Y)
Program B	Not mentioned	Found in mission statement	Slight reference in Course X description
Program C	Course X discusses this topic	Addressed in required course on teaching English learners (Course X)	Addressed in required course on teaching English learners (Course X)

This process allowed me to examine and describe various innovative practices that might inform broader efforts in preparing teacher candidates to support multilingual learners across the state.

CHAPTER FOUR

RESULTS

This study examined how undergraduate elementary education teacher preparation programs in Michigan have aligned their curricula to prepare teacher candidates to teach multilingual learners in light of the revised 2020 *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b). In particular, this study explored the following research question: *How have different undergraduate elementary education teacher preparation programs in the state of Michigan aligned their curricula in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners?* To address this question, I framed the study with the following sub-questions:

- What strategies have Michigan’s undergraduate elementary education teacher preparation programs implemented, and what challenges and successes have they experienced in preparing teacher candidates to teach multilingual learners?
- In what ways do these efforts reflect linguistically responsive teaching practices?
- In what ways do publicly available documents from selected undergraduate elementary education teacher preparation programs in Michigan demonstrate how these programs prepare teacher candidates to teach multilingual learners in response to state standards?

In order to address these questions, I used an exploratory and descriptive case study approach. I began by analyzing data from the Michigan Department of Education Office of Educator Excellence Educator Workforce Data reports, including Candidate

Suite data, which established the rationale for the study (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.). In addition, I distributed surveys to elementary education teacher preparation program leaders across Michigan to examine how their undergraduate programs have aligned their curricula with the revised 2020 standards regarding preparing teacher candidates to teach multilingual learners, including English learners. Finally, I also analyzed publicly available documents from selected highly effective programs to explore how they prepare teacher candidates to teach multilingual learners and how these efforts reflect linguistically responsive teaching practices (Lucas & Villegas, 2011, 2013). This chapter presents detailed findings from each data source. A summary of the results, organized by research question, is provided in Chapter 5.

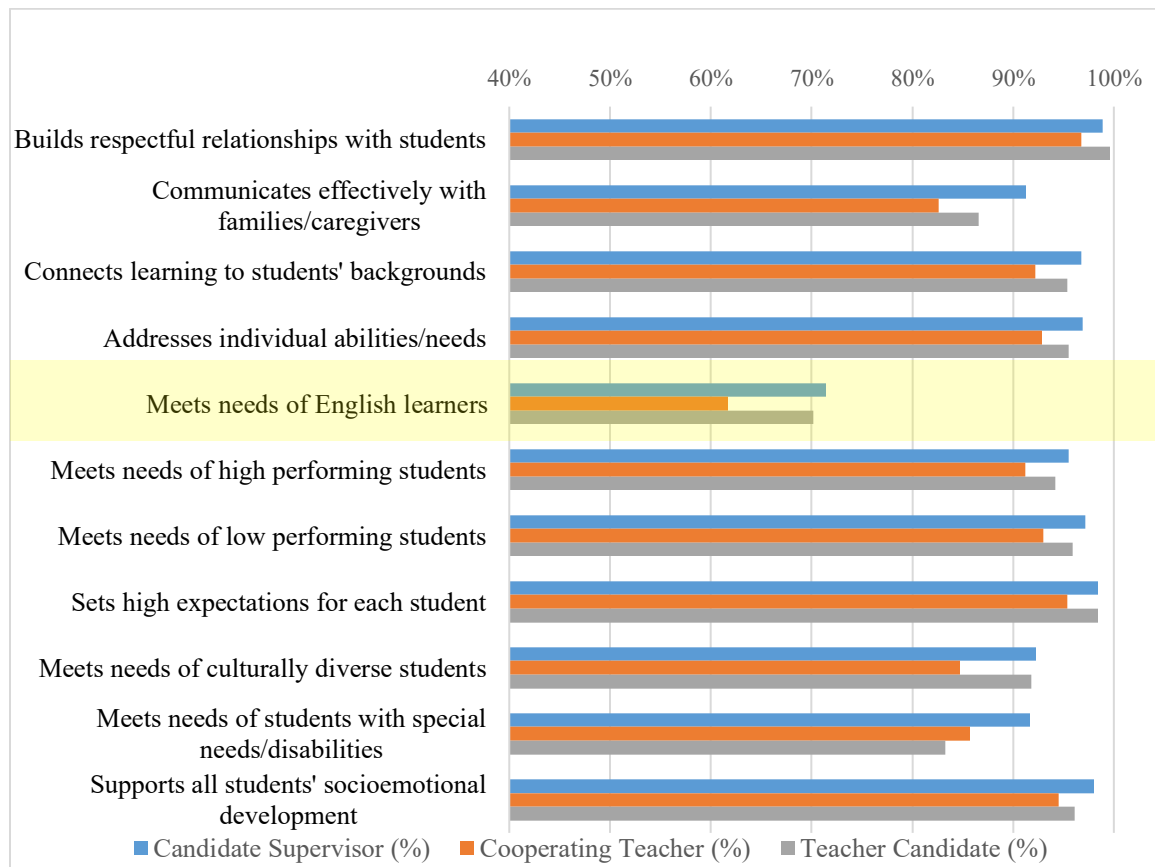
Michigan Department of Education Perception Survey Data – Exploratory Results

During the exploratory stage of this study, I reviewed and analyzed publicly available Michigan Department of Education Candidate Suite data from 2020 to 2024. As part of that process, I compiled and shared aggregate data from the 2023–2024 Michigan Department of Education Candidate Suite surveys in Chapter 1 (see Figure 1.1). The results from these data indicate that, on average, graduating teacher candidates across the state received an average rating of only 61.7% in preparedness to meet the needs of English learners from their cooperating teachers, which highlights a significant area of concern (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.). In particular, Figure 1.1 illustrates how candidate supervisors, cooperating teachers, and teacher candidates in Michigan perceive teacher candidates' preparedness to meet students' needs from the 2023–2024 Candidate Suite data report. While Figure 1.1 was

originally introduced and discussed in Chapter 1 to support the rationale for this study, it is presented again here as Figure 4.1 to reestablish a contextual foundation for the analysis in this chapter.

Figure 4.1

2023–2024 MDE Candidate Suite Data Results: Teacher Candidate Preparedness in Meeting English Learners' Needs



Note. This figure was originally presented in Chapter 1 as Figure 1.1 and is repeated here to contextualize the subsequent data. Data sourced and adapted from the 2023–2024 Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report (n.d.).

As shown in Figure 4.1, teacher candidates in Michigan are generally rated highly across various areas of preparedness, such as building respectful relationships with students and addressing individual students' needs. However, one notable gap appears in

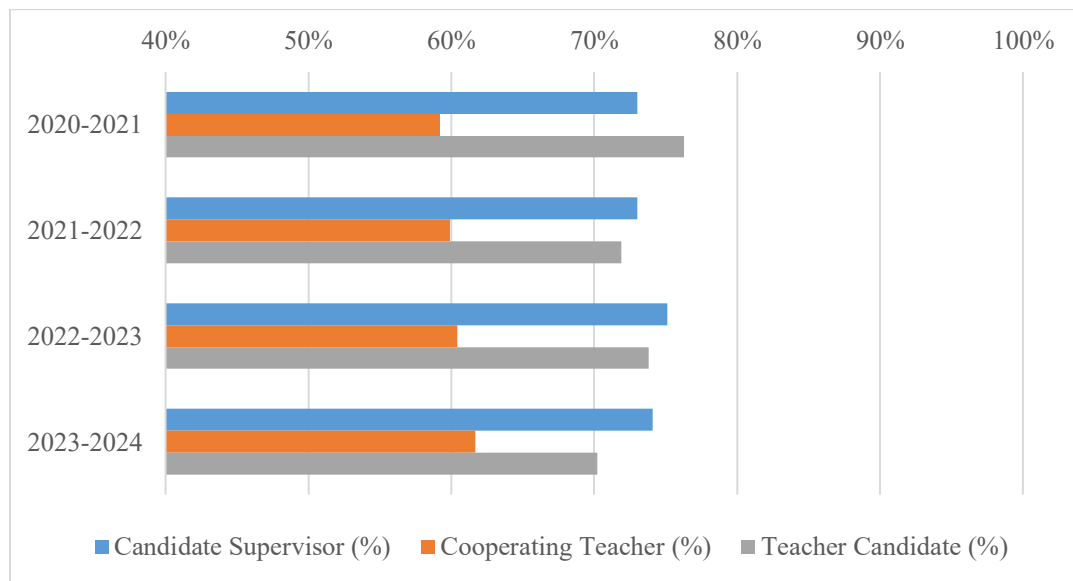
their preparedness to meet the needs of English learners (highlighted in yellow).

Compared to other categories, the percentages in this area are significantly lower across all three stakeholder groups (i.e., candidate supervisors, cooperating teachers, and teacher candidates themselves).

In response to this gap in teacher candidate preparedness, I then focused on the ‘meeting English learners’ needs’ category, and I examined the Michigan Department of Education Candidate Suite data from 2020 to 2024 to explore whether any changes have occurred over time (within this singular category), particularly following the adoption of the revised 2020 *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b). Figure 4.2 illustrates the results on perceptions of teacher candidates’ preparedness to support English learners’ needs from 2020 to 2024, which was the period during which the revised standards were first implemented.

Figure 4.2

MDE Candidate Suite Data Results from 2020–2024: Teacher Candidate Preparedness in Meeting English Learners’ Needs



Note. Data sourced and adapted from the *Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report* (n.d.) from academic years 2020–2021, 2021–2022, 2022–2023, and 2023–2024.

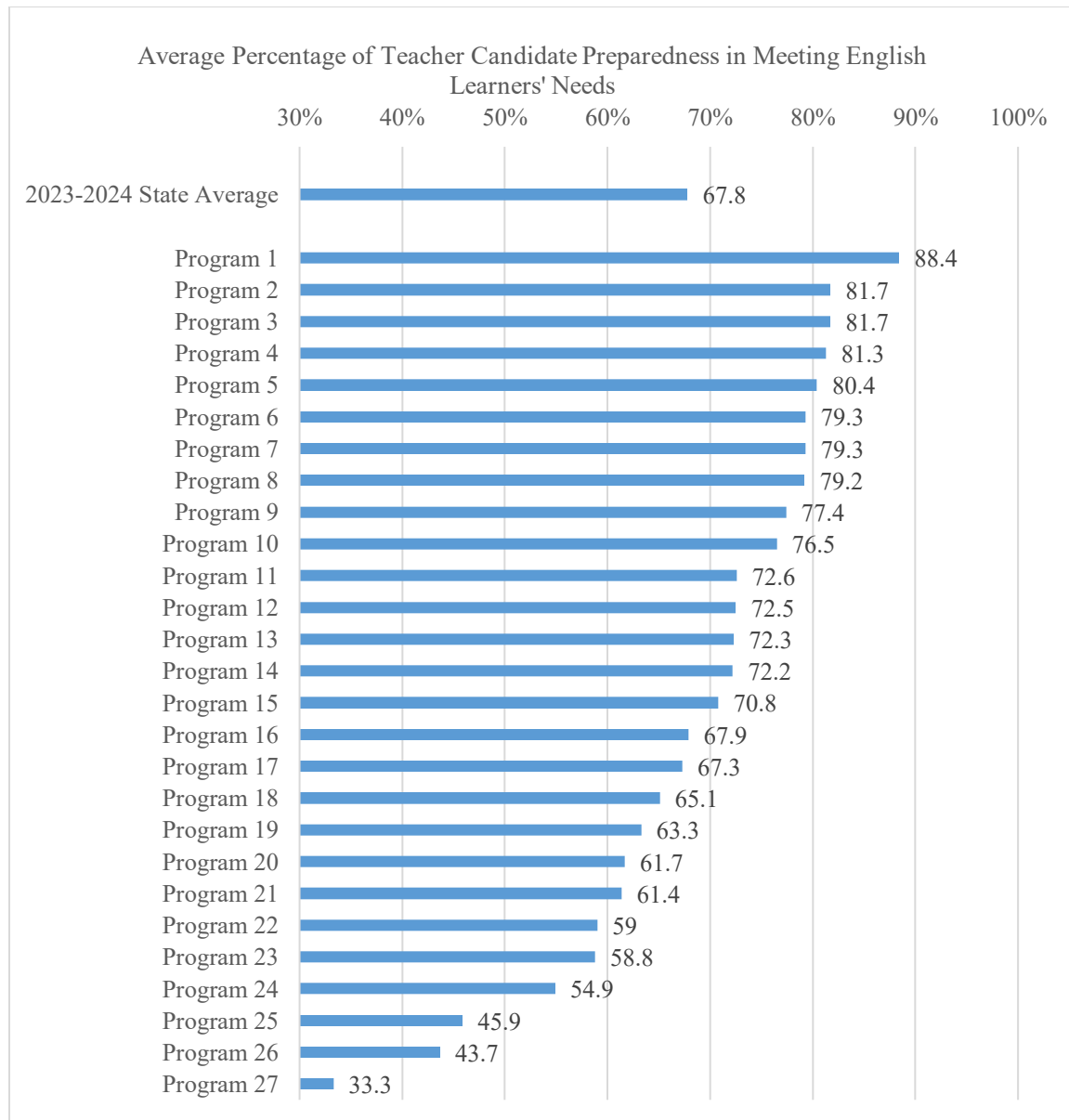
As shown in Figure 4.2, results from data collected by the Michigan Department of Education Candidate Suite reports indicate only a very slight increase in how cooperating teachers have rated graduating teacher candidates’ preparedness to teach English learners since 2020. However, the overall percentages remain relatively low compared to other categories of teacher candidate preparedness. While there has been a slight upward shift in how cooperating teachers rate teacher candidates’ preparedness to teach English learners since the 2020-2021 academic year, the change is minimal, and it should be interpreted cautiously and within the context of Michigan’s revised teacher preparation standards. Specifically, although the revised *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b) were adopted in

2020, the first cohorts of teacher candidates prepared entirely under these revised standards only recently graduated (i.e., as early as the end of the 2024-2025 academic year). As such, the results presented in Figure 4.2 reflect ratings of teacher candidates who were, at most, partially prepared under the revised standards or who may have entered their teacher preparation programs before the changes were fully implemented. Therefore, any changes depicted here cannot be directly attributed to the revised 2020 teacher preparation standards. It will be the upcoming Michigan Department of Education Candidate Suite data (such as the 2024–2025 data and subsequent reports), however, that will be important for reviewing the full impact of these standards on teacher candidates' preparedness to meet the needs of English learners.

Although the Michigan Department of Education Candidate Suite data source is primarily intended to support continuous program improvement and is not designed for direct comparisons between institutions, I examined the data at the institutional level as a way to explore potential differences in how teacher preparation programs support teacher candidates in learning to teach English learners. Figure 4.3 shows how institutions differ in the average percentage of teacher candidates rated as meeting the needs of English learners, a category within the “Meeting Students’ Needs” domain. These averages are aggregated by institution and based on ratings from candidate supervisors, cooperating teachers, and teacher candidates. In particular, this figure displays information from the institutions that met the inclusion criteria for this study and that were asked to provide survey data.

Figure 4.3

Average Percentage (by Institution/Program) of Teacher Candidate Preparedness in Meeting English Learners' Needs



Note. Data sourced and adapted from the 2023–2024 Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report (n.d.).

Figure 4.3 illustrates the average percentage of teacher candidates reported as prepared to meet the needs of English learners across 27 Michigan teacher preparation

programs during the 2023–2024 academic year. In particular, it shows considerable variation across Michigan teacher preparation programs in preparing teacher candidates to meet the needs of English learners. While the statewide average is 67.8%, preparedness levels range from 33.3% to 88.4%. The majority of programs (16 out of 27, or 59.3%) reported scores above the state average. However, 11 out of 27 programs (40.7%) reported scores below the state average. This variation may reflect differences in how programs design and implement coursework, clinical experiences, and training related to preparing teacher candidates to support English learners. However, it is important to consider this variation in the context of the 2020 revision of Michigan’s teacher preparation standards. Because these standards were introduced during many teacher candidates’ programs, the 2023–2024 graduating cohorts likely experienced only partial alignment with the new standards. As such, differences in reported preparedness may be influenced by uneven exposure to the revised standards rather than consistent differences in program content or structure.

In the next step of the exploratory stage, I analyzed 2023–2024 Michigan Department of Education Candidate Suite data from each Michigan teacher preparation program individually. Using the newly added (2025) Educator Workforce Data Report filter from the Michigan Department of Education Office of Educator Excellence, I identified programs that reported the highest levels of teacher candidate preparedness to meet the needs of English learners. My goal was to determine which programs were rated most highly in order to examine them more closely during the document analysis phase of this study. However, while reviewing the initial ranked list of 27 programs presented in Figure 4.3, I found that some data sets were not suitable for further analysis due to

certain limitations, such as uniform response patterns across categories (e.g., identical percentages reported across all categories within the “Meeting Students’ Needs domain), small response counts, or incomplete submissions. These programs were excluded from follow-up analysis based on these criteria.

As a result, I identified three programs that both met the inclusion criteria and reported the highest levels of teacher candidate preparedness to meet the needs of English learners. Subsequently, in order to better understand how these three programs support their teacher candidates in this area, I conducted a follow-up document analysis of each program. Specifically, I reviewed institutional websites and publicly available materials from each program, such as plans of study, course descriptions, program handbooks, curriculum guides, and clinical experience requirements. The results of this analysis are presented in the “Document Analysis Results” section later in this chapter.

