



Appropriate Placement of Teachers Serving in English as a Second Language (ESL), Sheltered English, Bilingual Education, Newcomer, and Dual Language Programs Guide

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Introduction

In 2024, the Michigan Department of Education (MDE) Office of Educational Supports (OES), in collaboration with the Office of Educator Excellence (OEE), and with the support of Michigan’s English Learner Advisory Committee, completed an extensive review and update of the Appropriate Placement of Teachers Serving in English as a Second language (ESL), Sheltered English, Bilingual Education, Newcomer, and Dual Language Programs Guide. This resource has been designed to support local education agencies (LEAs) to plan, schedule, staff and implement English Language Development programs that are compliant with federal requirements.

Overview & Purpose

Critical to student achievement and compliance with Michigan law is the appropriate preparation and endorsement of educators assigned to teach English learners (ELs). Michigan Law ([380.1233\(1\)](#)) requires that teachers of ELs be appropriately endorsed for the program type implemented by the LEA and for the position that they hold. A certified teacher who holds an endorsement in English as a Second Language (ESL) or Bilingual Education is permitted to serve ELs according to their endorsement grade bands and any additional endorsement areas the teacher may hold. Teachers must demonstrate content knowledge and hold appropriate endorsement(s) for the subject(s) for which they are the sole provider of instruction. The guidance in this document will assist LEAs with properly placing teachers in ESL, Bilingual, Dual Language, and Newcomer programs and co-taught courses. Either an ESL endorsement (NS) or a Bilingual Education (YA-YT, Y_) endorsement may be utilized in each of the common program types. In ESL, Newcomer, or Sheltered programs, both endorsement types may be leveraged. For bilingual and dual language programs, a Bilingual Education endorsement is preferred; however, an ESL endorsement may be used if the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate [Oral Proficiency Interview \(OPI\)](#) or similar language proficiency exam at the [required ACTFL Proficiency Guidelines](#).

Legal Obligations

Under Michigan’s [Elliott-Larsen Civil Rights Act](#) and federal laws, including [Title VI of the Civil Rights Act of 1964](#) and the Elementary and Secondary Education Act (ESEA) as amended by the [Elementary and Secondary Education Act as amended by the Every Student Succeeds Act](#) (ESSA), state education agencies (SEAs) and school districts have “legal obligations to ensure that EL students can participate meaningfully and equally in educational programs and services” ([Dear Colleague Letter 2015](#)). Two landmark court cases form the basis for the requirement for appropriately certified and endorsed teachers to provide direct services to all ELs. In 1974, *Lau v. Nichols* provided requirements regarding the education of language minority students. Justice William Douglas delivered the [opinion of the court](#), “*Under these state-imposed standards, there is no equality of treatment merely by providing students with the same facilities, textbooks, teachers, and curriculum; for students who do not understand English are effectively foreclosed from any meaningful education.... We know that those who do not understand English are certain to find their classroom experiences wholly incomprehensible and in no way meaningful.*” This case was followed by [Castañeda v Pickard](#) in 1981, which established the requirement of the three-pronged test. “*The case established a three-part test to evaluate the adequacy of a district’s program for ELL [English language learners] students:*

- (1) is the program based on an educational theory recognized as sound by some experts in the field or is considered by experts as a legitimate experimental strategy;*
- (2) are the programs and practices, including resources and **personnel**, reasonably calculated to implement this theory effectively; and*
- (3) does the school district evaluate its programs and make adjustments where needed to ensure language barriers are actually being overcome?”*

The [Office of English Language Acquisition \(OELA\) Toolkit Chapter 3](#), produced as a companion to the ([Dear Colleague Letter 2015](#)) by the U.S. Department of Education (USED), Office for Civil Rights (OCR), and the Department of Justice (DOJ), outlines the legal obligations for ELs, and states the following regarding staffing an EL program:

- “LEA must provide the personnel necessary to effectively implement EL programs.
- “Necessary personnel include teachers who are qualified to provide EL services, core-content teachers who are highly qualified in their field, as well as, trained to support EL students, and trained administrators who can evaluate these teachers.
- “SEAs must ensure that LEAs have qualified teachers and administrators for their EL programs.”

