



Appropriate Course Creation and Placement of Teachers Serving English Learners (ELs) in Michigan

Supporting Student Achievement and Compliance

Michigan Pupil Accounting and
Attendance Association (MPAAA)
May 5, 2026



Agenda

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1. Integrated and Designated English Language Development (ELD) Program Models and program codes
2. Appropriate Teacher Endorsements and Permits
3. Teacher Student Data Link Coding for Courses that are EL Settings
4. Scenarios



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Timeline and Rollout

Fall 2023

English as a
Second Language
(ESL) and Bilingual
Placement
document drafted

Winter
2024-25

Begin rollout at
MPAAA and plan to
host webinar on
January 7, 2026

2026-27

Began internal
conversations within
MDE regarding
course creation and
preplanned credit

Fall 2024

EL Cross Office
Team collaborated to
design the course
funding program
designation for EL
courses

Fall/Winter
2025-26

Begin implementation
for all courses created
for ELs



Introduction & Purpose

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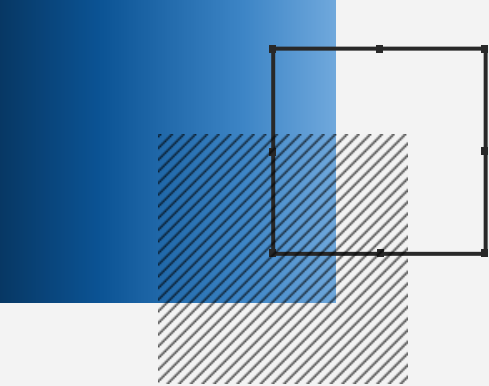
Overview: This guide supports Local Education Agencies (LEAs) in planning, scheduling, staffing, and implementing ELD programs that comply with federal requirements.

Purpose: Ensuring appropriate preparation and endorsement of educators for ELs is critical to student achievement and compliance with Michigan law.

Michigan Law (380.1233(1)): Requires teachers of ELs to be appropriately endorsed for the program type and their position.



[Link to resource](#)



Legal Obligations

Legal Obligations: Under Michigan's Elliott-Larsen Civil Rights Act and federal laws like Title VI of the Civil Rights Act of 1964 and ESEA as amended by ESSA (2015), SEAs and school districts have legal obligations to ensure EL students can participate meaningfully and equally in educational programs and services and must provide instruction in ELD.

Staffing EL Programs: LEAs must provide personnel necessary to effectively implement EL programs, including teachers qualified to provide EL services and trained administrators. SEAs must ensure LEAs have qualified teachers and administrators.

Integrated vs Designated ELD

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English Language Development (ELD) refers to the intentional instruction of English (listening, speaking, reading and writing) for students that are English learners. ELD includes at least one category:

Topics	Integrated ELD	Designated ELD
Description	Integrated ELD is language instruction that embeds the ELD standards into general education course content or subject areas.	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. Note: Designated ELD is required for proficiency levels 1.0-1.9.
Standards	Teacher is responsible for both the ELD and Content standards in one course.	Teacher is responsible for the ELD standards
Teacher	<u>Two teachers:</u> One Content endorsed and one ESL or Bilingual Ed Endorsed <u>One teacher:</u> Content endorsed teacher with ESL or Bilingual Ed Endorsement	Teacher must have an ESL/Bilingual Ed Endorsement or be on an appropriate permit (Full Year Basic for the NS or Y?)
MSDS Language Program Codes	05 Dual Language, 07 Transitional Bilingual, 10 Sheltered Instruction, 13 Newcomer (sheltered)	09 ESL, 13 Newcomer (ELD)

Taking a Step Off the TSDL Pathway

MSDS Language Program Codes



Program Model Overview

Uses native language in instruction
Uses English as language of instruction

Program Model	Goal	Participants	Typical Grade Levels	Integrated or Designated
07-Bilingual Education (Transitional)	To develop basic literacy skills in the home language to support transfer to English and transition to English-dominant instructional programs.	English Learners (Must have a single language group)	K-5	Integrated
05-Dual Language	To support bilingualism and biliteracy, academic achievement, and sociocultural competence.	ELs and English Dominant	K-12 (commonly K-5)	Integrated
13-Newcomer Program	To acclimate newly arrived immigrants to US schools and develop English skills with home language support as soon as possible to support transition to an English-dominant program model, usually within two years. Another goal for Students with Limited or Interrupted Formal Education (SLIFE) newcomers is to develop foundational literacy and math skills.	Newly arrived students within their first 12 months in US schools or very basic levels of English development	K-12	Integrated or Designated
09-ESL (Push in Pull Out)	A separate time during the English instructional block, Students are grouped by ELP level, with more time allocated to students at beginning levels.	All English Learners	K-12	Designated
10-Sheltered Content Instruction	To ensure ELs' access to and engagement in core content instruction taught in English.	All English Learners	K-12	Integrated

MSDS - EL Program Codes

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For 2025-26 the code **04-SIOP** has been removed.