Program Leader Survey Results

Next, I discuss the findings from a Qualtrics survey that I designed and administered to program leaders at 27 undergraduate elementary education programs across Michigan (see Appendix D). These programs represent all accredited programs listed in the Michigan Department of Education Directory of Educator Preparation Providers and Programs (Michigan Department of Education, n.d.) that offer a traditional route to undergraduate elementary education initial certification and were included in the *Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report* (n.d.) (also see Figure 4.3). The purpose of the survey was to better understand how different undergraduate elementary education programs across the state

have aligned their curricula in response to the 2020 revised standards for preparing teacher candidates to support multilingual learners (e.g., English learners).

The survey began with a consent statement and a screening question to confirm the participants' professional eligibility (see Appendix D). As a result, each participant held either a leadership position (e.g., program coordinator, director, education dean, department chair) and/or faculty position within an elementary education teacher preparation program in Michigan. In addition, each had direct knowledge of, or involvement in, how their program's curriculum aligns with the Michigan Department of Education's revised 2020 *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education*, as well as the newly introduced Professional Standards. In some cases, more than one faculty member from the same institution completed different portions on the survey (e.g., one responded to questions about curricular changes and leadership while another answered content area-specific questions). In total, 18 respondents completed the survey.

The survey was divided into three sections, each addressing a specific sub-topic related to program design and instructional practices (see Appendix D):

1. Curricular Approaches, Challenges, and Innovations
2. Michigan Department of Education (MDE) Guidance, Resources, and Support
3. Linguistically Responsive Teaching Practices

Curricular Approaches, Challenges, and Innovations

The first section included three open-ended questions. Respondents were asked to describe how their elementary education teacher preparation program prepares teacher

candidates to support multilingual learners, identify challenges they currently face (or have faced) in doing so, and share any successful or innovative practices that they have implemented.

Program Level Approaches

To understand how elementary education teacher preparation programs address the needs of multilingual learners, the first open-ended survey question asked respondents to describe how specific program components aligned with the revised standards.

Specifically, it asked:

Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), how does your undergraduate elementary education teacher preparation program equip teacher candidates to effectively teach multilingual learners, including English learners? Please provide specific examples, such as required coursework, defined learning outcomes, practical learning opportunities (e.g., assignments, projects), and clinical or field experiences.

Roughly half of the respondents (56%) provided answers to this question. A thematic analysis of their responses revealed seven shared themes describing how programs equip their teacher candidates to support multilingual learners. The themes showed that programs include:

1. A required course (or courses) dedicated to teaching multilingual learners
2. Discussion of teaching multilingual learners embedded within general education courses

3. Courses with specific courses that include learning outcomes, assignments, and assessments related to teaching multilingual learners
4. Opportunities (such as field placements, clinical experiences, or observations) to work directly with multilingual learners
5. Required field placements specifically involving multilingual learners
6. Options for teacher candidates to pursue secondary licensure (e.g., a Teaching English to Speakers of Other Languages (TESOL) endorsement, certification, or minor)
7. Increased collaboration across departments (e.g., with content area faculty) or community partners (e.g., local elementary schools)

First, six respondents reported that their elementary education programs include a required course (or courses) specifically focused on teaching multilingual learners. Five of these programs introduced the course(s) in response to the revised 2020 standards, while one program had offered it prior to the revision. Although program structures vary, several include the required course(s) as part of their general education or foundational coursework housed within their (education) department. In contrast, some programs offer the course through a different department. For example, one program requires an English as a Second Language (ESL) / English Language Development (ELD) methods course taught by Teaching English to Speakers of Other Languages (TESOL) faculty in another department. Another program offered a required course on teaching multilingual learners housed in the Department of English. Finally, one program requires all teacher candidates to take a course on teaching multilingual learners that includes two co-requisites: a three-

credit clinical experience involving two six-week placements with multilingual learners in two different grade levels and a one-credit technology course.

The second and third themes revealed that while some programs embed discussions about teaching multilingual learners within some of their general education courses, other programs have taken a more formalized approach by incorporating specific learning outcomes, assignments, and assessments focused on supporting multilingual learners throughout their general education coursework. For example, one survey respondent shared that all of their elementary education teacher candidates are required to complete a three-course literacy sequence preceded by a linguistics prerequisite. The literacy courses are held at an elementary school serving a high population of multilingual learners. In these courses, the needs of multilingual learners are directly addressed through embedded discussions. Similarly, another respondent described a seminar course series in which the topic of teaching multilingual learners is addressed by both the course instructor(s) and outside faculty with Teaching English to Speakers of Other Languages (TESOL) expertise. In addition to embedding content, several programs reported using formal assessments and assignments designed to prepare teacher candidates to support multilingual learners. For example, one program integrates relevant learning objectives, assignments, and assessments across multiple courses. Another program requires teacher candidates to develop sheltered lesson plans using the Sheltered Instruction Observation Protocol (SIOP) model (Echevarria, 2017), which differentiates instruction for multilingual learners at various proficiency levels. Subsequently, teacher candidates must also conduct teaching demonstrations based on these lesson plans with an individual multilingual student (e.g., English learner), a small group, or an entire class.

The fourth and fifth themes revealed further differences in how programs provide experiential learning opportunities for teacher candidates to directly engage with multilingual learners. Some programs offer opportunities such as field placements, clinical experiences, or observation opportunities where teacher candidates may work with multilingual learners if those students happen to be in the classroom or school. In contrast, other programs have formalized this requirement by specifically arranging field placements that guarantee that teacher candidates work directly with multilingual learners during their student teaching. For example, six of the survey respondents reported requiring a field placement with multilingual learners as part of their program. One of these respondents also noted that their program includes two field experience courses where teacher candidates complete field hours working directly with multilingual learners in a classroom alongside an English as a Second Language (ESL)-certified cooperating teacher.

Next, the sixth theme highlighted that some programs have redesigned their curricula to offer teacher candidates the option to pursue secondary licensure in English as a Second Language (ESL), English Language Development (ELD), or Teaching English to Speakers of Other Languages (TESOL). While program names vary by institution, these options allow teacher candidates to earn an additional teaching endorsement, teaching certification, or minor focused on supporting multilingual learners. For example, one program required all teacher candidates to select a secondary licensure area, such as Special Education, Early Childhood Education, or English as a Second Language, with a large majority of their teacher candidates choosing English as a Second Language. As such, in the 2024-2025 academic year, they reported that *more than 150*

teacher candidates completed their English as a Second Language licensure requirements. Another program reported that it used the revised 2020 teacher preparation standards as an opportunity to redesign its elementary education curriculum. As one respondent explained:

After Michigan went to the PK-3 and 3-6 licensure, we had an opportunity to redesign our elementary TPP [teacher preparation program]. In this redesign, instead of offering every student a PK-6 certification pathway, we instead ask students to choose one grade band and then either an ESL [English as a Second Language] endorsement pathway or a SPED [Special Education] major pathway, meaning that more students in our elementary program will be prepared with ESL endorsements in addition to their grade level certification. All students, regardless of pathway selection, take one course on teaching multilingual learners (which was true in our old program). In the new program, ESL endorsement pathway students take this required course as well as an ESL-specific methods course during student teaching. Across these two courses they get their field hours, including time teaching in the classroom of an ESL-certified teacher. Other courses that round out the endorsement are offered by our Linguistics department (and they redesigned a course just for elementary ESL endorsement pathway students).

In summary, these program redesigns offer a snapshot of how some programs have adapted to better support multilingual learners under the revised 2020 standards.

Finally, collaboration was a shared theme that emerged across several programs.

Respondents described working with faculty from other departments, such as linguistics, English, or Teaching English to Speakers of Other Languages, as well as partnering with community organizations and local elementary schools. These collaborations help provide teacher candidates with authentic, practical experiences to develop the skills needed to support multilingual learners.

Overall, the survey results demonstrate how undergraduate elementary education teacher preparation programs across the state have evolved (and continue to evolve) in response to the revised 2020 standards to better support multilingual learners.

Program Level Challenges

While the previous section highlighted the ways in which some programs have strengthened their support for teaching multilingual learners, respondents also identified a number of challenges that they encountered in implementing these changes. The second open-ended survey question asked:

Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what challenges has your program faced in updating its curriculum or program in relation to preparing teacher candidates to effectively teach multilingual learners, including English learners?

Of the 18 survey respondents, nine provided answers to this question. A thematic analysis of their responses revealed seven challenges that programs faced when updating their curricula or preparing teacher candidates to support multilingual learners (e.g., English learners). The challenges included:

1. Difficulty integrating standards related to teaching multilingual learners throughout the program (e.g., internal discussions about whether to include new courses)
2. A lengthy and complex program revision process due to the large number of standards to address
3. Challenges incorporating an additional course focused on teaching multilingual learners into existing program structures
4. Limited availability of clinical placements in schools with high populations of multilingual learners
5. Shortage of mentor teachers with expertise in teaching multilingual learners
6. Lack of departmental higher education faculty with specialized knowledge in this area
7. Misalignment or gaps in effectively preparing teacher candidates to work with multilingual learners

First, four respondents reported difficulty in initially determining how to integrate the standards related to teaching multilingual learners into their programs. One respondent shared that their department had extensive internal discussions about “whether it was necessary to require a new course dedicated to preparation to serve MLs [multilingual learners].” Another respondent described initial uncertainty around how to embed the standards related to teaching multilingual learners across the curriculum. A third respondent elaborated on this further:

[We] work[ed] to fully integrate the standards specifically focusing on effectively teaching multilingual learners/ELL [English language learners] throughout the

entire program so that candidates do not experience our courses/program as additive rather than a baseline expectation for all well-prepared and developed educators.

A fourth respondent noted that while they did not face major barriers or specific challenges in updating their curriculum, they realized upon reflection that more class time (across courses) should be devoted to this area. Finally, one respondent described taking a systematic approach to implementing the standards within their program. They explained:

There are myriad standards and we knew we needed to offer a methods course specific to multilingual learners to help ensure we met those standards. Feeling there are too many standards to teach to is a reality; however, we have carefully explored the standards, included them in additional courses that go beyond the three-credit multilingual methods course (e.g., literacy courses, clinical experience courses, etc.). We chose to create a Google Sheet that includes every standard we reported to MDE [Michigan Department of Education] about what the courses would address and each course now has a list of all standards reported to MDE, our [redacted]-Standards, core teaching practices, assessments, and clinical experience requirements. Creating the Google Sheet was a challenge and an extensive process, but we are thankful to have easy access to the standards.

This final comment relates to the second theme in the data.

Several respondents described the revision process as lengthy and complex due to the large number of standards to address. One respondent explained: “*Due to significant*

changes in state-level grade bands and the 2020 standard revision, we needed to revise the program. The setup process was lengthy, but implementation has been smooth.” This comment highlights the logistical and structural challenges involved in aligning programs with revised standards, especially when those revisions are substantial. While the planning phase required significant time and effort, the respondent’s experience also suggests that careful preparation can lead to a smoother implementation process. Overall, responses reflected that although revision efforts are often demanding, they are essential for ensuring teacher candidates are effectively prepared to support multilingual learners.

A third theme revealed that some programs experienced challenges incorporating an additional course focused on teaching multilingual learners into existing program structures. For example, one respondent noted the challenge of adding a new 3-credit course to an already full 120-credit program.

The fourth theme revealed that several programs were challenged in providing suitable clinical placements in schools serving high populations of multilingual learners. For example, one respondent noted: “*[There are] not ... enough placements in schools with high MLL [multilingual learner] communities to organize consistent placements each semester.*” Another respondent explained:

I don't know that it rises to the level of "challenges," but our teacher candidates have a diversity of placements - urban, suburban, small town, and rural. In some school contexts, there are literally no ELLs [English language learners] and so our teacher candidates do not have an opportunity to apply what they have learned. Moreover, superintendents and principals in such contexts do not view

ELLs [English language learners] as a priority because there are none or only a relative few.

These responses illustrate that although programs strive to provide practical experiences with multilingual learners, the demographics of available placement sites can limit these opportunities. In communities with few or no multilingual learners, teacher candidates may not have the chance to apply their learning in real-world contexts. This gap between program intentions and placement realities highlights the need to include creative approaches to ensure that all teacher candidates are prepared to support diverse student populations.

Like the limited availability of field placements, the fifth theme revealed that another challenge that some respondents identified was the difficulty in finding mentor teachers with specialized expertise in teaching multilingual learners. This shortage directly impacted field experiences for teacher candidates. One respondent explained: “*We are required [to provide] at least 30 hours in the field in an ESL [English as a Second Language] placement and I just don't have enough mentor teachers in the area.*” Another respondent shared that due to this limitation, they had to adopt flexible approaches to fulfill practicum requirements:

We are challenged in finding enough existing certified ESL [English as a Second Language] teachers to host our students for their field hours. We have had to be creative in providing some hours in community locations in an early course, some hours with online module work, and some hours (15 of the 30) in the field classroom.

These responses show how the shortage of teachers with expertise in teaching multilingual learners may limit access to high-quality guided field experiences. In response, programs have adapted by using alternative settings and flexible formats to meet practicum requirements.

Similarly, the sixth theme reflected a lack of departmental higher education faculty with direct specialized knowledge in teaching multilingual learners. Some respondents noted that it made it more difficult to update or deliver coursework aligned with the revised standards. Although this issue was not discussed in great detail, it was mentioned as a barrier by multiple respondents.

Finally, the seventh theme revealed a misalignment or gap in effectively preparing teacher candidates to work with multilingual learners. One respondent explained:

The ... challenge I face, is that many of the teacher candidates I work with are not aware of ESL [English as a Second Language] programs and do not consider themselves as teachers of multilingual learners. That is to say, many students complete the ESL [English as a Second Language] coursework with the intent on becoming a 4th grade teacher; there is not a clear understanding that every teacher is a language teacher.

This response points to a deeper issue beyond coursework or field experience and highlights the need to shift teacher candidates' perceptions of their role in supporting multilingual learners. When teacher candidates do not see themselves as responsible for language development, they might overlook the importance of integrating language support into everyday instruction. Closing this gap involves not only strengthening

program content but also helping teacher candidates understand that teaching language is a shared responsibility across all subject areas.

Overall, in response to the second open-ended survey question, respondents identified a range of challenges in aligning their teacher preparation programs with the revised 2020 standards in relation preparing teacher candidates to teach multilingual learners. The seven themes that emerged from the data reflect the complexities that programs face across various areas, including curriculum design, field placement logistics, faculty capacity, and teacher candidate preparation. These findings highlight the practical considerations that programs must navigate as they work to implement changes designed to improve instruction for multilingual learners.

Program Level Successes and Innovative Practices

Despite these challenges, many respondents highlighted both program level successes and innovative practices that they have implemented to better prepare teacher candidates to work effectively with multilingual learners. The third open-ended survey question asked:

Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what successful or innovative practices has your program implemented to prepare teacher candidates to work effectively with multilingual learners?

Of the 18 survey respondents, nine respondents provided answers to this question. A thematic analysis of their responses revealed six themes describing how some programs have implemented innovative practices or achieved program level successes since the 2020 revision of the standards. These themes included:

1. Development of a dedicated course (or courses) on teaching multilingual learners
2. Integration of new or revised learning outcomes related to teaching multilingual learners across the general education curriculum
3. Collaboration with community partners and schools to establish programs that support teacher candidates to work with multilingual learners
4. Program improvements based on identified weaknesses in this area
5. Inclusion of guest speakers to enrich instruction
6. Establishment of an ESL [English as a Second Language] endorsement option

The first theme revealed that several programs have developed dedicated, required coursework focused on teaching multilingual learners. One respondent shared that their elementary education program now requires all teacher candidates to take a methods course specifically focused on this area (e.g., teaching diverse learners). Another respondent noted that their program introduced a required course designed to prepare teacher candidates to teach multilingual learners, including English learners. One respondent emphasized the long-term value of such a course:

I would have to say that requiring every elementary education candidate to complete the foundation course [on teaching multilingual learners] was instrumental. I have had several students reach out to me after they have graduated asking me to help them in their classrooms because they have multilingual learners and they wish they had paid more attention in the course or taken better notes. The required class gives all of our teacher candidates some ground to stand on or a direction when seeking to answer questions.

Another respondent described how their program implemented a series of co-requisite courses designed to better align theoretical knowledge with clinical experiences: “*We developed co-requisite courses for all college students to align theoretical background with clinical work, enabling teacher candidates to collaborate more effectively with MLs [multilingual learners], professors, cooperating teachers, and peers.*” These responses demonstrate how programs are using required coursework to ensure that all teacher candidates gain a foundational understanding of how to support multilingual learners. Respondents emphasized both the immediate value of these courses (during teacher preparation) and their lasting relevance once teacher candidates graduate and enter the classroom. In some cases, programs have further strengthened this approach by aligning coursework with clinical experiences.

Next, the second theme revealed that several programs have integrated new or revised learning outcomes related to teaching multilingual learners throughout their general education curriculum, aligning with the revised 2020 standards. One respondent described their approach: “*We have a specific course designated to teach methods as well as including each of the three levels of demonstrated outcomes at the introductory, developing, and demonstrating over the arc of the program.*” This response highlights a structured and intentional approach to scaffolding learning, which ensures that teacher candidates progressively build their competence in teaching multilingual learners.