Methodology for Determining Course Coding, Appropriate Placement of Teachers, and Pre-Planned Credit(s)

MDE provides the following methodology to assist LEAs in creating and defining courses for students. The methodology asks LEAs to consider four questions beginning with the standards of focus (content or English Language Development (ELD) standards). Using that information, the LEA will determine which course code(s) align to the standards. **If the course is designed to meet the ELD needs of the student, then the additional Course Funding Program Code of 02 – English Learner Course will be added to the Student Course Component in the Teacher Student Data Link (TSDL).** LEAs will consider what skills and expertise are necessary for a teacher to deliver that instruction. LEAs will also consider how they are meeting the federal and state requirements for ELs to have direct ELD instruction and full access to core content instruction (meaningful access). Teachers who are instructing ELs will be required to have ESL or Bilingual Education endorsements or be working toward this credential on an approved permit.

- **Question 1** – What are the standards that will be instructed in this course?
- **Question 2** – What is the course code that aligns to the standards instructed in the course?
- **Question 3** – What teacher endorsements align to the skills and expertise necessary to deliver the standards?
- **Question 4** – What standard(s) based; pre-planned credit(s) will students who demonstrate proficiency earn?

Example

This course example illustrates the methodology used by LEAs when planning courses for ELs. The four questions are designed to walk the LEA team through the standards taught, the correlating course codes, the appropriate certifications or endorsements needed, and the credit that the LEA plans to grant students who demonstrate proficiency on the identified standards.

Specific scenarios aligned to the different EL Program Models are provided in the following section. Questions 2 and 3 are not necessarily linear and will be discussed with fluidity as the LEA plans.

Course Example

Course: Sheltered ELD and 9th Grade ELA course (Integrated ELD)

Questions	Considerations	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	A course can address multiple areas of standards.	The standards instructed in this course are the WIDA ELD Standards and the Michigan ELA State Standards for 9 th grade.	WIDA ELD Standards (page 178) Michigan ELA Standards (starting on page 34)

Questions	Considerations	Answers	Resources
Question 2 – What is the course code that aligns to the standards instructed in the course?	Based on the standards taught, determine the course codes that will be included.	This course will be coded as an ELA course with an EL setting in TSDL. Example: SCED code 01001 for 9 th grade ELA The EL Setting (code 02-English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	Identify the skills and expertise, and corresponding endorsements using the standards and SCED course code(s) using the Appropriate Placement Guidelines.	The teacher must have the ESL or Bilingual Education endorsement as well as the appropriate ELA grade-level endorsement OR If the teacher does not have the appropriate endorsement, the LEA may place an individual who holds the appropriate content knowledge for the course under an appropriate permit .	OEE Guidance – Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	Identify the credits that will be awarded once students demonstrate proficiency in the identified course.	LEA would grant ELA 9th-grade credit.	Michigan Merit Curriculum law 380.1278a 380.1278b

Teacher Endorsement Considerations & Requirements

Appropriate Levels of Staffing

Students qualifying for EL services must be served by certified and appropriately endorsed teachers. While the OCR does not provide a specific requirement in their guidance for student to teacher ratios or the number of minutes ELs are served in EL programs, the LEA **must** ensure that the EL program is effective ([Castañeda v Pickard](#)). Michigan’s EL Advisory Committee members compiled the agreements and settlements filed between OCR and LEAs over the last 20 years. At a minimum, each agreement settled on at least 30 minutes daily (or 150 weekly) of ELD instruction by certified ESL (NS) or Bilingual (YA-YT, Y_) teachers for all ELs with an additional period of designated ELD for newcomers’ and those at the lowest proficiency levels.

Appropriate Endorsements for Serving ELs In Michigan

Teachers who provide direct ELD services to ELs in an ESL Program Model must be appropriately certified with an endorsement in English as a Second Language (NS) or Bilingual Education (YA-YT, Y_), matching the grade level of the students being served.

For Bilingual Education Program Models that are not co-taught, the assigned teacher providing EL services must hold a grade level certification appropriate to the content of the course as well as a Bilingual Education endorsement (YA-YT, Y_) or hold an ESL endorsement (NS) with either a corresponding world language endorsement (FA-FS) or as [required](#) on the appropriate [OPI](#) or similar language proficiency exam aligned to the [ACTFL Proficiency Guidelines](#). The preferred credential for Bilingual Education Program Models is the Bilingual Education endorsement.

