

BMEAC Meeting
Date: August 4, 2020
Time: 2:00 - 3:00 PM
Location: Zoom Meeting

Facilitators:


Viridiana Cisneros

Dr. Susana Ibarra Johnson

BMEAC ADVISEMENTS

A decorative graphic element consisting of a solid blue horizontal bar that spans the width of the page. On the right side, the bar extends downwards and then back to the right, creating a 3D effect as if a page is being turned or a document is being presented.

BMEAC SUBCOMMITTEES



NEEDS OF STUDENTS IN BMEPS (PROFESSIONAL LEARNING)	<ul style="list-style-type: none">• BERLINDA, SUSANA, SUZANNE AND VIRIDIANA
TEACHER PIPELINE	<ul style="list-style-type: none">• GENI, MARISELA, KAREN AND MAYRA
BUILDING LEADERSHIP CAPACITY	<ul style="list-style-type: none">• ADRIAN, ARMANDO, DAWN AND KAREN

NEEDS OF STUDENTS IN BMEPS (PROFESSIONAL LEARNING)

DR. BERLINDA BEGAY

DR. SUSANA IBARRA JOHNSON

DR. SUZANNE JACQUEZ-GORMAN

VIRIDIANA CISNEROS

DIRECT ASK FROM THE BMEAC

Dr. Berlinda Begay

- To develop a Biliteracy and Oral Language Development (BOLD) e-learning professional learning module(s) based on the Bilingual Multicultural Education Act (BMEA) under section G (1), (2) and (3) section J.

CRITICAL DEFINITIONS

Definitions:

- **Biliteracy** is “the acquisition and learning of the decoding and encoding of and around print using two linguistic and cultural systems in order to convey messages in a variety of contexts” (Perez and Torres-Guzman, 1996, p. 54).
- **Oral Language Development (OLD)**: Interactive, dynamic, interpretive process in which the listener is engaged in active construction in meaning (Begay, 2019).

IMPLICATION FOR HIGHER EDUCATION DEPARTMENT

To adopt/accept the BOLD coursework.

HISTORICAL CONTEXT

- Native American Oral Language Development
- Biliteracy

CRITICAL NEEDS THIS ADVISEMENT FILLS

- The BMEAC asks that the LCD not categorize the Indigenous oral language development with common bilingual multicultural education methodologies and approaches because Indigenous oral language development does not fit into Western common concepts and standards of bilingual multicultural education. Indigenous oral language development needs and methods involve a holistic view taught for the current purpose of survival of our cultural identity. Oral language development is an approach with a different purpose involving decolonization. Indigenous oral language development reinforces vital cultural values.

WHAT IS THE PURPOSE OF THIS ADVISEMENT?

The purpose of the advisement will meet the needs of both endorsed and non-endorsed educators:

- Bilingual-TESOL endorsed,
- 520 Native American Language and Culture license, and
- Pre/In-Service educators without bilingual endorsement.

ALIGNMENT WITH BMEAC

Dr. Susana Ibarra Johnson

Professional Development.

ALIGNMENT WITH THE LCD AREAS OF FOCUS

- Bilingual Multicultural Education Programs component.
- Bilingual Education Pathway 67- LICENSURE CODE Instructional methodology of bilingual education course.
- 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.).

RESEARCH

- Bilingual Multicultural Education Program research such as Guiding Principles for Dual Language Education.
- American Indian Language Learner Based Education Framework.
- State Bilingual Advisory Council Survey (2018) of approximately 300 participants.
- Bilingual Annual Report.
- Bilingual Multicultural Education Applications.
- BMEP Technical Assistance Manual.
- Current biliteracy and oral language development research (Beeman & Urow, 2013; Escamilla, et.al.2014; García & Kfeifgen, 2010; García, Johnson & Seltzer, 2017; Begay, 2019)

DATA

- See Yazzie vs. New Mexico State "Yazzie Proposed Remedies Platform.
- Bilingual Annual Report.
- See SBAC Survey (Appendix A).

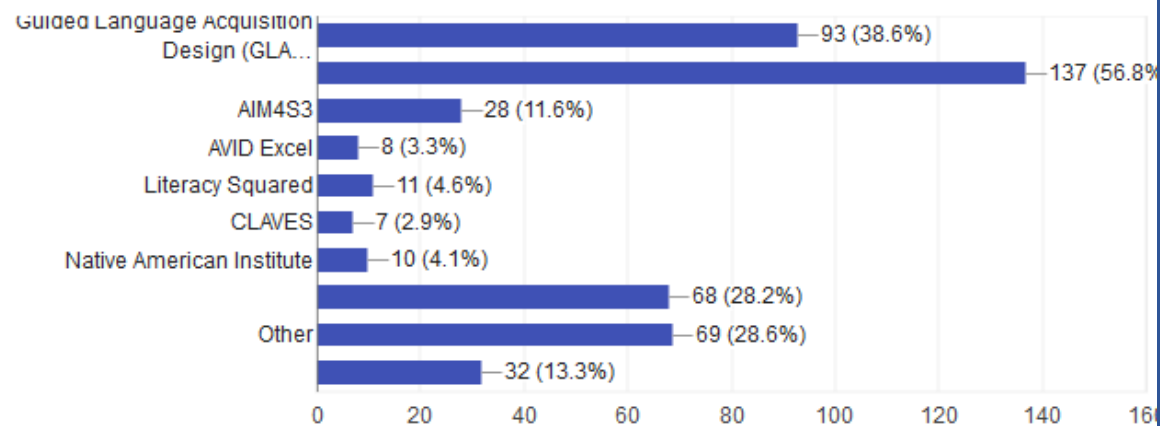
SURVEY QUESTIONS

RESEARCH QUESTION

- What data do we have to demonstrate BME programs are effective by demonstrating academic proficiency and exiting English learner students who are proficient academically and linguistically (e.g., bilingual/proficiency in L1 and L2) in our state?
- Survey conducted Fall 2018
- Number of Participants = 293