The third theme highlighted that several programs collaborated with local schools and community partners (i.e., community organizations) to establish partnerships and programs that support teacher candidates to work with multilingual learners. One respondent described a practice embedded in their program:

In our elementary program, we partner with one of the nearby charter schools that has a high number of English Language Learners. The literacy coursework is taught in the school, meaning that teacher candidates learn literacy methods and then engage with ELLs [English language learners] (and other students) in the school classroom.

Similarly, another respondent shared their program's multi-layered approach that offers teacher candidates repeated, authentic engagement with multilingual learners and multilingual learner instruction:

We are partnering with two key school districts with large populations of multilingual learners and many ESL [English as a Second Language] certified teachers. Although we require our teacher candidates to be placed with ESL [English as a Second Language] certified teachers only if they are also earning that same certification, we feel confident that these two districts provide exceptional PD [professional development] for all of their teachers. We are confident the mentoring and experiences our teacher candidates receive in these districts to be stellar. They gain experience writing two SIOP [Sheltered Instruction Observation Protocol] lessons focused on a content area of science or social studies (or literacy at times) that they implement with (a) student(s).

These responses highlight how partnerships with local schools and community partners provide teacher candidates with hands-on experiences that connect theory to practice and strengthen their ability to teach multilingual learners.

The fourth and fifth themes, reported by a single program, reflect a process of internal reflection and improvement. This program identified weaknesses in preparing

teacher candidates to work with multilingual learners and responded by examining its curriculum and inviting guest speakers to support both faculty and teacher candidates in this area.

Finally, the sixth theme highlighted that some programs have introduced an ESL [English as a Second Language] endorsement option for their teacher candidates as a direct result of the revised 2020 standards. One respondent explained that their program was redesigned to require teacher candidates to select a grade band (PK-3 or 3-6 licensure) as well as a second endorsement (such as an English as a Second Language endorsement, Early Childhood Education endorsement, or Special Education endorsement). In this structure, all teacher candidates complete at least one course focused on teaching multilingual learners. Those teacher candidates pursuing the English as a Second Language endorsement take additional English as a Second Language-specific coursework and complete student teaching in the classroom of an English as a Second Language certified teacher. They shared:

We are proud that so many of our students are taking the ESL [English as a Second Language] endorsement courses, even if this isn't their ultimate pathway for a job. In this way, we are putting out more teachers in MI [Michigan] that are better prepared to support multilingual learners.

This response highlights how some programs are not only aligning their curricula with updated standards but also expanding opportunities for teacher candidates to deepen their preparation for working with multilingual learners. Even for those not pursuing roles specific to teaching English learners, offering English language development coursework equips more candidates with the knowledge and skills to support multilingual learners

effectively. By embedding this preparation into licensure pathways, these programs are contributing to a more linguistically responsive teacher workforce across Michigan.

Overall, these findings highlight the range of approaches, innovations, and partnerships that programs are using to strengthen the preparation of teacher candidates to work effectively multilingual learners under the revised 2020 standards.

Michigan Department of Education (MDE) Guidance, Resources, and Support

The second section of the survey focused on the guidance, resources, and support that undergraduate elementary education teacher preparation program received (primarily from the Michigan Department of Education) to help them align their programs with the 2020 revisions to the teacher preparation standards in relation to preparing teaching candidates to support multilingual learners. Specifically, it included three open-ended questions asking about the guidance, resources, or support the respondents' programs had received or would like to receive, along with one matrix-style question.

Michigan Department of Education Guidance and Resources

The first two open-ended question asked:

- What guidance, resources, or support has the Michigan Department of Education provided to help your program align with the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), specifically regarding the preparation of undergraduate elementary education teacher candidates to support English learners?
- If applicable, how has your program utilized the supports provided by the state?

Out of 18 respondents, only five respondents answered the first question. Two of the respondents indicated limited awareness of Michigan Department of Education-provided resources beyond the standards themselves. However, three respondents with greater familiarity described a range of supports offered by the Michigan Department of Education to help programs align with the revised standards for both lower elementary (PK-3) and upper elementary (3-6) education. These supports included webinars, trainings, working groups, and resources shared through the Directors and Representatives of Teacher Education Programs in Michigan (DARTEP) and the Michigan Association for Colleges of Teacher Education (MACTE). One respondent remarked: *“The Michigan Department of Education is incredibly supportive relative to other state departments of education (I know this firsthand, having moved here from another state).”* Another respondent described how the Michigan Department of Education’s presence and collaboration have supported teacher education programs statewide:

We are very fortunate to have such a dedicated Department of Education at the state level. I have been a member of DARTEP [Directors and Representatives of Teacher Education Programs in Michigan] and MACTE [Michigan Association for Colleges of Teacher Education] since 2017 and MDE colleagues are at every event. MDE colleagues are always an email away and so incredibly supportive in every way. They provide trainings, working groups, etc. They ensured we all had the links to the standards and clinical experience requirements. Also, across the state, DARTEP is a wonderful resource and MDE's leadership is a big part of DARTEP's success. All of us, across the state, work to support teachers. Even

though we are technically competitive for candidates' tuition dollars, you would never know it in light of how well all of us work together. We meet for DARTEP every October, December, and February. We connect the accreditation conference with the last DARTEP meeting, typically in May. We have a MACTE retreat in which at least one if not up to three or four MDE colleagues attend at Northern Michigan University.

This response shows how the Michigan Department of Education actively supports teacher preparation through consistent communication, shared resources, and engagement in professional networks like DARTEP and MACTE. Their involvement reflects a strong commitment to statewide collaboration and the successful implementation of the revised standards.

Furthermore, of the three respondents who answered the first question, two also responded to the follow-up question about how their program used the resources provided by the state. One respondent explained that the Michigan Department of Education materials were integrated into each course syllabus. Another respondent shared that their institution created dedicated faculty committees focused on literacy, English Language Development content, and clinical experiences. Faculty reviewed the revised standards and incorporated them into a shared matrix submitted to the Michigan Department of Education:

We created a literacy and ESL [English as a Second Language] grade band committee for content and a clinical experience committee for the program. Each faculty member who taught a course in the new grade band structure read through the standards and included those standards in the matrix shared with

MDE [Michigan Department of Education]. We worked together in as many instances as possible, using the resources provided by MDE [Michigan Department of Education] fully.

Overall, the responses to this section highlight the important role that the Michigan Department of Education has played in supporting collaboration and alignment across teacher preparation programs statewide.

Outside Resources

To deepen my understanding regarding which resources and supports were helpful in supporting programs during the revision process, including outside resources, the next survey question asked:

What other resources, frameworks, or tools, aside from those provided by the Michigan Department of Education, has your program used to align with state standards or support linguistically responsive practices?

As with the two previous questions that focused on Michigan Department of Education resources, this survey item also had a low response rate. Out of 18 survey respondents, only five respondents answered this question. Despite the limited responses, the analysis revealed four themes:

1. Collaboration with Teaching English to Speakers of Other Languages and English as a Second Language faculty
2. Participation in professional seminars
3. Seeking addition outside resources
4. The use of the Sheltered Instruction Observation Protocol (SIOP) model

One respondent described close collaboration with Teaching English to Speakers of Other Languages (TESOL) and English as a Second Language (ESL) faculty, noting that these colleagues served as “*central partners throughout the revision of the elementary program.*” Another respondent highlighted the value of participating in ongoing professional development through programs like the WIDA Early Michigan Cohort Program and WIDA for Professors Program, explaining: “*Having participated in the WIDA Early Michigan Cohort program and WIDA for Professors for three years, I have been using the updated resources to support teacher candidates.*” Additional responses included seeking out textbooks, videos, and resources from national teacher education standards and professional organizations. One respondent shared that their program uses the Sheltered Instruction Observation (SIOP) model to supplement core teaching practices. Another respondent mentioned integrating core teaching practices and mentoring for student teachers as additional supports.

Overall, although only a small number of respondents answered the survey questions in this section, for these participants, the Michigan Department of Education played a supportive role for them.

Michigan Department of Education Support

For the final matrix-style question, respondents rated how likely their program would be to use various types of support (such as sample syllabi, a centralized repository of instructional resources, guidelines/exemplars, professional development, technical assistance, or funding) if these supports were offered or made more available by the Michigan Department of Education. Of the 18 survey respondents, seven respondents provided answers to this question.

Table 4.1 shows how likely program leaders reported that their programs would be to use various types of support if these were offered or made more available by the Michigan Department of Education. Their responses were recorded on a five-point Likert scale with the following response options: 1 = very unlikely, 2 = unlikely, 3 = neutral, 4 = likely, and 5 = very likely. An ‘Other’ option was also provided, but since no participants selected it, no additional types of supports were identified. The first column lists each support type, the second column presents the mean and standard deviation, and the third column shows the range of responses.

Table 4.1

Program Leaders’ Interest in Hypothetical Supports

Types of Support	Mean (Std Dev)	Range
Sample syllabi or instructional modules aligned with state standards for multilingual learner instruction	4.14 (0.99)	2.0 – 5.0
Professional development workshops or webinars for faculty on principles of linguistically responsive teaching	4.14 (0.83)	3.0 – 5.0
A centralized repository of instructional resources and materials related to teaching multilingual learners	4.14 (0.64)	3.0 – 5.0
One-on-one technical assistance or consultation with Michigan Department of Education TESOL specialists/EL consultants	3.14 (0.83)	2.0 – 4.0
Guidelines or exemplars for integrating English learner pedagogy into fieldwork and clinical experiences	4.14 (0.64)	3.0 – 5.0
Grants or funding opportunities to support curriculum development in this area	4.14 (0.64)	3.0 – 5.0

As shown in Table 4.1, program leaders indicated interest in five out of six proposed supports. Each support received a mean score of 4.14, which suggests that they would be “likely” or “very likely” to be used if offered by the Michigan Department of Education. These supports included sample syllabi aligned with state standards,

professional development workshops, a centralized repository of instructional resources, guidelines for integrating English learner pedagogy into fieldwork, and funding opportunities for curriculum development. Most of these items also had relatively low standard deviations (ranging from 0.64 to 0.99), which indicates a general level of agreement among respondents. The strongest consensus appeared for supports like centralized resources, fieldwork guidelines, and funding. In contrast, one-on-one technical assistance from Michigan Department of Education Teaching English to Speakers of Other Languages or English learner consultants received a lower mean score and showed more variation, which suggests mixed views about its usefulness.

Linguistically Responsive Teaching Practices

The third section of the survey examined how each program equips teacher candidates with the orientations, pedagogical knowledge, and skills needed to teach multilingual learners, including English learners. This section was grounded in the theoretical framework of linguistically responsive teaching (Lucas & Villegas, 2011, 2013) and included items aligned with each of its seven core tenets. As previously discussed in Chapters One and Two, the seven tenets of this framework include:

Linguistically Responsive Orientations

1. Sociolinguistic consciousness
2. Value for linguistic diversity
3. Inclination to advocate for English learners

Linguistically Responsive Knowledge

4. Learning about English learners' language backgrounds, experiences, and proficiencies

5. Identifying the language demands of classroom tasks

Linguistically Responsive Skills

6. Applying key principles of second language learning
7. Scaffolding instruction to promote English learners' learning

In total, this section of the survey addressed 28 items (with three to five items corresponding to each component of linguistically responsive teaching). Each item was worded as a descriptive statement (e.g., “Our program prepares teacher candidates to use extralinguistic supports such as visuals, realia, and graphic organizers to assist English learners”). The survey respondents were asked to indicate the degree to which the item/practice is included in their teacher preparation program using a slider-based Likert scale with the following response options: 1 = not at all (no emphasis), 2 = to a small extent (minimal emphasis), 3 = to a moderate extent (some emphasis), 4 = to a great extent (strong emphasis), 5 = to a very great extent (very strong emphasis), and a ‘not applicable’ option. An ‘Other’ option was also included within each category to allow respondents to provide additional examples or items. However, since no participants selected this option, no additional examples were identified. Out of 18 survey respondents, eight respondents completed this section. The results are organized and presented in relation to the seven core tenets of linguistically responsive teaching theory (Lucas & Villegas, 2011, 2013).

Linguistically Responsive Orientations

This section will address the orientations of linguistically responsive teaching: sociolinguistic consciousness, value for linguistic diversity, and the inclination to advocate for English learners (Lucas & Villegas, 2011, 2013).

The first tenet of linguistically responsive teaching theory emphasizes the development of sociolinguistic consciousness. To explore how this tenet is addressed, survey respondents were asked the following question: To what extent are aspects of sociolinguistic consciousness integrated into your program's curriculum (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program incorporated aspects of sociolinguistic consciousness. Table 4.2 summarizes their responses. The first column lists descriptive statements that illustrate how sociolinguistic consciousness may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.2

Extent to Which Programs Integrate Sociolinguistic Consciousness Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program helps teacher candidates understand how language, identity, and culture are connected.	4.17 (1.21)	2.0 – 5.0
Our program encourages teacher candidates to think critically about how language practices in education can create or reflect inequality.	4.33 (1.11)	2.0 – 5.0
Our program explores how power and privilege affect language expectations and rules in schools.	4.0 (1.41)	2.0 – 5.0
Our program helps teacher candidates understand how language policies and practices are shaped by larger social and political influences.	3.83 (1.07)	2.0 – 5.0
Our program encourages teacher candidates to challenge assumptions based on their own cultural norms and biases.	3.83 (1.34)	2.0 – 5.0

Table 4.2 illustrates how sociolinguistic awareness is embedded within some elementary education teacher preparation curricula. The strongest emphasis was on

cultivating awareness of how educational language practices can perpetuate inequality although this item showed a relatively high standard deviation, which indicates notable variation across respondents. Similarly, helping teacher candidates understand the relationship between language, identity, and culture received a high rating, but it had an even higher standard deviation (1.21). This high standard deviation suggests that while some programs prioritize this topic, other programs may do so to a much lesser extent. Lower-rated areas included addressing broader sociopolitical influences and challenging personal biases with the latter showing the widest spread in responses. These high standard deviations suggest that although certain aspects of sociopolitical consciousness are emphasized in some programs, implementation is inconsistent, and these practices may be underdeveloped or absent in other programs.

The second tenet of linguistically responsive teaching theory focuses on developing an appreciation for linguistic diversity. To explore how this tenet is addressed in elementary education teacher preparation programs, survey respondents were asked the following question: To what extent is the importance of linguistic diversity incorporated into your program's curriculum (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program incorporated practices that reflect a value for linguistic diversity. Table 4.3 summarizes their responses. The first column lists descriptive statements that illustrate how valuing linguistic diversity may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.3*Extent to Which Programs Integrate Value for Linguistic Diversity Into the Curriculum*

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program helps teacher candidates recognize and value the languages and cultural backgrounds that students bring to the classroom.	4.17 (0.90)	3.0 – 5.0
Our program encourages teacher candidates to see multilingualism (e.g., knowing more than one language) as a valuable asset and strength.	4.67 (0.75)	3.0 – 5.0
Our program promotes teaching strategies such as translanguaging (e.g., allowing students to use their home language(s) during classroom activities) to support multilingual learners.	4.50 (0.76)	3.0 – 5.0
Our program includes opportunities for teacher candidates to learn about linguistic diversity, such as through a required foreign language course or a course on language/linguistics.	3.83 (1.21)	2.0 – 5.0

Table 4.3 presents results on how teacher preparation programs incorporate the importance of linguistic diversity into their curricula. The highest-rated item focused on efforts that encourage teacher candidates to view multilingualism as an asset, which reflects strong and consistent emphasis among respondents. In addition, programs promoting teaching strategies (such as translanguaging practices that allow students to use their home languages in classroom activities) to support multilingual learners were also highly rated. Helping teacher candidates recognize and value the languages and cultural backgrounds that students bring to the classroom also received high ratings. Learning about linguistic diversity through required courses (e.g., foreign language or linguistics coursework) was rated moderately although it had a relatively higher standard deviation (1.21), which indicates more variability across programs. These findings suggest that while programs emphasize the value of linguistic diversity, the means through which this emphasis is implemented (e.g., coursework) may differ.

The third tenet of linguistically responsive teaching theory focuses on advocacy for English learners. To explore how this tenet is addressed in elementary education teacher preparation programs, survey respondents were asked the following question: To what extent does your program prepare teacher candidates to advocate for English learners (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program incorporated practices that prepare teacher candidates to advocate for English learners. Table 4.4 summarizes their responses. The first column lists descriptive statements that illustrate how advocacy for English learners may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.4

Extent to Which Programs Integrate Advocacy for English Learners Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program prepares teacher candidates to actively support and speak up for the academic and language needs of students who speak more than one language.	4.17 (1.07)	2.0 – 5.0
Our program prepares teacher candidates to challenge deficit-based beliefs about English learners and their abilities.	4.67 (0.75)	3.0 – 5.0
Our program prepares teacher candidates to connect with families who speak different languages, using equitable practices like interpreters and translated materials, to support student learning.	3.67 (0.94)	2.0 – 5.0
Our program prepares teacher candidates to identify and address systemic barriers (such as inequities in resources or support) that multilingual learners might face in education.	4.17 (1.07)	2.0 – 5.0

Table 4.4 presents results on the extent to which teacher preparation programs include advocacy for English learners into their curricula. The highest-rated item was preparing teacher candidates to challenge deficit-based beliefs about English learners,

which indicates that programs strongly emphasize critical perspectives on equity. It also had the lowest standard deviation, which indicates both high and consistent emphasis across programs. In contrast, the emphasis on supporting multilingual students' academic and linguistic needs and identifying systemic barriers showed greater variation, which suggests that some programs emphasize these practices more than others. Connecting with families using equitable practices was rated somewhat lower with a moderate standard deviation, which might suggest inconsistent implementation or emphasis across programs.