Permits for Non-Certified and/or Endorsed Staff

A system of permits is available through the OEE to support LEAs to be in compliance with certification and endorsement requirements while LEA staff pursue the hiring of appropriately endorsed educators or support current staff who are seeking the appropriate endorsement through education. If the LEA does not have any certified and endorsed staff, they must create a 4 -year plan that addresses the lack of certified and appropriately endorsed staff. The LEA may choose to support the staff member pursuing endorsement by offsetting tuition costs. These funds may come from Title III, Section 41, [Michigan Grow-Your-Own Grants](#), or other allowable sources.

If a non-certified individual or a certified teacher without an ESL endorsement (NS) or Bilingual Education endorsement (YA-YT, Y_) is currently working with ELs as the primary instructor of EL services, the LEA must apply for a [Full Year Basic Substitute Permit](#) for that teacher immediately and have a plan for that teacher to earn teacher certification **and/or** the [appropriate endorsement](#) via a state-approved endorsement program. Permits cost \$45.00 per year (for 2024-2025) and must be renewed by the district each year that the teacher is employed while working toward earning the endorsement for up to a total of four years.

For additional information, visit [the Teacher Permits](#) webpage for information on how to obtain a permit.

Alternatively, LEAs may also create a plan to recruit and hire a properly certified and endorsed teacher. Such plans must be achieved within a reasonable amount of time (1-3 years), be in written format, and be available upon request. LEAs must provide EL services through permitted staff during the implementation of the plan.

Pathways to Certification and/or Endorsement

All pathways to certification and/or endorsement require successful completion of an approved preparation program, passage of endorsement-specific state assessments, and the addition of the endorsement to a valid teaching certificate. (OEE Resource: [Adding an Endorsement to a Michigan Teaching Certificate](#)) See OEE's [Directory of Educator Preparation Providers and Programs](#) for information on approved programs for the ESL endorsement (NS) and Bilingual Education (YA-YT, Y_) endorsements.

Traditional Route for Undergraduate Certification and Endorsement

Graduation/completion of a state-approved teacher preparation program leading to certification with an ESL or Bilingual Education endorsement at an Institution of Higher Education (IHE).

Alternative Route for Certification and Endorsement

Alternative routes to teacher certification are non-traditional preparation programs designed for individuals who hold a minimum of a bachelor’s degree and are seeking to complete an expedited teacher preparation program while employed as a teacher under an Interim Teaching Certificate (ITC). These programs are designed to support non-certificated individuals transitioning into the teacher workforce, as well as certified teachers with experience working with ELs who seek an expedited pathway to earning an ESL endorsement (NS) or Bilingual Education endorsement (YA-YT, Y_). For more information on alternative routes, visit OEE’s [Alternative Routes to Teacher Certification and Endorsement](#).

Master’s Degree in ESL or Bilingual Education

Graduation/completion of a master’s degree or post-baccalaureate certification program in ESL or Bilingual Education from an approved Institution of Higher Education.

Master’s Degree in TESOL

A master’s degree in TESOL does not *automatically* fulfill the requirement for ESL or Bilingual Education endorsement in Michigan. If a teacher currently holds or is seeking a master’s degree in TESOL, they should additionally contact a [Michigan-approved educator preparation program](#) to have their transcripts reviewed for endorsement. Additional coursework may be necessary to qualify for ESL or Bilingual Education endorsement in Michigan.

Excerpt taken from [OEE Quick Reference Guide](#):

Endorsement	Endorsement Code	Classes That Can Be Taught by Holders of Each Endorsement
English as a Second Language (ESL)	NS	<ul style="list-style-type: none">English Language Development (ELD) classesSheltered instruction*³ in all subjects according to certificate levelFor classes using sheltered instruction of academic content, the teacher of record must also be endorsed in the area of specialty. (e.g., If a class is coded as a sheltered social studies course, it must be taught by a teacher endorsed in both social studies and ESL).The ESL endorsement does not provide authorization to teach in a bilingual/dual language classroom unless the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate OPI or similar language proficiency exam at the required level aligned to the ACTFL Proficiency Guidelines 2024.

Endorsement	Endorsement Code	Classes That Can Be Taught by Holders of Each Endorsement
Bilingual Education	YA-YT, Y_	<ul style="list-style-type: none"> Subjects for which the teacher holds primary certification/endorsement at the level of certification Subjects are taught in English and the language of the Bilingual Education endorsement (Bilingual Education Program or Dual Language Program). ESL courses at the grade level of endorsement Sheltered instruction*³ in all subjects using English or the language of the Bilingual Education endorsement Sheltered courses (taught in English or the identified non-English language) in the areas of specialty endorsement (e.g., If a class is coded as a sheltered social studies course, it would be taught by a teacher endorsed in both social studies and Bilingual Education)

*³ In sheltered instruction, teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to the students while promoting their language development.