Pupil Accountants should work with the EL Coordinators to determine the appropriate language program code for the students.

If multiple programs are utilized to support EL students, report the primary program of support for the student.

Code	Text	Description
05	Two Way Bilingual Dual-Language Instruction	In a Two-Way Bilingual Education program type, a balanced group of native majority language speakers and the native minority language speakers are integrated for instruction, and the subject matter is conducted in the minority and the majority languages with the goal of developing high levels of bilingualism for all students
07	Transitional Bilingual Instruction	In a TBI program type, the goal is to prepare students to enter the mainstream English classrooms by providing a portion of instruction in the child's native language in order to support English language and curriculum instruction. Instruction is provided in the first language to build literacy and achievement in the content areas while teaching English.
09	English As a Second Language (ESL) Instruction	An ESL program type utilizes techniques, methodology, and special curriculum designed to teach English learners in all four domains and in comprehension. ESL instruction frequently includes the use of the native language.

Code	Text	Description
10	Sheltered Instruction	An instructional approach used to make academic instruction in English understandable to English language learners. In the sheltered classroom, teachers use sensory supports (visual, graphic, interactive), physical activities, and the environment to teach vocabulary for concept development in language arts, mathematics, science, social studies and other subjects
13	Newcomer Program	Newcomer programs are separate, relatively self-contained educational interventions designed to meet the academic and transitional needs of newly arrived immigrants.
15	Refused Services	The student is LEP eligible but is not receiving services because services have been refused.
16	No Services Offered	No EL services are offered by the district. NOTE: Under Title VI of the Civil Rights Act of 1964, a school district is required by law to take steps to help English Learners overcome language barriers and ensure that they can participate meaningfully in the districts' educational programs.

Teacher Endorsements

ESL and Bilingual Education

General Teacher Endorsement Requirements for ELs

Students qualifying for EL services must be served by certified and appropriately endorsed teachers.

Permitted Endorsements:

- An ESL endorsement (**NS**)
- A Bilingual Education (**YA-YT, Y_**) endorsement
For bilingual and dual language programs, a Bilingual Education endorsement is preferred.
- Both endorsement types may be leveraged in ESL, Newcomer, or Sheltered programs



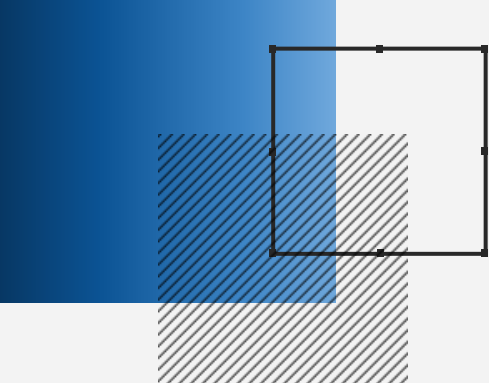
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General Teacher Endorsement Requirements for ELs Continued

- **Minimum ELD Instruction:**
 - At a minimum, agreements and settlements between Office of Civil Rights (OCR) and LEAs have settled on at least 30 minutes daily (or 150 weekly)
 - Newcomers - an additional period of **designated ELD** for newcomers and those at the lowest proficiency levels on the WIDA ACCESS (1.0-1.9).
- **Dual Language Programs:**
 - An ESL endorsement may be used in bilingual/dual language programs 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 level.
- **Teachers must demonstrate content knowledge and hold appropriate endorsement(s)** for the subject(s) for which they are the sole provider of instruction.





Permits for ESL or Bilingual Education Non-Endorsed Staff

Purpose: A system of permits supports LEAs in compliance while staff pursue appropriate endorsements or while LEAs recruit endorsed educators.

Requirements if no ESL or Bilingual Education Endorsed Staff:

- LEAs must create a 4-year plan addressing the lack of certified and appropriately endorsed staff.
- If a certified teacher without an ESL (NS) or Bilingual Education (YA-YT, Y_) endorsement is the primary instructor for EL services, the LEA must apply for a Full Year Basic Substitute Permit for that teacher.
- There must be a plan for that teacher to earn the appropriate endorsement via a state-approved program.
- Permits cost \$45.00 per year (for 2024-2025) and must be renewed annually by the district while the teacher works toward the endorsement, up to a total of four years.

Understanding Endorsement Capabilities

Note: Similar to ESL, for sheltered courses taught in English or a non-English language, the teacher must also be endorsed in the area of specialty (e.g., if a class is a sheltered social studies course, it would be taught by a teacher endorsed in both social studies and Bilingual Education).