Linguistically Responsive Knowledge

This section will address the pedagogical knowledge associated with linguistically responsive teaching: learning about English learners' language backgrounds, experiences, and proficiencies, and identifying the language demands of classroom tasks (Lucas & Villegas, 2011, 2013).

The fourth tenet of linguistically responsive teaching theory emphasizes that teachers need to learn about English learners' language backgrounds, experiences, and proficiencies. To explore how this tenet is addressed, survey respondents were asked the following question: To what extent does your program prepare teacher candidates to learn about their students' language backgrounds, experiences, and proficiencies (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program prepared teacher candidates to learn about their students' language backgrounds, experiences, and proficiencies. Table 4.5 summarizes their responses. The first column lists descriptive statements that illustrate learning about English learners' language backgrounds,

experiences, and proficiencies may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.5

Extent to Which Programs Integrate Learning About English Learners' Language Backgrounds, Experiences, and Proficiencies Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program prepares teacher candidates with strategies to learn about multilingual learners' home languages, cultural backgrounds, and past school experiences.	4.17 (1.07)	2.0 – 5.0
Our program prepares teacher candidates to assess English learners in ways that take into account their home language(s), literacy, and cultural background (recognizing the value of what English learners know and can do in their first language).	3.83 (1.07)	2.0 – 5.0
Our program encourages teacher candidates to collaborate with families, English Language Development specialists, and other educators to support students who are learning English.	3.67 (0.75)	3.0 – 5.0

Table 4.5 presents results on how teacher preparation programs report preparing candidates to learn about English learners' language backgrounds, experiences, and proficiencies. The highest-rated item that respondents reported was the inclusion of strategies to learn about multilingual learners' home languages, cultural backgrounds, and past school experiences although the standard deviation suggests some variability in how consistently it is implemented. Assessment practices that take students' home language(s), literacy, and cultural background into consideration received a slightly lower rating, again with variation across programs. The lowest-rated area was collaboration with families and specialists, but it had the lowest standard deviation, which indicates more consistent, yet moderately emphasized, inclusion.

Next, the fifth tenet of linguistically responsive teaching theory emphasizes that teachers need to be able to identify the language demands of classroom tasks. To explore how this tenet is addressed, survey respondents were asked the following question: To what extent does your program prepare teacher candidates to identify the language demands of classroom tasks and activities (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program prepared teacher candidates to identify the language demands of classroom tasks. Table 4.6 summarizes their responses. The first column lists descriptive statements that illustrate how identifying the language demands of classroom tasks may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.6

Extent to Which Programs Integrate Identifying the Language Demands of Classroom Tasks Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program prepares teacher candidates to recognize and teach the specific language that English learners need (such as vocabulary and sentence structures) to understand and complete tasks in subjects like math, science, and social studies.	4.00 (1.20)	2.0 – 5.0
Our program prepares teacher candidates to scaffold challenging language and academic content in classroom assignments and materials, so all students can understand and succeed.	4.29 (1.16)	2.0 – 5.0
Our program prepares teacher candidates to differentiate classroom activities and tasks by making changes that help English learners participate and succeed.	3.83 (1.07)	2.0 – 5.0

Table 4.6 presents results on how teacher preparation programs prepare teacher candidates to identify the language demands of classroom tasks (i.e., how language

demands are embedded in academic content and classroom activities). The highest-rated item was preparing teacher candidates to scaffold challenging academic language and content to support English learners. However, it also had a relatively high standard deviation, which indicates that while some programs emphasize this area strongly, other programs may include it to a lesser extent. Preparing teacher candidates to recognize and teach the specific language that English learners need to succeed in core subjects (e.g., math, science, social studies) received a higher mean and also had a high standard deviation, which again suggests variation across programs. Preparing teacher candidates to differentiate classroom activities and tasks to help English learners engage and succeed had the lowest mean and a slightly lower standard deviation. Overall, the results indicate that although language demands are generally addressed across programs, there is a lot of variation in how thoroughly and consistently this pedagogical knowledge is developed in teacher candidates.

Linguistically Responsive Skills

This section will address the skills associated with linguistically responsive teaching: applying key principles of second language learning and scaffolding instruction to promote English learners' learning (Lucas & Villegas, 2011, 2013).

The sixth tenet of linguistically responsive teaching theory emphasizes that teachers need to apply the key principles of second language learning when working with English learners. To explore how this tenet is addressed, survey respondents were asked the following question: To what extent does your program include instruction on second language learning theories and how they apply to classroom teaching (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-

based Likert scale to indicate the extent to which their program prepared teacher candidates included instruction on second language learning theories and their application to classroom teaching. Table 4.7 summarizes their responses. The first column lists descriptive statements that illustrate how the key principles of second language acquisition may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.7

Extent to Which Programs Integrate Key Principles of Second Language Learning Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program helps teacher candidates understand the difference between everyday conversation skills (such as fluency in casual conversations) and academic language development (the language needed for schoolwork).	4.00 (1.15)	2.0 – 5.0
Our program emphasizes the importance of providing multilingual learners with comprehensible input (i.e., language that students can understand, even if it's a little more challenging than what they already know) to support their continued language development.	4.17 (1.21)	2.0 – 5.0
Our program highlights the value of interactive, communicative classroom activities where students talk and work together to develop their language skills.	4.33 (1.11)	2.0 – 5.0
Our program helps teacher candidates understand how knowledge and skills from a student's home language(s) transfer to learning English.	3.33 (0.75)	2.0 – 4.0
Our program addresses how anxiety and other emotional factors can affect language learning.	3.33 (1.11)	2.0 – 5.0

Table 4.7 shows how teacher preparation programs include instruction on second language acquisition theories and their classroom applications. The highest-rated item was promoting interactive and communicative activities for language development although the standard deviation suggests variation in how consistently this practice is

implemented. Similarly, the importance of providing multilingual learners with comprehensible input and distinguishing between conversational and academic language were also highly emphasized. However, they also had relatively high standard deviations, which indicates variation across programs. In contrast, two areas that were rated lower were instruction on language transfer and addressing emotional factors like how anxiety can affect language learning.

Finally, the last tenet of linguistically responsive teaching theory emphasizes that teachers need to know how to scaffold instruction to promote English learners' learning. To explore how this tenet is addressed, survey respondents were asked the following question: To what extent does your program include instructional scaffolding techniques that help English learners succeed (e.g., through coursework, field experiences, and/or teaching internships)? Respondents used a slider-based Likert scale to indicate the extent to which their program prepared teacher candidates to scaffold instruction for English learners. Table 4.8 summarizes their responses. The first column lists descriptive statements that illustrate scaffolding instruction may be embedded in teacher preparation programs. The remainder of the table is formatted in the same way as Table 4.1.

Table 4.8

Extent to Which Programs Integrate Scaffolding Instruction to Promote English Learners' Learning Into the Curriculum

Statements That Exemplify Instruction	Mean (Std Dev)	Range
Our program prepares teacher candidates to use extralinguistic supports (e.g., visuals, realia, graphic organizers) to assist English learners.	4.13 (1.36)	1.0 – 5.0
Our program prepares teacher candidates to adapt, modify, and/or scaffold reading materials so that they are accessible to students who are learning English.	4.00 (1.07)	2.0 – 5.0
Our program prepares teacher candidates to adjust the way they speak in the classroom (such as by speaking more slowly, repeating key points, using simpler words, or rephrasing) to support students who are learning English.	3.86 (1.12)	2.0 – 5.0
Our program prepares teacher candidates to use a variety of teaching approaches, including differentiation, to support English learners' language development while maintaining high academic expectations.	4.33 (0.75)	3.0 – 5.0

Table 4.8 shows how teacher preparation programs report including scaffolding instruction to support English learners. Using a variety of teaching approaches, including differentiation, to support English learners was the most emphasized and had the lowest standard deviation, which suggests consistent use across programs. Other strategies such as using extralinguistic supports (e.g., visuals, realia, graphic organizers), adapting reading materials, and adjusting classroom speech were also reported but showed more variation.

The survey findings in this section suggest that many elementary education teacher preparation programs in this sample are incorporating aspects of linguistically responsive teaching into their curricula although there is a lot of variation across programs. Across all seven tenets of the linguistically responsive teaching framework,

mean scores were generally in the moderate to high range, which indicates that programs recognize the importance of preparing teacher candidates to work effectively with multilingual learners. However, the relatively high standard deviations across many items reveal inconsistencies in how these tenets may be addressed.

Overall, the survey gathered responses from 18 program leaders and faculty members of accredited undergraduate elementary education programs in Michigan. The results indicate that, in response to the 2020 revised teacher preparation standards, programs have integrated multilingual learner preparation through various approaches, including required coursework, targeted field placements, endorsement pathways, and collaboration and partnerships with other departments or local schools. Program leaders also reported using, and expressed interest in, Michigan Department of Education supports and additional resources. Finally, while many programs reported alignment with all seven tenets of linguistically responsive teaching (Lucas & Villegas, 2011, 2013), there was notable variation in how these tenets were implemented across institutions.

Program Document Analysis Results

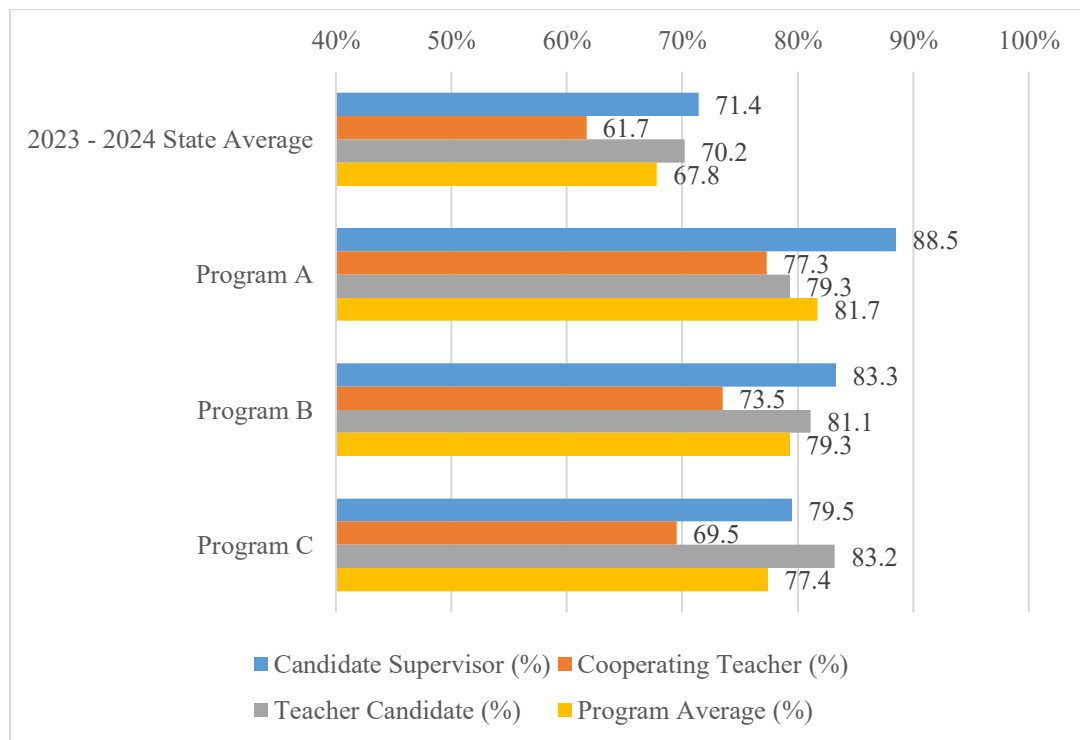
As mentioned earlier in this chapter, during the exploratory phase of this study, I analyzed 2023–2024 Michigan Department of Education Candidate Suite data for each teacher preparation program in the state. Using the newly added (2025) Educator Workforce Data Report filter from the Michigan Department of Education Office of Educator Excellence, I identified three programs from the data that reported the highest levels of teacher candidate preparedness to meet the needs of English learners (as reported in 2023–2024). My goal was to determine which programs were rated most highly in order to examine them more closely and learn more about their curricula.

Building on the data in Figure 4.3, the following section focuses on these three selected programs to explore potential strategies or approaches that could inform broader efforts to prepare teacher candidates to support multilingual learners across Michigan.

Figure 4.4 presents results from de-identified data from the three programs that met the inclusion criteria and reported the highest levels of teacher candidate preparedness to teach English learners in 2023–2024. Program names and all identifying details have been removed to protect institutional confidentiality.

Figure 4.4

Teacher Preparation Programs in Michigan With the Highest Levels of Teacher Candidate Preparedness to Teach English Learners



Note. Data sourced and adapted from the 2023–2024 *Michigan Department of Education Office of Educator Excellence (OEE) Educator Workforce Data Report* (n.d.).

Figure 4.4 illustrates results from the three Michigan teacher preparation programs that reported the highest levels of teacher candidate preparedness to meet the needs of English learners, which was based on Michigan Department of Education Candidate Suite data from 2023–2024. Each program’s overall average score is based on data from three surveyed stakeholder groups: candidate supervisors, cooperating teachers, and the teacher candidates themselves. Program A reported the highest overall program average. It had above-average ratings from candidate supervisors and cooperating teachers, which suggests a level of agreement among the candidate supervisors and cooperating teachers in terms of teacher candidate preparedness to meet English learners’ needs. Program B reported the second-highest average. It is supported by consistently strong scores across all three stakeholder groups (i.e., candidate supervisors, cooperating teachers, and teacher candidates). This alignment of responses across stakeholder groups suggests a broad consensus regarding the program’s effectiveness in preparing teacher candidates to meet English learners’ needs. Finally, Program C had the lowest average of the three programs with slightly more variation across stakeholder groups. Teacher candidate supervisors and teacher candidates provided higher scores while cooperating teachers rated the teacher candidates lower. This variation may reflect differences in how teacher candidate performance is perceived in actual classroom settings. Nonetheless, all three programs scored well above the statewide overall average of 67.8%, which indicates that they have (comparatively) stronger performance in preparing teacher candidates to support English learners’ needs.

The difference between these high-performing programs and the state average may reflect specific practices or coursework that better prepare teacher candidates to

meet the needs of English learners. However, evaluating the effectiveness of teacher preparation programs is complex and requires more than quantitative data. In addition, the available information is intended to support continuous improvement and is not designed for evaluation or comparison. Therefore, a thorough review must include multiple sources of information, including in-depth qualitative research.

Rather than evaluating program effectiveness, however, this study takes an exploratory, descriptive case study approach. In order to better understand how the three selected programs support teacher candidates in working with English learners, I conducted a follow-up document analysis. This analysis involved reviewing each program's institutional website and publicly available materials, including mission statements, plans of study, program handbooks, course descriptions, curriculum guides (when available), and clinical experience requirements (when available).

Program A

This section describes Program A's curriculum and how it aligns with linguistically responsive teaching practices. Program A represents the institution with the highest reported levels of teacher candidate preparedness to meet the needs of English learners in Michigan during the 2023–2024 academic year (*Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report*, n.d.). All program-specific identifiers have been removed in this analysis.

Program Structure and Endorsement Pathways

Before analyzing the program's approach to linguistically responsive teaching, it is important to highlight a distinctive structural feature of the program. All undergraduate elementary education majors (excluding those students specializing in special education)

must select both a grade band focus and a secondary endorsement area. A review of the program's online (archived) advising guides from 2021 to 2024 indicates that this structure was introduced around the same time that the state implemented the revised *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b).

Students begin by selecting either a PreK-3 or 3-6 grade band focus. Students in the PreK-3 track may choose a secondary endorsement in either early childhood education or English language development, the latter of which prepares teacher candidates to teach English learners. In contrast, students in the 3-6 track are required to complete the English language development endorsement. For all students pursuing this endorsement, which includes all 3-6 track students and some students in the PreK-3 track, the program requires a minimum of 25 credits in coursework related to teaching English learners, much of which is offered through another department that specializes in this area. In addition, these students must show proof of proficiency in another language, which is equivalent to two semesters of college-level study.

As a result, because of these requirements, most teacher candidates in the program, with the exception of those who focus on special education or choose the early childhood education endorsement, graduate with both an English language development endorsement and documented proficiency in a second language. This combination of requirements makes the required endorsement one of the first of its kind in the state of Michigan.

Evidence of Linguistically Responsive Teaching Practices

The undergraduate elementary education program included several core requirements that applied to all students regardless of their grade band focus or endorsement area. To understand how linguistically responsive teaching was embedded in the program, I analyzed a variety of publicly available documents. These documents included the department's mission statement, plans of study, program handbook, course descriptions, and clinical experience requirements, all of which were available on the institution's website. The documents were thematically coded using both deductive codes (based on the principles of the linguistically responsive teaching framework) and inductive codes, which highlighted additional themes that emerged such as references to diverse learners, equitable instruction, and specialized teaching standards.