Methodology Explained for Common EL Programs

ELD Programs: Designated and Integrated

English Language Development (ELD) refers to the intentional instruction of English (listening, speaking, reading and writing) for students that are English learners. The terms designated and integrated ELD are described in the chart and are used throughout the following program descriptions. A combination of Designated ELD and Integrated ELD is used to fulfill the required minutes of EL services each week. In addition, LEAs must ensure students have meaningful access to all courses. Additional specificity on the required duration of ELD by proficiency level will be released in Spring 2025.

Topics	Designated ELD	Integrated ELD
Description	Designated ELD is language acquisition instruction provided to students during identified times, separate from content instruction. This type of model is often delivered through small group instruction or an ELD course. Designated ELD is required for proficiency levels 1.0-1.9.	Integrated ELD is language instruction that embeds the ELD standards into general education course content or subject areas.
Standards and Resources	The teacher is responsible for the WIDA ELD standards Often leverages specific ELD curriculum that is Tier I instruction aligned.	The teacher is responsible for both the WIDA ELD standards and content standards in one course. Incorporates WIDA ELD standards into the content area curriculum.

Topics	Designated ELD	Integrated ELD
Teacher	Teachers must have an ESL/Bilingual Ed Endorsement or be on an appropriate permit (Full Year Basic for the ESL NS or Bilingual YA-YT, Y_).	<u>Two teachers:</u> One content endorsed, and one ESL or Bilingual Education endorsed. <u>One teacher:</u> Content teacher with ESL or Bilingual Education endorsement.
Michigan Student Data System (MSDS) Language Model Codes	09 ESL 13 Newcomer (ELD)	05 Dual Language 07 Transitional Bilingual 10 Sheltered Instruction 13 Newcomer (sheltered)

Program Model: Newcomer Program

Description: The National Clearinghouse of English Language Acquisition [NCELA] describes Newcomer Programs in their publication on [Programs for Newcomer Students](#):

“Students who arrive in the United States from other countries (newcomers) represent a variety of educational and linguistic backgrounds. States and LEAs need to be prepared to meet the academic and social-emotional needs of these students. Newcomer students from different countries speak a variety of languages and have different levels of literacy skills and educational backgrounds. They may have specific needs based on their personal histories and family circumstances, but they generally share various academic and language challenges when arriving in the United States. Some districts [LEAs] establish dedicated newcomer programs to meet the needs of students who are new to the United States. These newcomers are important assets to the global economy and will make a valuable contribution to the nation's social and economic vitality. Moreover, these students will help expand the knowledge that native English speakers have of other cultures and countries.

“Newcomer programs are as diverse as the students they serve. In districts where the number of newcomers is small, newcomer programs may consist of classes within existing elementary, middle, or high schools, which students can attend for part of the day while attending general education classes with their non-EL peers for the remainder of the day. Other newcomer programs are large, with as many as 400 students or more, and are housed at separate site locations. The International High Schools network is an example of this type of program (see [Schools & Academies on the Internationals Network website](#)).

“The following goals of newcomer programs in secondary schools have been articulated by Short & Boyson (2012):

- “Helping newly arrived students develop beginning English language skills.
- “Delivering appropriate content area instruction.
- “Assisting students to acclimate to the U.S. school system.
- “Building or strengthening students’ native language skills.”

Appropriate Teacher Placement: Teachers in newcomer programs must hold a teaching certificate valid for the grade in which they are placed, ESL or Bilingual Education (YA-YT, Y_) endorsement.

Scenario 1: Elementary Newcomer program placement. Students arriving from abroad are beginning learners of English. These students are grouped into a multiage classroom (K-3 or 3-5), and the focus of their day is learning English through scaffolded grade-level-appropriate content.

Scenario 2: Newcomer Secondary program placement. Students who are arriving from abroad are beginning learners of English. These students are grouped into a multiage classroom (6-8 or 9-12), and the focus of their day is learning English through scaffolded grade-level appropriate content.

