



**EMMA**

E d u c a t o r s  
for a Multilingual  
Multicultural America

Dual Language Preparation Pathways Part I:

The EMMA Standards

May 8, 2024

# An Overview of EMMA



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# Our Time Together: The *EMMA*nar Objectives



Provide participants with an orientation to:

- ✓ the reasons for creating the National Dual Language Education Teacher Preparation Standards (NDLETPS);
- ✓ how the Standards emerged;
- ✓ the development of the EMMA Consortium;
- ✓ the EMMA Consortium goals and activities;
- ✓ how the Standards intersect with Raise the Bar
- ✓ EMMA's overarching mission; and
- ✓ an overview of the Standards and their components.



# The Impetus for the NDLETPS

## **The Field Had No National Standards**

- Center for Applied Linguistics (1974)
- National Association for Bilingual Education (1992)
- A Second Call for National Standards (2012)
- TESOL Standards (2019)

## **The Field Had No Pathway for Accreditation Under the Council for the Accreditation of Educator Preparation (CAEP)**

- TESOL, ACTFL, NCTE, NAEYC
- TWO STATES (OR AND UT) HAD DLETPS

# The Maturation of the Field



## THREE DECADES OF DLBE ACCUMULATED KNOWLEDGE:

- consistent empirical longitudinal research
- solidified theoretical knowledge base
- solidified pedagogical knowledge base
- solidified program and curricular knowledge base
- national growth of two-way DLBE programs
- increased demand for well prepared DLBE teachers

# The EMMA Space & Community



- La Cosecha Pre-Conference Institutes 2015-2018
- NDLETPS published and copyrighted by DLeNM 2018
- CAEP Application 2018-2021
- EMMA established under DLeNM 2021
- EMMA website 2022 ([emmastandards.org](http://emmastandards.org))
- EMMA Consortium 2021-Present
  - NAELPA
  - MABE-NE
  - WIDA
  - WCEP
  - ATDLE [developing member]
  - CAL [developing member]

**Financial support from Kellogg and Thornburg NM Foundations**

# The EMMA Goals and Activities



- support Institutions of Higher Education, State Education Agencies, and Local Education Agencies
  - MA, WA, RI, William & Mary, University of Maryland
  - Eastern Band of the Cherokee Indians, NC
- launch the EMMA SPA under CAEP
- pursue research and professional development funding
- continue to build the Consortium
- development of the National Dual Language Education Certificate

# EMMA and Raising the Bar



## The Standards Represent a Unique Tool

- ✓ evidence based
- ✓ position multilingualism as a superpower
- ✓ centered on promoting equitable access for MLs/ELs
- ✓ go beyond closing the achievement gap
- ✓ represent a pathway to global engagement and understanding
- ✓ allow for varied pathways to pre-service and in-service DLBE teacher development



# EMMA's Mission



*Transforming educators to pursue linguistic freedom.*



Our focus is to create and open new spaces, create community, confront new challenges, justly serve *ALL* children, and build on the evidence and promise of two-way dual language bilingual education.

# An Overview of the Standards



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# The Six Standards: Leveraging Theory, Research, and Practice



## ***The National Dual Language Education Teacher Preparation***

### ***“EMMA” Standards***

1. Bilingualism and Biliteracy
2. Sociocultural Competence
3. Instructional Practices and Pedagogy
4. Authentic Assessment
5. Professionalism, Advocacy, and Agency
6. Program Design and Curricular Leadership

# Standard One

## Bilingualism and Biliteracy



### ***Component 1.1. Language Ideologies, Policies and Practice***

Candidates demonstrate knowledge of the social and political power associated with languages in the U.S. educational context.

### ***Component 1.2. Foundational Knowledge of Bilingualism***

Candidates demonstrate knowledge of the theoretical nature of the acquisition and development of language, bilingualism, and biliteracy across the lifespan.