The analysis revealed that students in the program consistently engaged with the seven tenets of linguistically responsive teaching practices as outlined by Lucas and Villegas (2011, 2013) throughout the core curriculum. First, the tenet of sociolinguistic consciousness was explicitly addressed in a required core course that focuses on teaching multilingual learners. In addition, all teacher candidates completed content area methods courses in subjects such as science, social studies, literacy, and mathematics, which were aligned with their specific grade band. The descriptions of these courses included topics that reflected sociolinguistic consciousness. For example, two literacy methods courses addressed culturally responsive practices in literacy instruction. Two science methods courses included content on culture and equity in science. Two social studies methods courses emphasized teacher candidates' sociopolitical responsibilities.

Next, the value for linguistic diversity was addressed in the required course on teaching multilingual learners, although it appeared to be the least emphasized of the seven tenets of linguistically responsive teaching in Program A's foundational curriculum. However, as noted earlier, teacher candidates pursuing the English language development endorsement completed 25 credits of coursework that explored all seven tenets in greater depth (based on Michigan's *Standards for the Preparation of Teachers of English as a Second Language* (2017)). These students were also required to demonstrate proficiency in an additional language. The results revealed that while the program did place strong emphasis on valuing linguistic diversity, this emphasis was more integrated into the endorsement pathway rather than in the core foundational courses.

The third tenet of linguistically responsive teaching theory, which focused on an inclination to advocate for English learners, was addressed in the program both directly and indirectly. For example, the department's mission statement reflected a commitment to advocacy through language that emphasized educational policy reform, improving teaching and learning conditions for all, and supporting the success of every learner. In addition, this theme appeared in five required foundational courses whose course descriptions highlighted a focus on justice and equity in education. This broad language suggested a departmental vision that supported equitable practices, which included practices that supported the needs of English learners. Advocacy was also addressed more explicitly in the required course on teaching multilingual learners. Furthermore, more than nine core courses included references in their titles and course descriptions to teaching and engaging diverse learners, which was a term that encompassed English

learners. Teacher candidates also completed at least two required teaching internships that focused on teaching content to students with a range of learning needs. While advocacy for English learners was not always stated explicitly, it was embedded throughout the curriculum and appeared to be a consistent area of emphasis.

The fourth tenet of linguistically responsive teaching theory, learning about English learners' language backgrounds, experiences, and proficiencies, was addressed directly in the required core course on teaching multilingual learners, which was expected given the course's focus. It also appeared in some core content area teaching methods courses. For example, the course description for a mathematics methods course referred to supporting the development of strong math identities in diverse learners, which may have indicated attention to students' backgrounds and experiences. In addition, all teacher candidates completed at least two required teaching internships that focused on planning and implementing instruction for students with a range of learning needs. This description suggested that teaching interns were encouraged to learn about their students' individual backgrounds in order to meet their instructional needs.

The fifth tenet of linguistically responsive teaching theory, identifying the language demands of classroom tasks, was addressed directly in the required core course on teaching multilingual learners. It was also addressed directly in a core course on children's literacy development, which covered components of language and literacy such as phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening. This tenet was also reinforced in two additional required courses on teaching

literacy to diverse learners at both the PreK-3 and 3-6 grade band levels, which focused on similar topics.

The sixth tenet of linguistically responsive teaching theory, applying key principles of second language learning, was addressed in the required course on teaching multilingual learners through its focus on theoretical perspectives and principles of language development. It was also addressed in a core course on children's literacy development as well as in two additional required courses on teaching literacy to diverse learners at both the PreK-3 and 3-6 grade band levels. In particular, the phrase "teaching motivation and engagement" appeared in four core course descriptions, which aligned with one of the core principles of second language learning (Krashen, 1982, 2005).

The seventh tenet of linguistically responsive teaching theory, scaffolding instruction to promote English learners' learning, was addressed in the required course on teaching multilingual learners. In addition, this tenet was reflected in the course descriptions of two social studies methods courses (at both grade band levels) focused on teaching diverse learners, which emphasized helping teacher candidates learn to adapt content to meet students' individual needs. Furthermore, the course titles and descriptions of more than nine core courses included references to teaching and engaging diverse learners, which may have included English learners. Teacher candidates also completed at least two required teaching internships that emphasized providing instruction to students with varied learning needs. Although scaffolding instruction for English learners was not always stated explicitly, the concept of differentiated instruction was integrated throughout the curriculum and appeared to be a consistent area of emphasis.

Lastly, although most of the thematic coding in this document analysis was deductive, one additional inductive theme emerged, which was an emphasis on professionalism and leadership. This theme appeared in both the department's mission statement and the course description for the core course on teaching multilingual learners. It aligns with Standard 5 of the national *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2019) and Standard 6 of Michigan's *Standards for the Preparation of Teachers of English as a Second Language* (2017), both of which emphasize professionalism, including policy awareness, legislation, continuous professional development, self-assessment, and reflection. In this program, these elements were integrated into both foundational coursework and a broader departmental vision.

A summary of the findings from this document analysis is presented in Table E.1 in Appendix E. Overall, the document analysis of Program A showed that all students in this undergraduate elementary education program engaged with the principles of linguistically responsive teaching through foundational coursework, field experiences, and a program-wide emphasis on professionalism and leadership. These tenets were explored in even greater depth within the English language development endorsement courses, which many students completed. Since this endorsement was required for all students in the 3-6 grade band track and was also selected by some students in the PreK-3 track as well, a substantial portion of teacher candidates graduated with both theoretical and practical preparation to support English learners. This comprehensive and multilayered approach aligned with Program A's designation as the institution reporting

the highest levels of teacher candidate preparedness to support English learners in Michigan during the 2023–2024 academic year.

Program B

This section describes Program B’s curriculum and how it aligns with linguistically responsive teaching practices. Program B represents the institution with the second highest overall reported levels of teacher candidate preparedness to meet the needs of English learners in Michigan during the 2023–2024 academic year (Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report, n.d.). All program-specific identifiers have been removed in this analysis.

Program Structure and Endorsement Pathways

Unlike Program A, Program B does not require students to choose a grade band focus for their certification. Instead, it prepares students for Michigan certification in both the PreK-3 and 3-6 grade bands. In other words, students are prepared to teach across the full elementary range (PreK-6). In addition, while the program offers an English language development endorsement, it is not required. Students who choose to pursue this (optional) endorsement must complete six additional courses (20 credits) within their plan of study. Students also have the option to participate in a study abroad program where they complete two immersive English language development courses while gaining international teaching experience. Finally, all students at this institution must show proof of proficiency in another language, which is the equivalent to four semesters of college-level study.

Evidence of Linguistically Responsive Teaching Practices

The undergraduate elementary education program included core coursework and field experiences that were required for all students. To understand how linguistically responsive teaching was embedded in the program, I analyzed a variety of publicly available documents. These documents included the department's mission, vision, and values statements, plan of study, program handbook, course descriptions, and clinical experience requirements, all of which were available on the institution's website. The documents were thematically coded using both deductive codes (based on the principles of the linguistically responsive teaching framework) and inductive codes, which highlighted additional themes that emerged such as references to professionalism and leadership.

The analysis revealed that students in the program consistently engaged with the seven tenets of linguistically responsive teaching practices (Lucas & Villegas, 2011, 2013) across the core curriculum. First, the tenet of sociolinguistic consciousness was explicitly addressed in four core courses. These courses covered topics such as cultural responsiveness (i.e., preparing teacher candidates to adopt a culturally competent approach to instruction), multiculturalism, sociopolitical contexts, and multicultural thought. In one course, for example, teacher candidates examined the social and historical factors that shaped students' identities and experiences in the classroom. These topics emphasized the interconnectedness of language, culture, identity, and power which are central components of sociolinguistic consciousness.

Next, value for linguistic diversity was addressed in several ways. First, all students at this particular institution were required to demonstrate proficiency in an

additional language, which was equivalent to four semesters of college-level study. This requirement helps future educators develop both the linguistic skills and the cultural awareness needed to support linguistically diverse learners. In addition, a foundational course on classroom culture may have further reinforced this value by promoting a strengths-based approach to meeting the needs of the whole child (i.e., an approach that can include recognition of students' diverse communication styles and language backgrounds).

The third tenet of linguistically responsive teaching theory, which focuses on an inclination to advocate for English learners, was addressed in the program both directly and indirectly. For example, the department's mission and values statements reflected a commitment to advocacy for diverse learners in several ways, including by promoting fair and equitable practices and treatment for all individuals, protecting vulnerable populations in classrooms and communities, and addressing discrimination in educational settings. In addition, a core course on creating classroom culture included content on challenging systemic patterns that marginalize minoritized students.

The fourth tenet of linguistically responsive teaching theory, learning about English learners' language backgrounds, experiences, and proficiencies, was addressed directly in three foundational courses. For example, one course specifically focused on teaching multilingual learners and addressed how to support multilingual students' language, literacy, and academic content development. Another course highlighted the importance of considering students' individual characteristics and lived experiences in the school context. A third course emphasized meeting the needs of the whole child in a

culturally responsive manner, which implicitly involved learning about students' backgrounds.

The fifth tenet of linguistically responsive teaching, involving identifying the language demands of classroom tasks, was directly addressed in the foundational course on teaching language, literacy, and academic content to diverse learners (with a particular focus on multilingual learners). One emphasis of the course was helping children and adolescents learn academic language. In addition, this tenet was covered in another foundational literacy course that focused on skills such as phonological awareness, alphabet knowledge, phonics, spelling, word recognition, and reading fluency.

The sixth tenet of linguistically responsive teaching theory, applying key principles of second language learning, may have been addressed in three foundational courses in the program. First, it may have been covered (albeit indirectly) in an educational psychology course that explored human learning and motivation. Second, it may have been addressed in a foundational literacy course that examined how literacy develops in young children and how teachers can support that development. Third, it may also have been included in another foundational literacy course that referenced motivation, which is an important factor in second language acquisition. While it was unclear from the document analysis how much emphasis was placed on second language development (as the courses may primarily have focused on first language acquisition), it was possible that this tenet was addressed across the program.

The final tenet of linguistically responsive teaching theory, scaffolding instruction to promote English learners' academic development, was addressed in five foundational courses within the program. It appeared in two foundational literacy courses that directly

emphasized preparing teacher candidates to design and implement a variety of instructional strategies to support students, particularly those that help students develop English academic language proficiency. It was also addressed in a course focused on teaching mathematics and science in which teacher candidates learned how to modify and adapt curricular materials to meet diverse student needs. In addition, two courses on teaching with digital technology incorporated this tenet by integrating theories from assistive education and multicultural education.

Lastly, as with Program A, although most of the thematic coding in this document analysis was deductive, one additional inductive theme emerged, which was an emphasis on professionalism and leadership. This theme appeared in both the department's mission statement and values statement. It aligns with Standard 5 of the national *Standards for Initial TESOL PreK-12 Teacher Preparation Programs* (2019) and Standard 6 of Michigan's *Standards for the Preparation of Teachers of English as a Second Language* (2017), both of which emphasize professionalism and leadership, including policy awareness, legislation, continuous professional development, self-assessment, and reflection.

A summary of the findings from this analysis is presented in Table E.2 in Appendix E.

Program C

This section describes Program C's curriculum and how it aligns with linguistically responsive teaching practices. Program C represents the institution with the third highest overall reported levels of teacher candidate preparedness to meet the needs of English learners in Michigan during the 2023-2024 academic year (Michigan

Department of Education Office of Educator Excellence Educator Workforce Data Report, n.d.). All program-specific identifiers have been removed in this analysis.

Program Structure and Endorsement Pathways

Students in Program C begin by selecting a focus in either the PreK-3 grade band or the 3-6 grade band. They must then choose a second concentration area. This concentration can be the other grade band, which allows them to be certified in both PreK-3 and 3-6. Alternatively, they can complete an English language development endorsement, which prepares them to teach English learners.¹⁶ In all cases, students complete coursework in either the PreK-3 and/or 3-6 grade band area(s). In addition, all students at this institution must show proof of proficiency in another language, which is the equivalent to two semesters of college-level study.

Evidence of Linguistically Responsive Teaching Practices

The undergraduate elementary education program included core coursework and field experiences that were required for all students. To understand how linguistically responsive teaching was embedded in the program, I analyzed a variety of publicly available documents. These documents included the department's mission and vision statements, plans of study, program handbook, course descriptions, and clinical experience requirements, all of which were available on the institution's website. In addition, I used a peer-reviewed article (Park & DeFauw, 2024) that discusses how the program supports teacher candidates in developing and applying pedagogical content knowledge to support multilingual learners. The documents were thematically coded

¹⁶ As a third option, students interested in early childhood education (Birth to Kindergarten, B-K) are required to complete a fixed sequence of two concentrations: one for the B-K grade band and one for the PreK-3 grade band.

using both deductive codes (based on the principles of the linguistically responsive teaching framework) and inductive codes, which highlighted additional themes that emerged such as references to professionalism and leadership, community engagement, and collaboration with families.

The analysis revealed that students in the program engaged with the seven tenets of linguistically responsive teaching practices (Lucas & Villegas, 2011, 2013) across the core curriculum. First, the tenet of sociolinguistic consciousness was indirectly reflected in the department's mission statement, which emphasized preparing teacher candidates to be culturally sustaining professionals. This tenet was also directly addressed in two required core courses. One course was a course on social justice and community-based education, which included a field experience component at a local school and focused on culturally sustaining pedagogies. The other course was a reading methods course that emphasized culturally responsive literacy practices. In addition, students in the PreK-3 grade band were required to take a course on collaboration that focused on engaging with culturally and linguistically diverse families. For those in the 3-6 grade band, a required course on intercultural education addressed issues related to race, ethnicity, and language.

Next, value for linguistic diversity was addressed in several ways. First, all students at this particular institution were required to demonstrate proficiency in an additional language, which was equivalent to two semesters of college-level study. This requirement helps future educators develop both the linguistic skills and the cultural awareness needed to support linguistically diverse learners. In addition, this tenet may have been addressed in a required core course on teaching mathematics methods which addressed respecting children's diverse backgrounds and identities.

The third tenet of linguistically responsive teaching theory, an inclination to advocate for English learners, was embedded across multiple required courses in the program. It was addressed in a core mathematics course that focused on creating inclusive mathematical learning environments, a core course on social justice in educational settings, and a grade 3-6 level course on intercultural education that explored equity and inclusion in school settings.

The fourth tenet of linguistically responsive teaching theory, learning about English learners' language backgrounds, experiences, and proficiencies, was addressed directly in a sequence of required courses that had been designed to prepare teacher candidates to work with multilingual learners. These courses included a course on English language development teaching methods, a teaching apprenticeship that focused on working specifically with multilingual learners in a local school district, and a technology course that supported the content of these experiences (Park & DeFauw, 2024). All students who completed the endorsement, as well as those who completed both the PreK-3 and 3-6 grade bands (without the English language development endorsement) took these courses. In addition, this tenet may have been addressed in a core literacy assessment course that emphasized assessing literacy for instructional purposes. In this course, teacher candidates were required to identify a student to work with during the semester in order to implement various diagnostic assessments that are aimed at identifying the student's strengths and areas for growth in literacy development and motivation. While the student selected may or may not have been an English learner, it was a possibility. This tenet was also addressed in two additional literacy assessment courses that focused on different grade bands (B-K and PreK-3).

The fifth tenet of linguistically responsive teaching, identifying the language demands of classroom tasks, was directly addressed in a sequence of required courses designed to prepare teacher candidates to work with multilingual learners. These courses included a course on English language development teaching methods, a teaching apprenticeship that focused on working specifically with multilingual learners in a local school district, and a technology course that supported the content of these experiences (Park & DeFauw, 2024). In addition, this tenet was addressed in a required core course on reading models and methods, which covered print concepts, phonological awareness, phonics, spelling, word recognition, syntax, reading fluency, vocabulary, comprehension, literacy learning environments, and speaking and listening. It was also addressed in a required core course on literacy assessment, which addressed phonological awareness, fluency, comprehension, vocabulary, and writing. For students completing the 3-6 grade band, this tenet was further addressed in a literacy course with a field component in a local school. This course emphasized addressing the needs of the whole child through exploration of composition, comprehension, fluency, listening, motivation and engagement, speaking, spelling, syntax, and vocabulary, as well as foundational literacy skills such as print concepts, decoding, phonological awareness, phonics, and morphology.

The sixth tenet of linguistically responsive teaching theory, applying key principles of second language learning, was directly addressed through a series of required courses designed to prepare teacher candidates to work with multilingual learners. These courses included a course on English language development teaching methods, a teaching apprenticeship that focused on working specifically with

multilingual learners in a local school district, and a technology course that complemented these experiences (Park & DeFauw, 2024). In addition, two required core courses (one on educational psychology and one on reading models and methods) addressed learner motivation, which aligns with one of the core principles of second language learning (Krashen, 1982, 2005). A separate required course on constructivist education introduces Vygotsky's work. Although Vygotsky did not focus specifically on second language learning, his Sociocultural Theory (1978) was later applied to second language acquisition by Lantolf and Thorne (2007), which has important implications for teachers of multilingual learners.