Scenario 3: Newcomer Secondary Course placement. A newcomer course is held for 1-2 class periods and combines integrated ELD and any content standards into the instruction. In this scenario, there is a Newcomer course that is double-blocked at the high school that combines designated ELD, integrated ELD, and US History.

Scenario 4: Newcomer Secondary ELD Course placement. A newcomer course held for one or more class periods that is solely focused on teaching English. In this scenario, the entire focus of the course is ELD.

Course Example: Newcomer Scenario 1

Elementary Newcomer Program (multiage K-3) (Integrated ELD)

A teacher who is appropriately placed in this program could have a K-8 Self-contained Certification with an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards and elementary content subject standards	WIDA ELD Standards (Page 25) ELA Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	Grades K-3 (Create multiple courses with one teacher) Grade K 23003 Grade 1 23004 Grade 2 23005 Grade 3 23006 The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	SCED Finder
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as the appropriate grade band endorsement.	OEE Guidance – Courses That Can Be Taught OEE Guidance- Self-contained flexibility Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	<i>Not Applicable (N/A)</i>	<i>Not Applicable (N/A)</i>

Course Example: Newcomer Scenario 2

Secondary, Self-Contained Newcomer Program (vs. Course, see below) (Integrated ELD)

A teacher who is appropriately placed in this self-contained, multi-hour program (more than just a double block) is a certified teacher who holds any endorsement at the grades they are serving with an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards and identified additional content standards to be taught in the content areas.	6-8 WIDA ELD Standards 9-12 WIDA ELD Standards ELA Standards Math Standards Science Standards Social Studies Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	<p>Miscellaneous Other SCED code – 22999. Secondary, Self-Contained Newcomer programs do not have a designated SCED code. The LEA will choose 22999, Miscellaneous.</p> <p>The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.</p>	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as any required secondary certification.	OEE Guidance – Appropriate Placement Guidance OEE Guidance- Self-contained flexibility Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	<p>Elective credit (for the ELD standards) + course content credit for the standards that were instructed.</p> <p><i>Given the uniqueness of this program type, the content credit awarded will vary by demonstration of proficiency.</i></p>	N/A

Course Example: Newcomer Scenario 3

Secondary Newcomer Course (vs. Program, see above) (Integrated ELD)

A teacher that is appropriately placed in this program is a certified teacher who holds the endorsement that is appropriate to the content being taught with an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards and the Michigan Social Studies standards (ex. Double Blocked US History course for Newcomers)	6-8 WIDA ELD Standards 9-12 WIDA ELD Standards Michigan K-12 Social Studies Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	04101 – US History Comprehensive The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as an appropriate social studies grade-level endorsement.	OEE Guidance – Appropriate Placement Guidelines OEE Guidance- Self-contained flexibility Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based, pre-planned credit will students who demonstrate proficiency earn?	US History credit	N/A

Course Example: Newcomer Scenario 4

Secondary Newcomer Course (Designated ELD)

A teacher that is appropriately placed in this program is a certified teacher who holds the endorsement that is appropriate to the content being taught with an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards and the Michigan ELA State standards	6-8 WIDA ELD Standards 9-12 WIDA ELD Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	01008 English as a Second Language The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as an	OEE Guidance – Appropriate Placement Guidelines OEE Guidance- Self-contained flexibility

Questions	Answers	Resources
	appropriate social studies grade-level endorsement.	Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	Elective credit for ELD	N/A

Program Model: English as a Second Language (Push in or Pull out)

Description: An ESL Program Model uses a variety of techniques, strategies, methodology, and special curriculum designed to teach EL students English language skills, which may include listening, speaking, reading, writing, study skills, comprehension, content vocabulary, and cultural orientation. ESL instruction is primarily taught in English with translation used to support meaning.

Appropriate Teacher Placement: Teachers in ESL programs should hold a teaching certificate. In addition, the teacher must hold an ESL or Bilingual Education (YA-YT, Y_) endorsement that is valid for the grade in which they are placed.

Scenario 1: An elementary student is placed in a general education 1st-grade class, and an appropriately certified and ESL or Bilingual education endorsed teacher pulls the student out of their classroom to provide direct designated ELD instruction in ESL designed to teach the language of English. The ESL teacher’s endorsement must cover the grades taught. The classroom teacher should be trained in appropriate methodologies for delivering content instruction that is accessible/comprehensible to students learning English (meaningful access).

