

BMEAC MEMBERS PRESENTING ADVISEMENT	Armando Chavez Mayra Lucero Dawn Salazar Adrian Sandoval	
ADVISEMENT 1: Ongoing Professional Development		
DIRECT ASK FROM THE BMEAC	Provide ongoing professional development for site and district level administrators based on the Bilingual Multicultural Education Act (BMEA) under section (J), (K)of the Indian Education Act [22-23A-1 NMSA 1978]; and (L) of the Bilingual Multicultural Education Act [22-23-1 NMSA 1978].	
CRITICAL DEFINITIONS	<p>Definitions: As used in the Bilingual Multicultural Education Act [22-23-1 NMSA 1978]:</p> <p>A. "bilingual multicultural education program" means a program using two languages, including English and the home or heritage language, as a medium of instruction in the teaching and learning process;</p> <p>B. "culturally and linguistically different" means students who are of a different cultural background than mainstream United States culture and whose home or heritage language, inherited from the student's family, tribe or country of origin, is a language other than English;</p>	
HISTORICAL CONTEXT		
IMPLICATION FOR HIGHER EDUCATION DEPARTMENT	To adopt BME and CLRI coursework in the Educational Administration programs.	

CRITICAL NEEDS THIS ADVISEMENT FILLS	<p>Implications for PED guidance (focus) and external supports (professional learning).</p> <p>PED must use existing professional development platforms to integrate a focus on meeting the needs of culturally and linguistically diverse students.</p>
WHAT IS THE PURPOSE OF THIS ADVISEMENT?	<p>The purpose of the advisement is to meet the needs of the site and district level administrators by receiving additional professional development in order to implement and supervise programming to meet the needs of their culturally and linguistically diverse student populations.</p>
ALIGNMENT WITH BMEAC	<p>Professional Development.</p>
ALIGNMENT WITH THE LCD AREAS OF FOCUS	<p>Bilingual Multicultural Education Programs component.</p> <p>Diversity, Equity, and Instruction to support students learning grade-level standards in more than one language (e.g., English, Spanish, Native American/Indigenous language(s), etc.).</p> <p>Culturally and Linguistically Responsive Instruction</p>
RESEARCH	<p>Bilingual Multicultural Education Program research such as Guiding Principles for Dual Language Education.</p> <p>State Bilingual Advisory Council Survey (2018)</p> <p>Bilingual Annual Report.</p> <p>Bilingual Multicultural Education Applications.</p> <p>BMEP Technical Assistance Manual.</p> <p>Current biliteracy and oral language development research (Beeman & Urow, 2013; Escamilla, et.al.2014; Garcia & Kfeifgen, 2010; Garcia, Johnson & Seltzer, 2017; Begay, 2019)</p>
DATA	<p>See Yazzie vs. New Mexico State "Yazzie Proposed Remedies Platform.</p> <p>Bilingual Annual Report</p> <p>BMEAC Survey</p>
BUDGET IMPLICATIONS FOR NMPED	<p>Additional compensation for site and district level administrators to attend Professional Development that contributes to the well-informed implementation and support of the BME programs and CLRI framework.</p>

<p>PERSONNEL IMPLICATIONS FOR NMPED</p>	<p>Forming a working group that includes bilingual coordinators, specialists, directors, and university professors.</p> <p>The Language and Culture Bureau, in collaboration with BMEAC, must develop a rubric that will support LEA's in self-assessment to gauge and analyze current strengths and weaknesses in order to drive continuous improvement.</p> <p>Resources/materials that are specific for site and district administrators to manage BME programs and CLRI framework.</p>
<p>HOW THE ADVISEMENT SHOULD BE IMPLEMENTED</p>	<p>Provide ongoing professional development for site and district level administrators during:</p> <ul style="list-style-type: none"> ● Teacher Evaluation yearly training Administrators already attend this training; adding a focus on supporting administrators in evaluating Domains 2 and 3 with a focus on culturally and linguistically diverse students will help to ensure site and district level administrators know expectations and can better lead teachers in improving their craft. ● Principals' Pursuing Excellence Select administrators engage in this ongoing professional development, which focuses on reflection and leadership. Using this existing platform to better support our educational leaders in implementing and monitoring programs that support culturally and linguistically diverse students will allow for principals to integrate new learning and strategies with their current practice. ● Superintendents' Meetings Providing professional development through this platform allows district superintendents to remain cognizant of the needs of their culturally and linguistically diverse students so that they can support current school initiatives in order to address the needs of their individual communities. ● New Mexico School Board Association Workshops During these workshops school board members will develop knowledge and skills to enable them to understand the needs of culturally and linguistically diverse communities and to support districts in implementing initiatives to support culturally and linguistically diverse students. ● Special Education Directors' Meetings There is an overrepresentation of English Language Learners receiving special education services. It is imperative that students receive all of the services that they need while being mindful to distinguish between language differences and language disabilities. For this reason, special

	<p>education directors must also be knowledgeable about policies, programs, and strategies that best support culturally and linguistically diverse students.</p> <ul style="list-style-type: none"> • Spring Budget Workshops <p>During these workshops site and district level administrators will develop knowledge and skills to enable them to implement quality programming to meet the needs of culturally and linguistically diverse students.</p> <p><i>Implications for PED guidance (focus), HED supports, parent/community input, external supports (professional learning).</i></p> <p>PED must use existing professional development platforms (listed above) to integrate a focus on meeting the needs of culturally and linguistically diverse students.</p>
<p>OUTCOMES OF THE ADVISEMENT</p>	<p>Adjust licensure requirements for prospective educational leaders to include quality instruction that focuses on culturally and linguistically diverse students.</p> <p>Administrator Leadership/Educational Leadership programs must include a minimum of six credit hours (two courses) that focus on culturally and linguistically diverse students, bilingual and multicultural educational theory, and current research-based best practices that focus on meeting the needs of culturally and linguistically diverse students.</p> <p><i>Implications for PED guidance (focus), HED supports, parent/community input, external supports (professional learning).</i></p> <p>PED must update administrator licensure requirements and HED must work to ensure course offerings are available and taught by qualified instructors. PED and HED collaboration must begin January 2019 in order to effectively affect change. PED must publish updated criteria no later than August 2019. Prospective administrators beginning an administrator leadership/educational leadership program January 2020 or later will be required to meet the updated criteria.</p>
<p>A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT</p>	<p>The timeline is reflected on the implementation of the informative sessions previously arranged for site and district administrators.</p>
<p>HOW WILL THE BMEAC SUPPORT THIS ADVISEMENT?</p>	<p>BMEAC can support this advisement through relationships and connections to internal and external partners, such as indigenous scholars, NMABE, CESDP, and DLENM. These entities should provide professional development sessions during their annual conferences that support administrators in meeting the needs of their culturally and linguistically diverse populations. SBAC will collaborate with the Language and Culture Bureau to develop a rubric for LEA's. Additional support can be determined</p>

	as this initiative is rolled out.
IMPACT	The impact of having school administrators who are trained in how to initiate, implement, and evaluate the BME programs and CLRI framework is of great value to the NM education system and the identity of the students we serve.