Lastly, the final tenet of linguistically responsive teaching theory, scaffolding instruction to promote English learners' academic development, was directly addressed in a sequence of required courses designed to prepare teacher candidates to work with multilingual learners. These courses included a course on English language development teaching methods, a teaching apprenticeship that focused on working specifically with multilingual learners in a local school district, and a technology course that supported the content of these experiences (Park & DeFauw, 2024). In addition, at the 3-6 grade band level, this tenet might also have been addressed in a literacy course with a field component in which preservice teachers were expected to design, adapt, and implement literacy instruction that met the needs of the whole class, small groups, and individual learners in reading, writing, and other forms of communication. While scaffolding instruction for English learners was not mentioned explicitly, the emphasis on differentiated instruction suggested a focus on tailoring support to meet diverse learner

needs. A summary of the findings from this analysis is presented in Table E.3 in Appendix E.

Overall, the results of the document analysis revealed that all three programs (Program A, Program B, and Program C), which report the highest levels of teacher candidate preparedness to meet the needs of English learners in Michigan (*Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report*, n.d.) actively engaged their teacher candidates in linguistically responsive teaching practices. In addition to requiring specific coursework on teaching multilingual learners, these programs also embedded the seven tenets of the linguistically responsive teaching framework (Lucas & Villegas, 2011, 2013) throughout core coursework and teaching internships. Although the programs varied in structure, endorsement options, and extracurricular offerings, all three programs not only included foundational requirements to prepare teacher candidates to teach English learners, but they also offered additional opportunities for anyone interested in going beyond the core requirements in English language development.

CHAPTER FIVE

CONCLUSION AND DISCUSSION

Historical Context of the Results

At the time data were collected in 2025, the United States was experiencing major political and policy changes that affected immigration and programs supporting diversity, equity, and inclusion. During this period, the federal administration made several decisions that shifted focus away from diversity, equity, and inclusion and from federal support for English learners. Some of these changes included limiting federal support for diversity, equity, and inclusion programs in institutions of higher education, declaring English the official language of the United States, and dismantling the Office of English Language Acquisition (OELA), a federal office within the U.S. Department of Education that had provided guidance, resources, and funding for programs serving English learners. The closing of the Office of English Language Acquisition led to staff layoffs and uncertainty for an extended period of time about Title III funding, which provides federal financial support to help states, districts, and schools improve instruction and services for English learners. Later that year, the administration also rescinded the “Dear Colleague” letter (U.S. Department of Education, 2015), which was a federal document reminding states and institutions of their responsibilities to ensure that English learners receive equitable educational opportunities under federal law. As a result, these actions reduced federal accountability and support for multilingual learners and may have contributed to a sense of uncertainty or hesitation among higher education institutions and educators, which could have affected participation in research related to English learner education and teacher preparation.

These events make this research especially important. At a time when the federal administration has maintained an anti-immigration stance, it is more important than ever for states and institutions of higher education to advocate for and support English learners. As national support for multilingual learner education declined, states and universities have had to take, and continue to take, greater responsibility for preparing teachers to meet the needs of English learners. As such, studying how Michigan's undergraduate elementary education teacher preparation programs responded during this time period highlights effective strategies, areas where support is needed, and ways to continue improving. Conducting this research during a time of reduced federal commitment shows how important it is to continue supporting linguistically responsive teaching in general education teacher preparation and to make sure that *all* teacher candidates are prepared to help English learners succeed.

Review of Critical Findings

This study examined how different undergraduate elementary education teacher preparation programs in Michigan have aligned their curricula with state standards to prepare teacher candidates to teach multilingual learners, including English learners. Specifically, this study explored and described the strategies that some programs have implemented as well as the challenges and successes that they have encountered in preparing teacher candidates to teach multilingual learners. It also examined the extent to which these efforts reflect linguistically responsive teaching practices (Lucas & Villegas, 2011, 2013). Finally, the study analyzed publicly available documents from selected programs with the highest reported levels of teacher candidate preparedness to meet the needs of English learners in order to understand how they demonstrate alignment with

state standards in preparing teacher candidates to support multilingual learners in a linguistically responsive manner. The results are summarized below according to each of the study's sub-questions.

Strategies, Challenges, and Successes in Preparing Teacher Candidates to Teach Multilingual Learners

First, based on survey responses from 18 program leaders, the study's results revealed a wide range of strategies, challenges, and successes encountered by Michigan's undergraduate elementary education teacher preparation program leaders and faculty in preparing teacher candidates to teach multilingual learners. For example, in response to the 2020 standards, several participants across the state described introducing new required courses focused specifically on teaching multilingual learners. Other participants described embedding relevant content, such as explicit learning outcomes, assignments, and assessments into existing general education courses. These curricular changes were often supported by experiential learning opportunities, such as observations, clinical experiences, or field placements that involve multilingual learners. Some participants also described incorporating options for teacher candidates to pursue additional licensure in this area. In addition, many participants reported that they strengthened their curricula through increased collaboration with content-area faculty or community partners, such as local elementary schools. Overall, the findings show that program leaders and faculty have implemented a variety of changes to their programs to support elementary education teacher candidates in working with multilingual learners.

Next, while many program leaders and faculty reported strengthening their efforts to better prepare teacher candidates to teach multilingual learners, they also reported

several challenges that they encountered in implementing these changes. For example, some participants reported initial challenges in deciding how to integrate the revised teaching standards throughout their curricula (particularly whether to develop new stand-alone courses or embed content into existing ones). Other participants explained that it was a lengthy and complex revision process due to the large number of standards to address. Additionally, many participants also reported that it was a challenge to incorporate new coursework on teaching multilingual learners into already dense program structures. Finally, a common logistical challenge was the limited availability of clinical placements in schools with high populations of multilingual learners as well as a shortage of mentor teachers and faculty with specialized expertise in this area. Overall, these reported challenges reflect the difficulties of adapting teacher preparation programs to meet evolving standards for multilingual learner instruction.

Despite these challenges, many participants reported both program-level successes and innovative practices that they believe better prepare teacher candidates to work with multilingual learners. Specifically, many participants described successes in developing dedicated courses on teaching multilingual learners and updating learning outcomes related to teaching multilingual learners across the general education curriculum. Some participants also highlighted forming partnerships with communities and schools to develop programs that support teacher candidates to work directly with multilingual learners. In addition, some participants described making improvements to their programs based on identified program weaknesses. Other participants described enriching instruction by including guest speakers. Finally, some participants reported that they established endorsement options in teaching English to speakers of other languages.

Overall, these efforts demonstrate intentional and collaborative approaches that strengthen teacher preparation programs and better equip teacher candidates to meet the needs of multilingual learners.

Within the context of these successes, some program leaders and faculty highlighted the supportive role that the Michigan Department of Education has played to help them align their program with the revised teacher preparation standards. This support included webinars, trainings, working groups, and resources shared through the Directors and Representatives of Teacher Education Programs in Michigan (DARTEP) and the Michigan Association for Colleges of Teacher Education (MACTE). In addition, several participants reported seeking outside resources to help them align their program with the standards, such as collaborating with Teaching English to Speakers of Other Languages (TESOL) faculty, participating in professional seminars outside of those offered by the Michigan Department of Education, and using the Sheltered Instruction Observation Protocol (SIOP) model for support. Some program leaders and faculty also expressed interest in hypothetical supports (if the Michigan Department of Education were to make them available in the future). One type of support mentioned was sample syllabi or instructional modules aligned with state standards for multilingual instruction. In addition, support through professional development workshops or webinars on linguistically responsive teaching was raised. Another type of support was a centralized repository of instructional resources and materials related to teaching multilingual learners as well as guidelines for integrating English learner pedagogy into fieldwork and clinical experiences. Finally, they mentioned that it would be useful to have grant funding to support further curriculum development. As a result, these findings highlighted both

the value of existing support and the continued need for collaboration and resources to ensure that elementary education teacher preparation programs can effectively prepare teacher candidates for linguistically diverse classrooms.

Overall, the findings demonstrated that Michigan's undergraduate elementary education teacher preparation program leaders and faculty have implemented a variety of strategies in response to the revised state standards to better prepare teacher candidates to teach multilingual learners. While these efforts led to notable innovations and improvements, they also presented challenges, especially related to curriculum design, resource limitations, and clinical placement opportunities. Despite these challenges, many program leaders and faculty demonstrated a strong commitment to continuous improvement and utilized both internal and external supports to advance their work. As such, continued collaboration, resource sharing, and targeted support from the Michigan Department of Education and other partners may be essential for sustaining and expanding these efforts to ensure that all teacher candidates are well-prepared with the knowledge and skills to meet the needs of multilingual learners.

Linguistically Responsive Teaching Practices

While my first sub-question examined some of the ways in which undergraduate elementary education programs prepared teacher candidates to teach multilingual learners, my second sub-question explored the ways in which these efforts reflected linguistically responsive teaching practices as described by Lucas and Villegas (2011, 2013). This framework emphasizes the orientations, knowledge, and skills that enable teachers to effectively support multilingual learners, which includes:

- Sociolinguistic consciousness

- Valuing linguistic diversity
- Advocating for English learners
- Learning about students' language backgrounds
- Identifying the language demands of classroom tasks
- Applying second language acquisition theories
- Scaffolding instruction for English learners

Based on survey responses from 18 program leaders and faculty, the analysis revealed both similarities and differences in how 28 dimensions of linguistically responsive teaching were embedded across Michigan's undergraduate elementary education teacher preparation programs.

Among the seven tenets of the linguistically responsive teaching framework, three tenets of the linguistically responsive teaching framework (Lucas & Villegas, 2011, 2013) appeared to be consistently emphasized across all programs represented in the study. Program leaders and faculty reported that they emphasized value for linguistic diversity and advocacy for English learners in their curricula. In addition, participants reported that they prepare teacher candidates to use a variety of teaching approaches, including differentiation, to support English learners' language development while maintaining high academic expectations.

Nevertheless, at the same time, the findings revealed uneven attention to some linguistically responsive teaching practices across institutions. In particular, only some participants reported that their programs included other aspects of linguistically responsive teaching, such as the inclusion of sociolinguistic consciousness, learning about English learners' language backgrounds, experiences, and proficiencies, identifying

the language demands of classroom tasks, or integrating the key principles of second language learning in their curricula.

These results suggest that Michigan’s undergraduate elementary education teacher preparation programs consistently integrate some core elements of linguistically responsive teaching, particularly in valuing linguistic diversity, promoting equity, and equipping teacher candidates with practical teaching strategies. However, the variation across programs highlights opportunities for further development, especially in addressing sociolinguistic consciousness, family engagement, and nuanced aspects of second language learning. Strengthening these areas could ensure that teacher candidates are more fully prepared with the orientations, knowledge, and skills necessary to implement linguistically responsive teaching practices in diverse classrooms.

Operationalizing Linguistically Responsive Teaching Across High-Performing Programs

The program leader survey results showed variation among programs in how fully they incorporated elements of linguistically responsive teaching into their curricula. Interestingly, the document analyses of the three undergraduate elementary education teacher preparation programs that demonstrated the highest levels of teacher candidate preparedness to meet the needs of English learners, according to the 2023–2024 *Michigan Department of Education Office of Educator Excellence Educator Workforce Data Report* (n.d.), revealed evidence that these programs included all seven tenets of the linguistically responsive teaching framework throughout their curricula.

These three programs differed in structure and endorsement pathways. Program A required teacher candidates to select a grade band focus, complete an English language

development endorsement in many cases, and demonstrate proficiency in a second language. Program B prepared teacher candidates to teach multilingual learners across their full elementary education curriculum, required proficiency in a second language, and offered an optional English language development endorsement along with opportunities for international teaching experiences. Program C required students to select a grade band focus, offered an optional English language development endorsement, and required proficiency in a second language.

Despite these structural differences, it appeared that all three programs embedded linguistically responsive teaching practices as described by Lucas and Villegas (2011, 2013) across foundational coursework and field experiences. It is important to note, however, that the document analysis was based solely on publicly available materials. From this publicly facing perspective, the programs appeared to engage teacher candidates with all seven tenets of the linguistically responsive teaching framework, including sociolinguistic consciousness, value for linguistic diversity, advocating for English learners, learning about students' language backgrounds, identifying the language demands of classroom tasks, applying second language acquisition principles, and scaffolding instruction to support English learner's learning. Each program also emphasized professionalism and leadership and integrated these themes into coursework, program mission statements, and clinical experiences.

Nevertheless, while the publicly available documents presented a comprehensive picture of linguistically responsive teaching, questions remain about how deeply these principles were enacted in practice. For example, it is unclear whether the content described in the course descriptions was reflected in syllabi, whether syllabi were aligned

with course learning outcomes and assessments, and whether teacher candidates had opportunities to demonstrate these competencies.

Overall, despite these data limitations, the document analysis suggested that the three programs provided both theoretical and practical preparation for supporting multilingual learners. Through their core curricular requirements, each program presented a public facing commitment to ensuring that all of their teacher candidates engaged with the full spectrum of the linguistically responsive teaching framework. However, further research is needed to determine the extent to which these publicly facing materials reflect actual classroom practice. In addition, the endorsement pathways and additional (optional) coursework allowed teacher candidates options to deepen their expertise in this area. This comprehensive, multilayered approach to preparing teacher candidates with the orientations, knowledge, and skills needed to support multilingual learners illustrates how three high-performing undergraduate elementary education teacher preparation programs operationalize linguistically responsive teaching practices in ways that prepare all of their teacher candidates to meet the needs of diverse learners in alignment with the revised *2020 Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* (2020a) and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education* (2020b).

Implications of Findings

The results of this study reveal several important implications for teacher preparation programs in Michigan. Historically, the Michigan Department of Education has not emphasized preparing general education elementary education teacher candidates to teach multilingual learners or English learners in PreK-6 teacher preparation standards.

However, a shift began around the time of the 2020 revisions to the PreK-3 and 3-6 teacher preparation standards. This shift signaled the state's growing recognition of the importance of equipping all teacher candidates to support multilingual learners, including English learners. In response, many undergraduate elementary education teacher preparation programs started to incorporate related coursework and field experiences in this area. The findings of this study highlight important considerations for undergraduate elementary education teacher preparation program leaders and faculty regarding how they prepare teacher candidates with the orientations, knowledge, and skills to support multilingual learners.

Within a state that has not historically emphasized this area, undergraduate elementary education teacher preparation programs are making notable progress toward integrating linguistically responsive teaching practices into their curricula. Although the revised 2020 standards do not explicitly require programs to integrate the seven tenets of linguistically responsive teaching theory (Lucas & Villegas, 2011, 2013), the framework provides a useful guide for understanding how teachers can effectively support multilingual learners. Specifically, it explicitly describes the concrete orientations, knowledge, and skills needed for effective instruction, which includes sociolinguistic consciousness, valuing linguistic diversity, advocacy for English learners, understanding students' language backgrounds, identifying the language demands of classroom tasks, applying principles of second language acquisition, and scaffolding instruction. The results of this study show that while certain elements of linguistically responsive teaching appear in some elementary education programs in Michigan, other elements are missing from other programs. These gaps indicate opportunities for growth and highlight the need

for some programs to strengthen their curricula related to preparing teacher candidates to support multilingual learners in PreK-6 classrooms across the state. Additionally, the findings suggest that state-level guidance, professional development, and access to shared resources could support more consistent integration of linguistically responsive teaching practices across the state.

Perhaps the most notable finding in this study is that the three programs that demonstrated the highest levels of teacher candidate preparedness to meet the needs of English learners in 2023–2024 (*Michigan Department of Education OEE Educator Workforce Data Report*, n.d.) consistently incorporated all seven tenets of the linguistically responsive teaching framework (Lucas & Villegas, 2011, 2013). This alignment highlights the potential connection between program design and outcomes. In addition, it suggests that comprehensive integration of linguistically responsive teaching practices may contribute to stronger teacher candidate preparedness in this area. It is also worth noting that these three programs embedded the framework across both coursework and field experiences, which indicates that a program-wide approach (not just the addition of isolated content) may be critical for effectively preparing undergraduate elementary education teacher candidates. This finding offers a useful model for other program leaders and faculty that are interested in strengthening their own approaches to preparing teacher candidates to support multilingual learners. At the very least, these three high-performing programs provide examples of how the principles of linguistically responsive teaching can be operationalized in teacher education to address long-standing gaps in preparing teacher candidates to meet the needs of English learners in particular.

Overall, this study emphasizes the importance of continuing to strengthen linguistically responsive teacher preparation in Michigan. By learning from high-performing programs and supporting statewide efforts to integrate these practices, the field can move toward more equitable and effective preparation for all teacher candidates, which ultimately benefits multilingual learners in Michigan classrooms.

Limitations of the Research

This study had several limitations. First, although it is an exploratory and descriptive case study, it is not representative of all undergraduate elementary education teacher preparation programs in Michigan. Only 18 program leaders and faculty responded anonymously to the survey, and it is unclear how many of the 27 accredited undergraduate elementary education teacher preparation programs were actually represented. In addition, the quantitative survey results regarding linguistically responsive teaching practices showed high standard deviations and low response rates. While the high variability in these responses was somewhat expected (due to the wide range of undergraduate elementary education teacher preparation programs across the state), the low response rate for that particular section of the survey limited my analysis to identifying general patterns rather than drawing more specific conclusions.

Another limitation was that some program leaders indicated that they did not know about course-specific outcomes relevant to the survey questions. Although the survey was subsequently shared with faculty, in most cases, no additional faculty members completed this particular portion of the study.