Scenario 2: A secondary student is placed in non-sheltered 9th-grade courses with a SIOP trained teacher. The general education teachers are responsible for instructing the content in an accessible/comprehensible manner, **and** an appropriately certified ESL or Bilingual Education endorsed teacher pulls the student out of their content courses for direct ELD instruction with a frequency and duration that is needed to support the student in learning academic English and meets the minimum requirements. Additional specificity on the required duration of ELD by proficiency level will be released in Spring 2025.

Scenario 3: A secondary student is placed in an ESL course that runs for one or two blocks every day. All the students in the class are English Learners, and the focus of the course is to provide designated ELD and teach the English language (not English Language Arts). The focal standards of this course are the WIDA ELD Standards. An appropriately certified ESL or Bilingual Education endorsed teacher will have one of these endorsements that is valid in the grade band being instructed. The initial certification is not relevant to this course. For example, if a teacher has an elementary certificate with aK-12 ESL endorsement, they would be appropriately placed in this course because they are using their expertise as a K-12 ESL teacher.

Course Example: ESL Scenario 1 (Grade 1)

Elementary, ESL Push In or Pull Out (Designated ELD)

A teacher who is appropriately placed in this program is a certified teacher who has an ESL or Bilingual Education endorsement with an endorsement or certification for the grades they are serving.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards <i>It is possible for additional standards to be taught in the content areas.</i>	WIDA ELD Standards (Page 25) ELA Standards (Used to support the instruction in the General Education classroom)
Question 2 – What is the course code that aligns to the standards instructed in the course?	No SCED Code – The teacher is not the teacher of record Services are provided by pulling or pushing into other content areas	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as an elementary endorsement and/or certification.	OEE Guidance – Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	N/A	N/A

Course Example: ESL Scenario 2 (Grade 9)

Secondary, Push in Pull Out (Designated ELD)

A teacher who is appropriately placed in this program is a certified teacher who has an ESL or Bilingual Education endorsement and holds an endorsement or certification for the grades they are serving.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	ELD, EL services, or Co-teaching WIDA ELD Standards <i>It is possible for additional standards to be taught in the content areas.</i>	9-12 WIDA ELD Standards ELA Standards (Used to support the instruction happening in the General Education classroom)
Question 2 – What is the course code that aligns to the standards instructed in the course?	No SCED Code – The teacher is not the teacher of record. Services are provided by pulling or pushing into other content areas	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement.	OEE Guidance – Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual

Questions	Answers	Resources
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	N/A	N/A

Course Example: ESL Scenario 3 (Secondary)

Secondary ESL Course (Designated ELD)

A teacher who is appropriately placed in this program is a certified teacher, has an ESL or Bilingual Education endorsement, and who holds an endorsement that is valid for the appropriate grade band (for example, K-12), accompanied by a teacher certificate in any grade band.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards <i>It is possible for additional standards to be taught in the content areas.</i>	9-12 WIDA ELD Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	01992 ELD	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as an elementary or secondary certification	OEE Guidance – Appropriate Placement Guidance Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	Elective credit	N/A

Program Model: Sheltered English Instruction

Description: A Sheltered English Instruction Program uses instructional approaches designed to make academic instruction in English understandable to EL students. In a sheltered classroom, teachers incorporate strategies such as physical activities, visual aids, and the environment to teach vocabulary and academic content in mathematics, science, social studies, and other subjects. There is a dual, simultaneous focus on learning the WIDA ELD standards while learning the identified content standards.

Appropriate Teacher Placement: Teachers in Sheltered English programs must hold a teaching certificate that is valid for the grade/content in which they are placed. In addition, the teacher must hold an ESL or Bilingual Education (YA-YT, Y_) endorsement.

Scenario 1: An elementary student is placed in a grade-level classroom where the instruction is designed for students learning English. Every lesson delivered is carefully planned for language access and the integrated ELD along with the content being presented. Sheltered teachers are appropriately certified with the self-contained endorsement for the grade taught and endorsed for their content, hold the ESL or Bilingual Education endorsement, and are the teacher of record for the student. Teachers in these programs readily use the SIOP methodologies to make the learning comprehensible and to develop the student’s proficiency in English.

Scenario 2: A secondary student is placed in a Sheltered ELA course in 9th grade. The teacher is appropriately endorsed with a 9-12 ELA endorsement as well as an ESL or Bilingual Education

endorsement. The course is designed to meet the needs of students learning English and covers the grade-level ELA content standards.