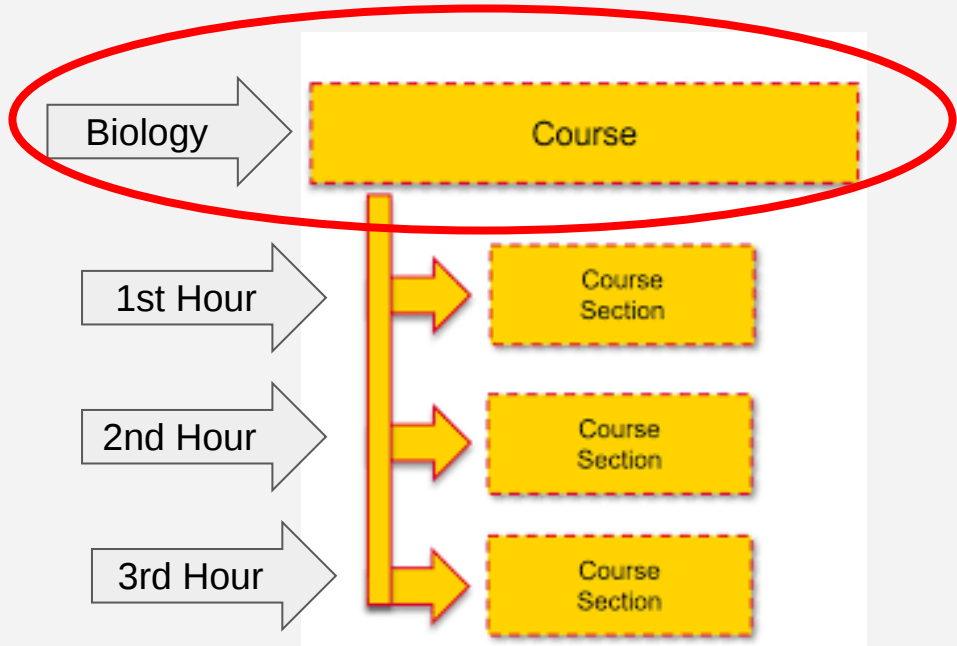
Definition of Sheltered Instruction: Teachers use specific strategies to teach a specific content area (e.g., social studies or math) in ways comprehensible to the students while promoting their language development.

Teacher Student Data Link

**Content Courses Designed for
English Learners**

Courses and Sections

Course Funding Code - 02



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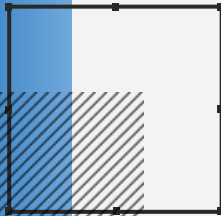
How to code a course as an “EL Setting” in TSDL

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 College Credit:
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 Virtual Course Mentor PIC:

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</StudentCourse>
  
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Sheltered Programs may require multiple PICs



When do I need to use the new Course Funding Program?

Use the Course Funding Program 02 Code only for courses that have been designed for English Learners and that are teaching the English Language Development standards as part of the content of the course.

Note: Do not report this code for ALL English Learners in all courses

Wondering which teachers might be appropriate for a course?

4 questions to consider:

- 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?

Scenarios

1. A first hour high school course that is designed for English learners and that is titled “ELD 1”?
2. A first grade self contained course that has all ELs in the grade placed in the same class and the teacher is ESL endorsed?
3. A biology section (3rd hour) that is cotaught with the biology teacher and an ESL endorsed teacher?
4. Middle school course titled “ELA for ELs” taught by a teacher with the ELA and ESL endorsements.
5. A Social studies course that the EL teacher sometimes pushes into to help the EL students that are in the class.

Family & Student Input

- Culturally responsive intake interviews
- Use of interpreters
- Explain placement and program options clearly
- Translate key forms and documentation
- Do **NOT** require families to translate prior schooling records

Quick References - What to take home

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07	Transitional Bilingual (Spanish)	07 is a 100 percent type, the goal is to prepare students to enter the mainstream English classroom by providing a period of instruction in the child's native language in order to support English language and cultural instruction. Instruction is provided in the first language to build literacy and achievement in the content area while teaching English.
09	English as a Second Language (ESL) Instruction	09 is the program type utilizes techniques, methodology, and special curriculum designed to teach English learners in all four domains and to comprehension. This instruction frequently includes the use of the native language.

Code	Text	Description
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13	Newcomer Program	13 is a program type designed to provide sheltered and content-based instruction designed to meet the academic and transitional needs of newly arrived immigrants.
15	Pushed Services	The student is 1.0 eligible but is not receiving services because services have been released.
16	No Services Offered	An EL services are offered by the district. According to Title VI of the Civil Rights Act of 1964, a school district is required by law to take steps to help English learners overcome language barriers and ensure that they can participate meaningfully in the district educational programs.

Conclusion

The [Appropriate Placement of Teachers Serving in ESL, Sheltered English, Bilingual Education, Newcomer, and Dual Language Programs Guide](#) ensures EL students in Michigan are taught by highly qualified, appropriately endorsed educators equipped to meet their unique linguistic and academic needs.

It supports LEAs by offering pathways for educator certification and professional growth, contributing to stronger communities and a brighter future for English learners.

For questions, contact Kelly Alvarez at AlvarezK@Michigan.gov.

For TSDL related questions contact Brandon Baryo at BaryoB@michigan.gov.