The study also could have benefited from interviews with leaders in the Michigan Department of Education to provide contextual background on the history and

implementation of the revised 2020 standards. However, the leadership team that I contacted declined to participate. As a result, this study lacks details about the state-level decision-making process, motivations, and challenges that may have influenced how the standards were developed, communicated, or supported. Given the politically charged nature of educational policies in 2025, particularly related to diversity, equity, and inclusion, the absence of input from the Michigan Department of Education represents a missed opportunity to better understand how changing political dynamics may have guided the revision and implementation of the standards.

Regarding the document analysis, I was limited to publicly available materials, which limited the depth of the analysis. Having access to course syllabi, detailed learning outcomes, and course assignments would have allowed me to include a more comprehensive review. Public facing documents (such as program websites and course descriptions) tend to present programs in a positive light and often only provide overviews of coursework and program structures. These descriptions may not fully reflect the actual instructional content, pedagogical strategies, or assessment methods used in practice. In other words, what appears in course descriptions may not always align with what is actually being taught in classrooms. With access to internal course materials, it may have been possible to more accurately assess the extent to which linguistically responsive practices were explicitly integrated into coursework and field experiences. Likewise, it would have been useful to interview program leaders to learn more about their experiences and curricula in more depth.

Directions for Future Research

Future research should continue to explore how undergraduate elementary education teacher preparation programs prepare teacher candidates to teach multilingual learners, including English learners, in a linguistically responsive manner. One important direction would be to conduct a comprehensive document analysis of the remaining programs in Michigan, as well as program self-assessments or self-evaluations, to examine how linguistically responsive teaching practices are integrated across all general education teacher preparation curricula, including those at the secondary teacher preparation level. This approach could help to further explore whether there are any potential correlations between the inclusion of linguistically responsive teaching elements and teacher candidate preparedness in the “meeting English learners’ needs category” as measured by the Michigan Department of Education Candidate Suite surveys.

Given this study’s finding that the integration of linguistically responsive teaching practices varies across Michigan’s undergraduate elementary education teacher preparation programs, future research could also explore how programs use self-assessment tools to strengthen their curricula and improve teacher candidate preparedness in this area. For example, program leaders and faculty could use the 28 dimensions of linguistically responsive teaching from this study’s program leader survey (each of which operationalize the seven tenets of the linguistically responsive teaching framework) as a tool for structured self-assessment and reflection. This process could help identify both strengths and gaps in coursework or field experiences related to preparing teacher candidates to teach multilingual learners. Future research could also examine whether and how such self-assessments lead to curricular or pedagogical changes. These studies might

also examine the perceived usefulness of the linguistically responsive teaching framework among elementary education teacher preparation program leaders and faculty as well as any barriers to implementing changes based on the self-assessment findings. It could also provide more information on the institutional conditions, leadership practices, and support systems that enable meaningful curricular improvements based on the self-evaluation results.

Conclusions for the Field

Preparing teacher candidates to support multilingual learners, including English learners, is essential for creating equitable learning environments for all students (National Council of Teachers of English, 2020). The growing population of multilingual learners in the United States, along with long-standing federal laws that protect the rights of English learners, emphasize the importance of this work. The Michigan Department of Education revised its teacher preparation standards in 2020 to address this need. In particular, for elementary education, these standards included the revised *Standards for the Preparation of Teachers of Lower Elementary (PK-3) Education* and the *Standards for the Preparation of Teachers of Upper Elementary (3-6) Education*, which introduced new Professional Standards. These standards emphasized equipping all undergraduate elementary education teacher candidates with the orientations, knowledge, and skills to support English learners across all content areas.

However, Michigan's standards provide programs flexibility in how they meet these expectations, and they do not explicitly require integration of the seven tenets of linguistically responsive teaching theory (Lucas & Villegas, 2011, 2013) or specific outcomes related to second language pedagogy. Therefore, while this flexibility allows

teacher preparation programs to develop and implement innovative strategies that are tailored to their strengths and expertise, it also creates the possibility of uneven implementation across the state. In this context, using a framework like linguistically responsive teaching can serve as a valuable tool for guiding both curricular development and program self-assessment, especially in areas of study, such as preparing teacher candidates to teach English learners, that have not historically been emphasized in general education elementary education teacher preparation programs.

As linguistic diversity continues to grow in the United States, and as educational standards and state policies evolve, teacher preparation programs must continue to adapt to ensure that all teacher candidates are equipped with the orientations, knowledge, and skills needed to support all learners. It is no longer the responsibility of language specialists alone to support English learners, but rather all stakeholders in education share this responsibility. Teacher educators, administrators, state policymakers, and community partners must work together collectively to create systems that recognize multilingualism as an asset and to ensure that both culturally and linguistically responsive practices are embedded across all levels of teacher education and PreK-12 schooling.

This shared responsibility reflects a broader shift in how the field understands the education of English learners, not as a specialized area of instruction confined to certain classrooms, but as an integral part of effective and equitable teaching for all students. When institutions of higher education, state departments, and school districts align their efforts, they not only strengthen teacher preparation, but also affirm a national commitment to diversity, equity, inclusion, and linguistic justice.

This study shows that while Michigan's undergraduate elementary education teacher preparation programs are making meaningful progress, opportunities remain for more consistent and focused preparation across the state. The linguistically responsive teaching framework, as proposed by Lucas and Villegas (2011, 2013), offers a research-based guide for helping teacher preparation programs evaluate and strengthen their efforts. By embedding these practices throughout coursework and field experiences, teacher preparation programs take a critical step toward ensuring that all future teachers are ready to support English learners and advance educational equity.

Appendix A

Institutional Review Board Letter



Date: June 5, 2025

Study #: IRB-FY2025-386

Study Title: Preparing Elementary Education Teacher Candidates in Michigan to Teach Multilingual Learners: Insights from Curricular Alignment and Teacher Preparation Strategies

Submission Type: Modification

IRB Decision: Exempt

Research Team:

Angela Super
Julia Smith

The IRB has reviewed the Modification submission related to the above referenced study and determined that the changes listed below do not affect the exemption status of the study. The Modification submission is Approved and the study remains Exempt per federal regulations.

The approved modifications are the following:

SUPER 2025-386 Exempt 2(ii) (Online Qualtrics survey; Zoom/email interview)

Title: Preparing Elementary Education Teacher Candidates in Michigan to Teach Multilingual Learners: Insights from Curricular Alignment and Teacher Preparation Strategies

Review Type: Exempt 2(ii) – Anonymous survey; Zoom/email interviews – Any disclosure of the human subjects' responses outside the research would not reasonably place them at risk of criminal or civil liability, or damage to their financial standing, employability, educational advancement, or reputation.

PI: Angela Super, Student (CITI 08-Nov-2026)

FA: Julia Smith, Faculty (CITI 07-Aug-2026)

COI: No

Funding: No

Purpose: The purpose of this study is to examine how different undergraduate elementary teacher preparation programs in the state of Michigan aligned their curricula in response to state standards for preparing teacher candidates to teach multilingual learners, including English learners.

Inclusion Criteria:

Group 1:

- Adults (18 years or older)
- Currently hold a leadership role in an elementary education teacher preparation program in Michigan, that is approved by the state of Michigan to prepare teacher candidates for initial certification in elementary education
- Have direct knowledge of, or involvement in, how their program aligns with the Michigan Department of Education's *2020 Standards for the Preparation of Teachers*, particularly regarding the preparation of teacher candidates to teach multilingual learners

Group 2:

- Adults (18 years or older)
- Currently work for the Michigan Department of Education in a leadership role related to teacher preparation, certification, or multilingual learner policy
- Have been involved in, or have professional knowledge of, the development, implementation, or oversight of the *2020 Standards for the Preparation of Teachers*
- Role must provide insight into the state's expectations for teacher preparation programs, especially regarding the preparation of teacher candidates to support multilingual learners, including English learners

Number of Participants:

Group 1: 300

Group 2: 30

Recruitment: This study involves two participant groups: Group 1 (elementary education program leaders who will complete a survey) and Group 2 (Michigan Department of Education leaders who will participate in interviews).

Group 1: Potential survey participants will be identified by compiling a list of state-approved elementary education teacher preparation programs in Michigan. This list will be gathered from a publicly available directory on the Michigan Department of Education website and individual university or college websites. Recruitment emails will be sent directly to the professional email addresses of eligible participants. The recruitment email will also include a request for recipients to share the message with others who may meet the study's eligibility criteria, facilitating snowball sampling. Recruitment emails will be sent to all potential participants after three weeks to remind those who have not yet completed the survey/interview and wish to do so.

Group 2: Participants will be identified based on their roles within the Michigan Department of Education. I already have prior knowledge of and professional connections with several individuals who have directly contributed to or oversee the implementation of the 2020 MDE Standards for the Preparation of Teachers, particularly those related to preparing teacher candidates to support multilingual learners. Recruitment emails will be sent to eligible participants. Recruitment emails will be sent to all potential participants after three weeks to remind those who have not yet completed the survey/interview and wish to do so.

Consent:

Group 1: The first question on the survey will contain all the information sheet ending with the question asking them to participate. A 'no' answer will take them to the end of the survey.

Group 2: The initial email contacting potential participants will include the information sheet for the study. Participants will be emailed the interview questions as a document. Above the interview questions, the Information Sheet will be included so the participants can review it before responding to the interview questions. When following up to arrange a possible interview time and date, I will ask for any questions or concerns from the potential participant to make sure that they understand the study. Participants in asynchronous interviews will also have a chance to discuss the Information Sheet and agree to participate (provide verbal consent) before the interview begins.

Procedures:

Group 1: Participants will complete the Qualtrics survey online, which will be accessed via a link included in the recruitment email.

Group 2: Interested participants will be sent the interview questions and asked whether they would prefer to participate in a synchronous interview via Zoom or provide written responses to the interview questions via email. Participants can choose their preferred method of participation.

If participants prefer to participate in a synchronous interview via Zoom, the interview will be audio/video-recorded and transcribed.

If they prefer to provide written responses, their responses will be copied into a secure, de-identified document. The original email will be deleted.

Time:

Group 1: The survey will take approximately 15 minutes to complete.

Group 2: The interview (via Zoom) will take approximately 30-60 minutes to complete. Alternatively, if they choose to answer the interview questions via email, it may take 30-60 minutes to complete. Add to consent form.

Location: Online

Incentive: No

Privacy:

The survey can be taken in a place of the person's choice. If the participant chooses to respond to the questions through email, they can be answered in a place of the person's choice. If they choose to participate in a synchronous interview, I will ask them to select a location and time that they feel secure and private in.

Confidentiality:

Group 1: No identifiable data will be collected.

Group 2: Interviews

If participants choose to participate in an interview, the conversation will be audio/video-recorded for transcription purposes only. The recording will be permanently deleted immediately after transcription. If participants choose to respond to the questions via email, their emailed responses will be copied into a secure, password-protected, de-identified document. The original email will then be deleted and will not be shared with anyone.

Risks: There could be a risk of people unconnected to the research identifying specific participants. To minimize this risk, no identifying information will be collected in the survey or will be retained after transcribing the interview. There could be a risk of discomfort from answering questions about support for multi-lingual learning in the current politically charged environment. To minimize this risk, the questions are designed to allow participants to skip any question they do not wish to answer.

Identifiers to be collected: Yes, asynchronous interviews will be audio and video recorded. Recordings will be deleted upon transcription.

This submission includes the following documents:

- Survey Recruitment Email
- Interview Recruitment Email
- IRB Approved Date-Stamped Survey Information Sheet V 6-5-2025
- IRB Approved Date-Stamped Interview Information Sheet V 6-5-2025
- Interview Questions
- Survey

(IF APPLICABLE) The IRB approved (date-stamped) consent document(s) has been published under Attachments in the Submission Details page. Please make sure to use the most recent IRB approved version of the consent form in consenting participants.

You are approved to implement the aforementioned modifications. Please retain a copy of this notification for your records.

This letter can also be found in Cayuse under the Letters tab in the Submission Details page.

If you have any questions, please contact the IRB office.

Thank you.

The Oakland University IRB

Appendix B

Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs (2019)

No.	Guideline/Standard
1	Knowledge About Language Candidates demonstrate knowledge of English language structures, English language use, second language acquisition and development, and language processes to help English language learners acquire academic language and literacies specific to various content areas.
1a	Candidates demonstrate knowledge of English language structures in different discourse contexts to promote acquisition of reading, writing, speaking, and listening skills across content areas. Candidates serve as language models for English language learners.
1b	Candidates demonstrate knowledge of second language acquisition theory and developmental process of language to set expectations for and facilitate language learning.
1c	Candidates demonstrate knowledge of language processes (e.g., interlanguage and language progressions) to facilitate and monitor English language learners' language learning in English.
1d	Candidates apply knowledge of English academic language functions, learning domains, content-specific language and discourse structures, and vocabulary to promote English language learners' academic achievement across content areas.
2	English Language Learners in the Sociocultural Context Candidates demonstrate and apply knowledge of the impact of dynamic academic, personal, familial, cultural, social, and sociopolitical contexts on the education and language acquisition of English language learners as supported by research and theories. Candidates investigate the academic and personal characteristics of each English language learner, as well as family circumstances and literacy practices, to develop individualized, effective instructional and assessment practices for their English language learners. Candidates recognize how educator identity, role, culture, and biases impact the interpretation of English language learners' strengths and needs.
2a	Candidates demonstrate knowledge of how dynamic academic, personal, familial, cultural, and social contexts, including sociopolitical factors, impact the education of English language learners.
2b	Candidates demonstrate knowledge of research and theories of cultural and linguistic diversity and equity that promote academic and social language learning for English language learners.
2c	Candidates devise and implement methods to understand each English language learner's academic characteristics, including background knowledge, educational history, and current performance data, to develop effective, individualized instructional and assessment practices for their English language learners.
2d	Candidates devise and implement methods to learn about personal characteristics of the individual English language learners (e.g., interests, motivations, strengths, needs) and their family (e.g., language use, literacy practices, circumstances) to develop effective instructional practices.
2e	Candidates identify and describe the impact of his/her identity, role, cultural understandings, and personal biases and conscious knowledge of U.S. culture on his/her interpretation of the educational strengths and needs of individual English language learners and English language learners in general.

Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs (2019), continued

No.	Guideline/Standard
3	Planning and Implementing Instruction
	Candidates plan supportive environments for English language learners, design and implement standards-based instruction using evidence-based, English language learner-centered, interactive approaches. Candidates make instructional decisions by reflecting on individual English language learner outcomes and adjusting instruction. Candidates demonstrate understanding of the role of collaboration with colleagues and communication with families to support their English language learners' acquisition of English language and literacies in the content areas. Candidates use and adapt relevant resources, including appropriate technology, to effectively plan, develop, implement, and communicate about instruction for English language learners.
3a	Candidates plan for culturally and linguistically relevant, supportive environments that promote English language learners' learning. Candidates design scaffolded instruction of language and literacies to support standards and curricular objectives for English language learners in the content areas.
3b	Candidates instruct English language learners using evidence-based, student-centered, developmentally appropriate interactive approaches.
3c	Candidates adjust instructional decisions after critical reflection on individual English language learners' learning outcomes in both language and content.
3d	Candidates plan strategies to collaborate with other educators, school personnel, and families in order to support their English language learners' learning of language and literacies in the content areas.
3e	Candidates use and adapt relevant materials and resources, including digital resources, to plan lessons for English language learners, support communication with other educators, school personnel, and English language learners and to foster student learning of language and literacies in the content areas.
4	Assessment and Evaluation
	Candidates apply assessment principles to analyze and interpret multiple and varied assessments for English language learners, including classroom-based, standardized, and language proficiency assessments. Candidates understand how to analyze and interpret data to make informed decisions that promote English language and content learning. Candidates understand the importance of communicating results to other educators, English language learners, and English language learners' families.
4a	Candidates apply knowledge of validity, reliability, and assessment purposes to analyze and interpret student data from multiple sources, including norm-referenced and criterion-referenced tests. Candidates make informed instructional decisions that support language learning.
4b	Candidates demonstrate understanding of classroom-based formative, summative, and diagnostic assessments scaffolded for both English language and content assessment. Candidates determines language and content learning goals based on assessment data.
4c	Candidates demonstrate knowledge of state-approved administrative considerations, accessibility features, and accommodations appropriate to ELLs for standardized assessments.
4d	Candidates demonstrate understanding of how English language proficiency assessment results are used for identification, placement, and reclassification.

Standards for Initial TESOL Pre-K-12 Teacher Preparation Programs (2019), continued

No.	Guideline/Standard
5	Professionalism and Leadership Candidates demonstrate professionalism and leadership by collaborating with other educators, knowing policies and legislation and the rights of English language learners, advocating for English language learners and their families, engaging in self-assessment and reflection, pursuing continuous professional development, and honing their teaching practice through supervised teaching.
5a	Candidates demonstrate knowledge of effective collaboration strategies in order to plan ways to serve as a resource for English language learner instruction, support educators and school staff, and advocate for English language learners.
5b	Candidates apply knowledge of school, district, and governmental policies and legislation that impact English language learners' educational rights in order to advocate for English language learners.
5c	Candidates practice self-assessment and reflection, make adjustments for self-improvement, and plan for continuous professional development in the field of English language learning and teaching.
5d	Candidates engage in supervised teaching to apply and develop their professional practice using self-reflection and feedback from their cooperating teachers and supervising faculty.