NON-EXAMPLE: A secondary student is placed in a Sheltered ELA course in 9th grade. The teacher is appropriately endorsed with a 9-12 ELA endorsement and **is trained in SIOP**. The course is designed to support meaningful access, to meet the needs of students learning English, and to provide instruction in the grade-level ELA content standards. **This course does not qualify as part of the ELD instruction** required by the Language Assistance Program (LAP). To qualify as a sheltered course and meet the compliance requirements of the LAP, the teacher must also have the ESL or Bilingual Education endorsement and provide integrated ELD.

Course Example: Sheltered Instruction Scenario 1

Elementary, Sheltered Instruction (Integrated ELD)

A teacher who is appropriately placed in this sheltered instruction program is a certified teacher who holds an endorsement for the grades they are serving with an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards The elementary content standards for the content area that will be addressed.	ELD Standards (Page 61) ELA Standards Math Standards Science Standards Social Studies Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	Self-Contained Grade Level The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as elementary certification	OEE Guidance – Appropriate placement Guidelines Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	N/A	N/A

Course Example: Sheltered Instruction Scenario 2

Secondary, Sheltered Instruction – 9th grade ELA (Integrated ELD)

A teacher that is appropriately placed in this sheltered instruction program is a certified teacher who holds an endorsement in the grades and content they are serving and has an ESL or Bilingual Education endorsement.

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards ELA Michigan	9-12 WIDA ELD Standards ELA Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	01001 – 9 th grade ELA The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as an ELA endorsement and secondary certification	Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual

Questions	Answers	Resources
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	ELA Credit ELD Elective Credit	<i>The content credit awarded will vary by demonstration of proficiency.</i>

Program Model: Dual Language Education (DLE) Program

Description: In Dual Language Education Programs, also known as two-way, one-way, or developmental Bilingual Education Programs, the goal is for students to develop language proficiency in two languages by receiving instruction in English and another language in a classroom that is often comprised of half native English speakers and half native speakers of the other language. DLE programs may be 50/50 with instruction in each target language is divided equally, or 90/10, 80/20, etc. with instruction gradually shifts from the non-English target language to English.

There are two main program types in DLE programs.

Two Way – A two-way dual language program is based on the premise that two groups of students (each with different home languages, in the United States, one being English) learn together in a systematic way so that both groups become bilingual and biliterate in the two languages. ([Source: IDRA.org](http://IDRA.org))

One Way – A one-way dual language program is a program that serves a single group of students with the same language to learn both English and the other language with the goal of becoming bilingual and biliterate.

Note: This guidance is designed to support LEAs in maintaining compliance and best practices for English Learners. If your dual language program does not include English learners, the following guidance does not apply.

Appropriate Teacher Placement: Teachers in the DLE program should hold the Bilingual Education endorsement for the non-English language being taught. If the teacher does not have the Bilingual Education endorsement, the ESL endorsement can be considered if the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate [OPI](#) or similar language proficiency exam at the [required](#) level aligned to the [ACTFL Proficiency Guidelines 2024](#).

Scenario 1: In an elementary 50/50 DLE model where students move between two teachers, one that teaches in English and another that teaches in the target language, at least one of the teachers (preferably the teacher teaching English) should have the appropriate grade level self-contained endorsement as well as the Bilingual Education endorsement (preferred) or the ESL endorsement with [required](#) language proficiency. This model can also be staffed by a single teacher teaching in both languages, but in this model, the teacher is required to hold the Bilingual Education endorsement or the ESL endorsement with [required](#) language proficiency.

Scenario 2: In an elementary 90/10 or 80/20 DLE model where students are served by their single teacher all day, all teachers serving should have the Bilingual Education endorsement (preferred) or the ESL endorsement with [required](#) language proficiency. As students progress in their grades and their percentages become more balanced, if students begin to be taught by two teachers daily, at least one of them must hold a Bilingual Education or ESL endorsement. The example is provided for a 50/50 Grade 2 DLE classroom.

Scenario 3: In a secondary 50/50 DLE program, students have half of their courses per day in English and half of their courses in the target language. The student's course load must include at least one of the teachers must have the Bilingual Education Endorsement (preferred) or ESL endorsement with [required](#) language proficiency. The example is provided for a 50/50 Grade 9 DLE program.