### ***Component 1.3. Enacting Language Practices***

Candidates apply knowledge related to how language practices implicitly and explicitly permeate the school, program, and classroom and are able to identify language related inequities that undermine the quality of the program.

### ***Component 1.4 Candidate Language Abilities***

Candidates possess the language ability, both spoken and written, to teach across the curriculum and to effectively communicate with students' families and communities.

# Standard Two

## Sociocultural Competence



### ***Component 2.1. Sociohistorical Awareness***

Candidates demonstrate knowledge of the socio-historical backgrounds of the learners (both past and present) as well as research and theories of power relations between and among groups and how these might influence academic achievement.

### ***Component 2.2. Positionality***

Candidates demonstrate critical awareness of their sociocultural positioning in society in general and in relation to the local communities, the school, the program, and the learners and their families.

### ***Component 2.3. Component 2.3. Curricular Awareness***

Candidates demonstrate knowledge of curriculum as a sociocultural construction and that cultural content is embedded, including content associated with language and literacy.

### ***Component 2.4 Teaching to Sociocultural Competence***

Candidates promote the development of sociocultural competence at the classroom, program, family and community levels.

# Standard Three

## Instructional Practices and Pedagogy



### ***Component 3.1. Standards-based Planning***

Candidates demonstrate comprehensive lesson design skills that draw from myriad standards sets for content-based dual language instruction. Candidates demonstrate knowledge about planning for their students' academic, linguistic, sociocultural, and developmental needs, including those with special needs.

### ***Component 3.2. Standards-based Instruction***

The candidate demonstrates comprehensive student-centered lesson delivery, employing myriad standards sets within pedagogical practices for content-based dual language instruction.

### ***Component 3.3. Standards-based Curricular Materials***

The candidate demonstrates comprehensive lesson design and delivery, using authentically developed curricular materials, to support myriad standards sets for content-based dual language instruction.

### ***Component 3.4 Scaffolding***

The candidate demonstrates pedagogical skills to scaffold rigorous, language-rich instruction for diverse dual language learners.

# Standard Four

## Authentic Assessment



### ***Component 4.1. Assessment and Biliteracy***

Candidates demonstrate and apply a holistic, authentic assessment of language progression and content development to shape pedagogical practices for biliteracy with dual language learners.

### ***Component 4.2. Assessment and Equity***

The candidate applies assessment principles reflective of the language and power dynamics within assessment systems, including classroom-based, standardized, and language proficiency assessments to promote language equality and equity with dual language learners.

### ***Component 4.3. Assessment and Variation***

Candidates apply knowledge of varying classroom-based formative, summative, and diagnostic assessments used with dual language learners to authentically capture learner outcomes for language and content development.

### ***Component 4.4 Assessment, Evaluation, and Accountability***

Candidates apply the use of multiple measures and data sets for specific and leadership purposes to articulate learner and programmatic success with dual language programs.

# Standard Five

## Professionalism, Advocacy, and Agency



### ***Component 5.1. Cultural Sense***

Candidates demonstrate knowledge of and apply broad ranges of advocacy and agency and, can explain how advocacy and agency may take on different forms depending on people's cultural orientations.

### ***Component 5.2. Advocacy and Pedagogy***

Candidates engage in a valid interpretation of a past inequity or conflict anchored to dual language education and/or the profession.

### ***Component 5.3. Identifying and Resolving Inequity***

Candidates engage in identifying and proposing theoretically based resolutions to a current inequity or conflict anchored to dual language education and the local school community at varying points in the EPP.



# Standard Six

## Program Design and Curricular Leadership



### ***Component 6.1. Program Design***

Candidates demonstrate knowledge of a variety of dual language program designs and their role(s) within varying programs to leverage advocacy for accessibility of dual language programs for all, especially those from minoritized populations.

### ***Component 6.2. Partner Language and Language Allocation***

Candidates apply knowledge of dual language program designs with regard to language and time allocations and their impacts on instructional design, delivery, and assessment.