8. Professional development you received and implemented to teach students in BMEPs including English Learners. Check all that apply:

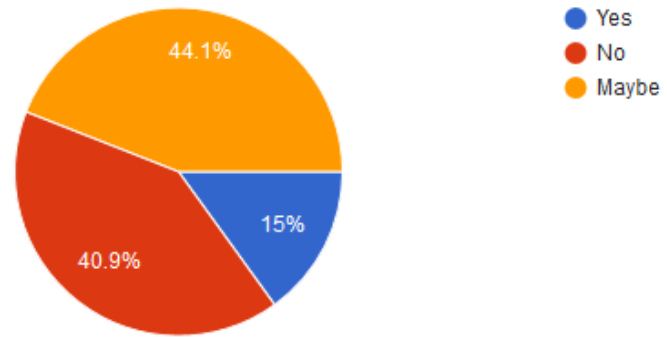
241 responses



SQ8

9. Have all teachers at your school received professional development on how to teach students placed in your BMEPs?

286 responses



SQ9

Dr. Suzanne Jacquez-Gorman

SQ10

- **What strategies have you found to be most effective when teaching students placed in BMEPs? (237 response)**
- GLAD (10)
- SIOP (5)
- TESOL (3)
- SIOP Strategies (2)
- other (119)

FEEDBACK FROM SURVEY PARTICIPANTS. COMMENTS FROM THE FIELD:

- Shortage of Bilingual/TESOL endorsed teachers
- Literacy in two languages
- Student academic/language/literacy levels
- BMEP Program Implementation (ELD/Assessment)
- Literacy - “It would be beneficial to teach student comprehension in their 1st language, it could set the stage for increasing their understanding of English reading comprehension. Today I see students coloring most of the time.”
- “We need a lot of work to make our Spanish/Bilingual Education classrooms more effective to meet the linguistic needs of all students working to become bilingual/biliterate”
- Observation: Curriculum and Instruction goes hand in hand with assessment and accountability - Assessments must match the language of instruction when monitoring all language domains (e.g., reading, writing, listening and speaking/oral).

RECOMMENDATIONS:

- Professional development - possibly focus on one module accompanied by manual completed by task force groups to provide guidance to teachers.
- Developing a professional development module on “Guiding Principles for Bilingual Education” for educators in Bilingual Multicultural Education Programs.
- Developing effective practices to monitor academic progress of Reclassified Fluent English Proficient (RFEP) students.
- What are non-negotiables for all teachers when working with ELs?? Sign off for all teachers statewide.
 - Flesh out what all teachers should know and be able to do when working. essential for all teachers to know - links -

BUDGET IMPLICATIONS FOR NMPED

- Additional compensation funds for teachers and/or BMEAC members to receive payment for their development time after contract hours or monies available to pay a substitute to take a day(s) from teaching to develop e-learning modules.
- Additional funds allocated to pay any costs associated with effective implementation of the BOLD e-learning module in schools and/or districts which include:
 - needed instructional materials/resources,
 - online license LMS fees, and one 3-hour online university course tuition and fees for teachers moving towards a Bilingual/NALC Pathway license and/or endorsement.

PERSONNEL IMPLICATIONS FOR NMPED

Viridiana Cisneros

- Forming a working group that includes bilingual/NALC teachers, coordinators, specialists, directors, and university professors.
- Bilingual/NALC Learning Management System (LMS) consultants, contractors and/or LCB staff to support with logistics.
- Resources/materials to form the BOLD in Bilingual Multicultural Classrooms Initiative Work Group.

HOW THE ADVISEMENT SHOULD BE IMPLEMENTED

- Biliteracy and Oral Language Development E-modules - teachers will receive professional learning in the areas and current research of language acquisition and literacy development methodology in BMEPs.

OUTCOMES OF THE ADVISEMENT

BOLD E-Learning Modules that will serve the biliteracy and oral language development needs of students in BMEPs.

A TIMELINE FOR IMPLEMENTATION OF THE ADVISEMENT

- Summer 2021 - Module development from the BOLD in Bilingual Multicultural Classrooms Initiative Work Group.
- Summer 2021 - Submission to NMPED for alignment and accreditation of the BOLD e-learning professional learning module to be accounted for as a university college credit course.

IMPACT

- Advisement is critical to ensure consistent attention focused on Native American, English learner, and BMEP student populations statewide placed in BMEP programs.
- Sustainability of bilingual education and 520 Native American Language and Culture teachers.