Course Example: DLE Scenario 1 50/50 Model (Grade 2)

Elementary, Dual Language Education Program (Integrated ELD)

A teacher who is appropriately placed in this DLE model holds the Bilingual Education endorsement for the non-English language being taught. If the teacher does not have the Bilingual Education endorsement, the ESL endorsement can be considered if the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate [OPI](#) or similar language proficiency exam at the [required](#) level aligned to the [ACTFL Proficiency Guidelines 2024](#).

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards: The elementary content standards for the content area that will be addressed.	WIDA ELD Standards (Page 83) ELA Standards/SLA* Standards (Spanish language) Math Standards Science Standards Social Studies Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	Self-Contained Grade Level The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement OR an ESL endorsement with an elementary Self-Contained certification	OEE Guidance – Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	N/A	N/A

Course Example: DLE Scenario 2 90/10 Model (Grade 2)

Elementary, Dual Language Education Program (Integrated ELD)

A teacher who is appropriately placed in this DLE model holds the Bilingual Education endorsement for the non-English language being taught. If the teacher does not have the Bilingual Education endorsement, the ESL endorsement can be considered if the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate [OPI](#) or similar language proficiency exam at the [required](#) level aligned to the [ACTFL Proficiency Guidelines 2024](#).

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards The elementary content standards for the content area that will be addressed.	Grade 2-3 WIDA ELD Standards ELA Standards/ SLA Standards (if the non-English Language is Spanish) Math Standards

Questions	Answers	Resources
		Science Standards Social Studies Standards
Question 2 – What is the course code that aligns to the standards instructed in the course?	Self-Contained Grade Level The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement OR an ESL endorsement with an elementary Self-Contained certification	Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	N/A	N/A

Course Example: DLE Scenario 3 50/50 Model (Grade 9)

Secondary, Dual Language Education Program (Integrated ELD)

A teacher that is appropriately placed in this DLE model holds the Bilingual Education endorsement for the non-English language being taught and the appropriate secondary certificate with relevant content endorsements for the assignment (for example, secondary math for a 9th-grade math teacher). If the teacher does not have the Bilingual Education endorsement, the ESL endorsement can be considered if the individual holds the corresponding world language endorsement (FA-FS) or has passed the appropriate [OPI](#) or similar language proficiency exam at the [required](#) level aligned to the [ACTFL Proficiency Guidelines 2024](#).

Questions	Answers	Resources
Question 1 – What are the standards that will be instructed in this course?	WIDA ELD Standards The secondary content standards for the content area that will be addressed as with ELA Grade 9.	9-12 WIDA ELD Standards ELA Grade 9 Standards (It is used to support the instruction happening in the General Education classroom.)
Question 2 – What is the course code that aligns to the standards instructed in the course?	SCED Code for the relevant content such as 01001 for 9 th grade ELA. The EL Setting (code 02- English learner Course) under the Course Funding Program Code in the Student Course Component will be added.	Course SCED Codes
Question 3 –What teacher endorsements align to the skills and expertise necessary to deliver the standards?	The teacher will have the ESL or Bilingual Education Endorsement as well as secondary certification with an ELA (or other relevant content) endorsement.	OEE Guidance – Appropriate Placement Guidelines Registry of Educational Personnel Data Field Manual

Questions	Answers	Resources
Question 4 – What standard(s) based; pre-planned credit will students who demonstrate proficiency earn?	ELA Credit	N/A

Closing

The updated "Appropriate Placement of Teachers Serving in English as a Second Language (ESL), Sheltered English, Bilingual Education, Newcomer, and Dual Language Programs Guide" represents a significant step forward in supporting ELs in Michigan. By providing clear, actionable guidance for LEAs on planning, staffing, and implementing ELD programs, the guide ensures compliance with federal and state requirements while promoting the academic success of EL students.

This framework benefits EL students in Michigan by ensuring they are taught by highly qualified, appropriately endorsed educators who are equipped to meet their unique linguistic and academic needs. With access to programs designed to remove language barriers, EL students are empowered to engage meaningfully in their education, achieve their full potential, and build the skills necessary for lifelong success.

Additionally, the guide strengthens LEAs by offering pathways for educator certification, supporting professional growth, and ensuring schools have the resources and tools to meet the unique needs of their students. By prioritizing access, and excellence, Michigan reaffirms its commitment to creating educational environments where all students can thrive, contributing to stronger communities and a brighter future for English learners across the state. If questions arise, contact MDE-OES at MDE-EL@Michigan.gov.