Appendix C

Michigan Standards for the Preparation of Teachers of English as a Second Language

(2017)

No.	Guideline/Standard
1.0	Language, Linguistics, Comparisons
	Candidates for endorsement in English as a Second Language will demonstrate:
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.
1.2	Knowledge of the linguistic elements (such as phonology, morphology, syntax, semantics, pragmatics, and discourse) of English and their role in developing literacy.
1.3	An understanding of the dynamic changing nature of language systems.
1.4	Knowledge of sociolinguistic elements such as language varieties, dialects, registers, and the value of bilingualism/multilingualism.
1.5	An ability to distinguish between learning challenges and behaviors associated with language development and those associated with learning disabilities.
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.
2.0	Cultures, Literatures, Cross-Disciplinary Concepts
	Candidates for endorsement in English as a Second Language will demonstrate:
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.
2.2	Application of knowledge and understanding of how valuing cultural groups and students' cultural identities affect language learning and school achievement.
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.
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.
3.0	Second Language Development Theories and Instructional Practices
	Candidates for endorsement in English as a Second Language will demonstrate:
3.1	An understanding of second language development theories and research, inclusive of error analysis, performance analysis, and interlanguage analysis.
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.
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.

Michigan Standards for the Preparation of Teachers of English as a Second Language

(2017), continued

No.	Guideline/Standard
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.
3.5	Knowledge of individual learner variables (e.g., linguistic, cognitive, affective, social) in the second language development process.
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.
3.7	Knowledge and use of a variety of strategies to promote full participation of English Learners in classrooms.
3.8	Knowledge and use of a wide range of materials, resources, and technologies in effective content teaching for English Learners.
3.9	Competency in teaching English Learners to acquire and use English in listening, speaking, reading, and writing for social and academic purposes.
4.0	Integration of Standards Into Curriculum and Instruction Candidates for endorsement in English as a Second Language will demonstrate:
4.1	An understanding of the standards and benchmarks currently approved in Michigan for K-12 content and English language proficiency in curricular planning.
4.2	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.
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.
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.
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.
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.
4.7	Knowledge and use of differentiated instruction and appropriate and timely accommodations based on the needs of the needs of English Learners.
5.0	Assessment Candidates for endorsement in English as a Second Language will demonstrate:
5.1	Knowledge of the nature of assessment and multiple ways to assess that are age, level, and language appropriate.
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.

Michigan Standards for the Preparation of Teachers of English as a Second Language
(2017), continued

No.	Guideline/Standard
5.3	Knowledge of various assessment issues affecting English Learners (e.g., cultural and linguistic bias, political, social, linguistic and psychological factors).
5.4	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.
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.
5.6	Knowledge of the relationship between standards and assessment decisions.
5.7	Knowledge and use of a variety of assessment accommodations appropriate to the needs of English Learners.
6.0	Professionalism Candidates for endorsement in English as a Second Language will demonstrate:
6.1	Knowledge of culturally responsive teaching practices.
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.
6.3	An ability to identify, analyze, and reflect upon professional knowledge and language proficiency, and seek resources for improvement.
6.4	Knowledge of legislative impact on teaching in programs for world languages, English Learners, and bilingual education.
6.5	Knowledge of the teacher's role as a professional within a discipline.
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.
6.7	An ability to serve as a professional resource, advocate for students, and build partnerships with students' families and communities.

Appendix D

Program Leader Survey

Q2: Inclusion Criteria

Do you currently:

- Hold a leadership role (e.g., program coordinator, department chair, director, or faculty member) in a state-approved elementary education teacher preparation program in Michigan that prepares teacher candidates for initial certification, and/or
- Have knowledge of how your program has aligned its curriculum with the 2020 revision of the Michigan Department of Education (MDE) standards for teacher preparation (including the addition of the Professional Standards), particularly in relation to preparing teacher candidates to support multilingual learners, including English learners?

The following questions focus on how your program prepares teacher candidates to work with multilingual learners (e.g., English learners) as well as the challenges and successes your program has encountered since the 2020 revision of the Michigan Department of Education (MDE) standards for teacher preparation (including the addition of the Professional Standards). These standards require all teacher preparation programs to equip teacher candidates with the knowledge and skills needed to teach English learners. If you do not feel that you have program-level information, please feel free to move on to the remaining questions of this survey.

Q4: Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), how does your undergraduate elementary education teacher preparation program equip teacher candidates to effectively teach multilingual learners, including English learners? Please provide specific examples, such as required coursework, defined learning outcomes, practical learning opportunities (e.g., assignments, projects), and clinical or field experiences.

Q5: Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what challenges has your program faced in updating its curriculum or program in relation to preparing teacher candidates to effectively teach multilingual learners, including English learners?

Q6: Since the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), what successful or innovative practices has your program implemented to prepare teacher candidates to work effectively with multilingual learners?

Q7: This set of questions focuses on the guidance, resources, and support that your program has received - both from the Michigan Department of Education and any additional sources - to help align with the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), specifically in preparing teacher candidates to support English learners. If you do not feel that you have program-level information, please feel free to move on to the remaining questions of this survey.

Q8: What guidance, resources, or support has the Michigan Department of Education provided to help your program align with the 2020 revision of the standards for teacher preparation (including the addition of the Professional Standards), specifically regarding the preparation of undergraduate elementary education teacher candidates to support English learners?

Q9: If applicable, how has your program utilized the supports provided by the state?

Q10: What other resources, frameworks, or tools, aside from those provided by the Michigan Department of Education, has your program used to align with state standards or support linguistically responsive practices?

Q11: How likely would your program be to use each of the following types of support, if they were offered or made more accessible by the Michigan Department of Education?

	Very unlikely (1)	Unlikely (2)	Neutral (3)	Likely (4)	Very Likely (5)
Sample syllabi or instructional modules aligned with state standards for multilingual learner instruction (1)	☐	☐	☐	☐	☐
Professional development workshops or webinars for faculty on principles of linguistically responsive teaching (2)	☐	☐	☐	☐	☐
A centralized repository of instructional resources and materials related to teaching multilingual learners (3)	☐	☐	☐	☐	☐
One-on-one technical assistance or consultation from MDE or TESOL specialists/faculty(4)	☐	☐	☐	☐	☐
Guidelines or exemplars for integrating English learner pedagogy into fieldwork and clinical experiences (5)	☐	☐	☐	☐	☐
Grants or funding opportunities to support curriculum development in this area (6)	☐	☐	☐	☐	☐
Other (7)	☐	☐	☐	☐	☐

Q12: This final set of questions asks about how your undergraduate elementary education teacher preparation program prepares teacher candidates with the orientations, knowledge, and skills for teaching

multilingual learners, including English learners. If you do not feel that you have curricular-level information, please feel free to share this survey with someone within your program who may be better positioned to answer these final questions.

Q13: To what extent does your program include **instructional scaffolding techniques that help English learners succeed** (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program prepares teacher candidates to use extralinguistic supports (e.g., visuals, realia, graphic organizers) to assist English learners. ()						
Our program prepares teacher candidates to adapt, modify, and/or scaffold reading materials so that they are accessible to students who are learning English. ()						
Our program prepares teacher candidates to adjust the way they speak in the classroom (such as by speaking more slowly, repeating key points, using simpler words, or rephrasing) to support students who are learning English. ()						
Our program prepares teacher candidates to use a variety of teaching approaches, including differentiation, to support English learners' language development while maintaining high academic expectations. ()						
Other ()						

Q14: To what extent does your program prepare teacher candidates to **identify the language demands of classroom tasks and activities** (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program prepares teacher candidates to recognize and teach the specific language that English learners need (such as vocabulary and sentence structures) to understand and complete tasks in subjects like math, science, and social studies. ()						
Our program prepares teacher candidates to scaffold challenging language and academic content in classroom assignments and materials, so all students can understand and succeed. ()						
Our program prepares teacher candidates to differentiate classroom activities and tasks by making changes that help English learners participate and succeed. ()						
Other ()						

Q15: To what extent does your program prepare teacher candidates to **advocate for English learners** (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program prepares teacher candidates to actively support and speak up for the academic and language needs of students who speak more than one language. ()						
Our program prepares teacher candidates to challenge deficit-based beliefs about English learners and their abilities. ()						
Our program prepares teacher candidates to connect with families who speak different languages, using equitable practices like interpreters and translated materials, to support student learning. ()						
Our program prepares teacher candidates to identify and address systemic barriers (such as inequities in resources or support) that multilingual learners might face in education. ()						
Other ()						

Q16: To what extent does your program prepare teacher candidates to **learn about their students' language backgrounds, experiences, and proficiencies** (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program prepares teacher candidates with strategies to learn about multilingual learners' home languages, cultural backgrounds, and past school experiences. ()						
Our program prepares teacher candidates to assess English learners in ways that take into account their home language(s), literacy, and cultural background (recognizing the value of what English learners know and can do in their first language). ()						
Our program encourages teacher candidates to collaborate with families, English Language Development specialists, and other educators to support students who are learning English. ()						
Other ()						

Q17: To what extent is the **importance of linguistic diversity** incorporated into your program's curriculum (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program helps teacher candidates recognize and value the languages and cultural backgrounds that students bring to the classroom. ()						
Our program encourages teacher candidates to see multilingualism (e.g., knowing more than one language) as a valuable asset and strength. ()						
Our program promotes teaching strategies such as translanguaging (e.g., allowing students to use their home language(s) during classroom activities) to support multilingual learners. ()						
Our program includes opportunities for teacher candidates to learn about linguistic diversity, such as through a required foreign language course or a course on language/linguistics. ()						
Other ()						

Q18: To what extent does your program include instruction on **second language learning theories** and how they apply to classroom teaching (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	3	4	5
Our program helps teacher candidates understand the difference between everyday conversation skills (such as fluency in casual conversations) and academic language development (the language needed for schoolwork). ()						
Our program emphasizes the importance of providing multilingual learners with comprehensible input (i.e., language that students can understand, even if it's a little more challenging than what they already know) to support their continued language development. ()						
Our program highlights the value of interactive, communicative classroom activities where students talk and work together to develop their language skills. ()						
Our program helps teacher candidates understand how knowledge and skills from a student's home language(s) transfer to learning English. ()						
Our program addresses how anxiety and other emotional factors can affect language learning. ()						
Other ()						

Q19: To what extent are aspects of **sociolinguistic consciousness** integrated into your program's curriculum (e.g., through coursework, field experiences, and/or teaching internships)?

	Not at all (no emphasis)	To a small extent (minimal emphasis)	To a moderate extent (some emphasis)	To a great extent (strong emphasis)	To a very great extent (very strong emphasis)	Not Applicable
	1	2	3	4	5	
Our program helps teacher candidates understand how language, identity, and culture are connected. ()						
Our program encourages teacher candidates to think critically about how language practices in education can create or reflect inequality. ()						
Our program explores how power and privilege affect language expectations and rules in schools. ()						
Our program helps teacher candidates understand how language policies and practices are shaped by larger social and political influences. ()						
Our program encourages teacher candidates to challenge assumptions based on their own cultural norms and biases. ()						
Other ()						

Appendix E

Document Analysis Summary Tables

Table E.1

Program A: Evidence of Linguistically Responsive Teaching (LRT) Practices

LRT Practices	Documented in:
Sociolinguistic consciousness	▪ A core course on teaching multilingual learners ▪ Several content area methods courses (e.g., science, social studies, literacy, and mathematics) at different grade bands that reference culturally responsive teaching practices in literacy, equitable instruction, and/or sociopolitical awareness
Value for linguistic diversity Inclination to advocate for English learners	▪ A core course on teaching multilingual learners ▪ A core course on teaching multilingual learners ▪ A department mission statement that references advocacy for all learners ▪ Five foundational courses that reference a commitment to justice and equity in education ▪ Nine core courses that reference engaging diverse learners ▪ Two teaching internships that reference teaching content to varied learning needs
Learning about English learners' language backgrounds, experiences, and proficiencies	▪ A core course on teaching multilingual learners ▪ A mathematics teaching methods course that references building positive math identities in diverse learners ▪ Two teaching internships that reference teaching content to varied learning needs
Identifying the language demands of classroom tasks	▪ A core course on teaching multilingual learners ▪ A core literacy course that addresses phonological awareness, phonics, spelling, word recognition, morphology, syntax, reading fluency, handwriting, comprehension, composition, and speaking and listening ▪ Two additional required literacy courses on teaching literacy to diverse learners
Applying key principles of second language learning	▪ A core course on teaching multilingual learners ▪ Core courses on children's literacy development (at both grade band levels) ▪ Two additional required literacy courses on teaching literacy to diverse learners that emphasize motivation and engagement
Scaffolding instruction to promote English learners' learning	▪ A core course on teaching multilingual learners ▪ Two core courses on teaching social studies to diverse learners (at both grade band levels) ▪ Nine core courses that reference teaching and engaging diverse learners and emphasize differentiation ▪ Two teaching internships that reference teaching content to varied learning needs

Table E.2

Program B: Evidence of Linguistically Responsive Teaching (LRT) Practices

LRT Practices	Documented in:
Sociolinguistic consciousness	Four foundational courses that address cultural responsiveness, multiculturalism, sociopolitical contexts, and multicultural thought (e.g., social and historical factors that shape students' identities)
Value for linguistic diversity	- An institution-wide requirement for all students to demonstrate language proficiency in an additional language (e.g., four semesters of college-level study) - A core course on classroom culture that addresses a strengths-based approach to meeting the needs of the whole child (including recognizing students' diverse communication styles and language backgrounds)
Inclination to advocate for English learners	- Departmental mission and vision statements that reference a commitment to advocacy for diverse learners, fair and equitable practices for all individuals, protecting vulnerable populations in classrooms and communities, and addressing discrimination in educational settings - A foundational course on creating classroom culture that challenges systemic patterns that marginalize minoritized students
Learning about English learners' language backgrounds, experiences, and proficiencies	- A foundational literacy course on how to support multilingual learners' language, literacy, and academic content - A foundational that highlights the importance of considering students' individual characteristics and lived experiences - A foundational course that emphasizes meeting the needs of the whole child in a culturally responsive manner
Identifying the language demands of classroom tasks	- A foundational literacy course on how to support multilingual learners' language, literacy, and academic content - A foundational literacy course on teaching skills such as phonological awareness, alphabet knowledge, phonics, spelling, word recognition, and reading fluency
Applying key principles of second language learning	- A foundational literacy course that highlights how literacy develops in young children and how teachers can support that development (possible but not explicit connection to second language learning) - A foundational educational psychology course that references human learning and motivation (possible but not explicit connection to second language learning) - A foundational course that emphasizes motivation (possible but not explicit connection to second language learning)
Scaffolding instruction to promote English learners' learning	- Two foundational literacy courses that reference designing and implementing a variety of instructional strategies to support students, especially those that help students develop English academic language proficiency - A foundational mathematics and science course that references modifying and adapting curricular materials to meet diverse student needs - Two foundational courses on teaching with digital technology by integrating theories from assistive education and multicultural education

Table E.3

Program C: Evidence of Linguistically Responsive Teaching (LRT) Practices

LRT Practices	Documented in:
Sociolinguistic consciousness	▪ A departmental mission statement that references preparing teacher candidates to be culturally sustaining professionals ▪ A required core course on social justice and community-based education that references culturally sustaining pedagogy ▪ A required reading methods core course that emphasizes culturally responsive literacy practices ▪ A course on collaboration that references engaging with culturally and linguistically diverse families (PreK-3 level) ▪ A course on intercultural education that references race, ethnicity, and language (3-6 level)
Value for linguistic diversity	▪ An institution-wide requirement for all students to demonstrate language proficiency in an additional language (e.g., two semesters of college-level study) ▪ A required core mathematics methods course that references respecting children's diverse backgrounds and identities
Inclination to advocate for English learners	▪ A required core mathematics course that references creating inclusive mathematical learning environments ▪ A required core course on social justice in educational settings ▪ A course on intercultural education that references equity and inclusion in school settings (3-6 level)
Learning about English learners' language backgrounds, experiences, and proficiencies	▪ A required sequence of three core courses on teaching multilingual learners (a methods course, an apprenticeship, and a technology course) ▪ A required core literacy assessment course that references assessing literacy for instructional purposes
Identifying the language demands of classroom tasks	▪ A required sequence of three core courses on teaching multilingual learners (a methods course, an apprenticeship, and a technology course) ▪ A required core course on reading models and methods that references print concepts, phonological awareness, phonics, spelling, word recognition, syntax, reading fluency, vocabulary, comprehension, literacy learning environments, and speaking and listening ▪ A required core course on literacy assessment that references phonological awareness, fluency, comprehension, vocabulary, and writing ▪ A literacy course with a field component that references composition, comprehension, fluency, listening, speaking, spelling, syntax, print concepts, decoding, phonological awareness, phonics, and morphology (3-6 level)
Applying key principles of second language learning	▪ A required sequence of three core courses on teaching multilingual learners (a methods course, an apprenticeship, and a technology course) ▪ Two required core courses (on educational psychology and on reading models and methods) that reference learner motivation ▪ A required core course on constructivist education that references Vygotsky
Scaffolding instruction to promote English learners' learning	▪ A required sequence of three core courses on teaching multilingual learners (a methods course, an apprenticeship, and a technology course) ▪ A literacy course with a field component that references differentiation (3-6 level)

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