### ***Component 6.3. The Array of Dual Language Learners***

Candidates apply knowledge regarding the broad range of dual language learners, the benefits of dual language with diverse learners, and their roles as teachers to advocate for accessibility of dual language programs for all, especially those from minoritized populations.

# Connections to Accreditation

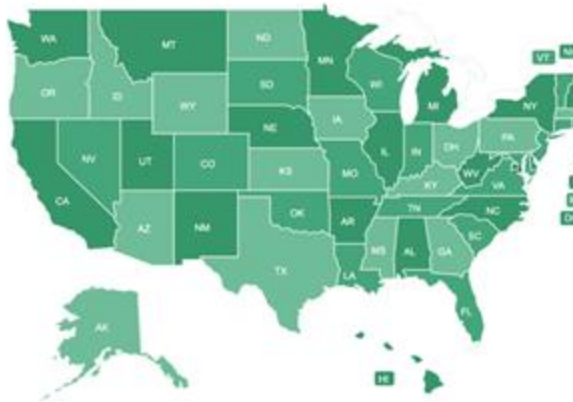
The Council for the Accreditation of Educator Preparation (CAEP) has partnership agreements with 33 states, and eight states utilize CAEP accreditation as a form of reciprocity. For this reason, the Standards were written with CAEP in mind.



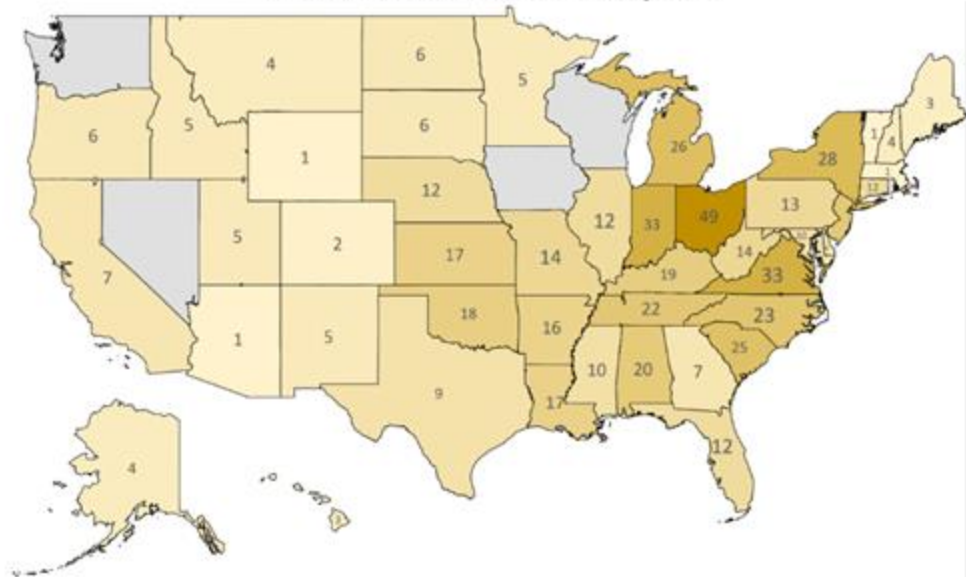
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## Accredited Provider & Recognized Program Search



Number of CAEP Accredited EPPs by State





# EMMA Responds

## From the higher education perspective:

- We continue to make discoveries regarding EMMA's potential impact and scope for the 700+ EPPs working in conjunction with CAEP.
- There are SPA states whose SEAs require EPPs to align with SPAs for teacher certification.
- Other non-CAEP affiliated Colleges and Universities may use the Standards to shape programs and coursework.



# EMMA Responds

## From the practitioner perspective:

- We can agree that current, inservice DLBE teachers are also in crucial spaces of need for support.
- The EMMA Standards provide the ideal foundation for the intersection of theory and practice.
- Systems of professional learning, aligned with the EMMA Standards, serve to bridge the gap between broad-scoped teacher preparation programs and the real-world needs of DLBE practitioners in the field.

# Sharing and Discussions

