



Teacher Guidance and Professional Development on BMEP “Best Practices”

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Purpose of Advisement

- ▶ Develop instructional scope and sequence guidance document for all bilingual multicultural education program (BMEP) models
- ▶ Include professional development on BMEP “Best Practices” for bilingual education and Native American Language and Culture teachers
- ▶ Based on BMEP “Best Practices” in instruction, planning and inquiry to better meet the needs of **all students** in BMEPs.

NM Legislative Finance Committee (LFC) Bilingual Multicultural Education Program (BMEP)

Key Finding

PED's oversight and technical assistance is not meeting statutory requirements.

Recommendation

PED LCD should work to create a curriculum/scope and sequence for all bilingual program types in the state and conduct professional development on best practices (NMLFC BMEP Report, 2022, p. 24).

NM Legislative Finance Committee (LFC) Bilingual Multicultural Education Program (BMEP)

Key Finding

New Mexico has over 4,000 bilingual endorsed teachers; however, the majority choose not to teach in BMEPs.

Recommendation

The state currently lacks centralized training materials and professional development, and this is sometimes cited as a reason teachers choose not to teach in a BMEP.

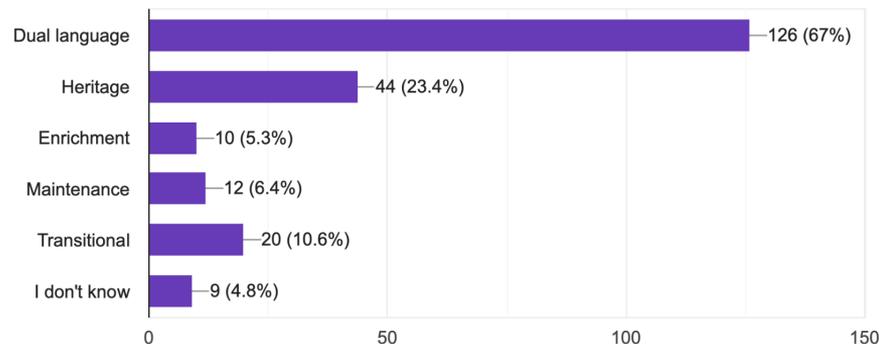
BMEAC Survey Background

► Q2. What is the language of the BMEP you teach in?

- Spanish **86.9%**
- Native American (Diné, Keres, Tiwa, Tewa, Towa, Jicarilla, and other) **13.1%**

3. If yes to survey question 2, what BMEP model(s) are utilized?

188 responses

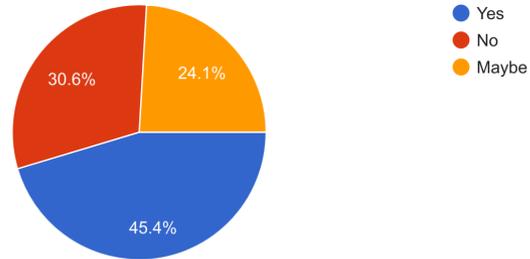


BMEAC Survey

§ We found that 216 from 230 survey participants replied to this question where 54.2% claimed either No or Maybe having a scope and sequence for Spanish Language Arts/Native American Language courses.

7. Do you have a scope and sequence for Spanish Language Arts courses/ Native American Language courses?

216 responses



Advisement

Develop an augmented biliteracy instructional scope and sequence aligned to the [ELA 2.0 Instructional Scope and Sequence](#)

Inclusive of the following resources:

- *Spanish language augmentations (CCSS en español)*
- *Standards/language allocation*
- *Examples of cross-linguistic/translanguaging instructional strategies*
- *Examples of language objectives*
- *Definitions*
- *Misconceptions*
- *Principles/pedagogy/approaches of bilingual education*
- *Best practices for working with dually identified students (English Learner/Learning Disabled)*
- *WIDA SLD Standards*
- *ELDIF Guidance*
- *Lesson Plan Templates (e.g., ELD and biliteracy)*
- *Book/Curriculum suggestions*
- *Links to Model Lessons (Modules)*
- *Universal Spanish Language Rubrics/Indicators*

Qualitative Data

- ❖ “The NMPED has done a great job of developing the ELA Instructional Scope. Why not create the same document for SLA using the translated CCSS developed by the San Diego County Office of Education? Why reinvent the wheel? Combine both documents to develop a dual language instructional scope for ELA/SLA.”
- ❖ Jicarilla and ELD teachers could use more focused help in creating a curriculum scope and sequence for both area. We need to prioritize time for focused PD on all things Bilingual.
- ❖ “A scope and sequence for consistency in bilingual programs regardless of school or model.”
- ❖ “I would like to see more PD in support of Spanish language arts in a BMEP. Not enough support.”
- ❖ “Links to readily available resources which can be paired/compliment ELA. I don't need a standards based scope and sequence without access to resources because I am not given extra planning time to search for and develop the SLA resources. I don't need a list of Spanish Language-specific elements that I am just supposed to cover alongside existing ELA because I am not given extra instructional time to make that happen. I need resources based on standards that I can use in tandem with ELA and suggestions for incorporating language specific elements through thematic unit planning and GLAD strategies. Or I need to be given the professional development time to create these units myself with my PLC and/or partner teacher.”
- ❖ “Developing a clear scope and sequence of SLA and the curriculum. Many are still just doing whatever and do not understand the content aspect of the SLA and how to build it up from 6th -12th grade. More support for how this looks and it is applicable in the classroom would be beneficial.”

Indigenous “Best Practices” in instruction, planning and inquiry

- The essence of our cultural identity as Indigenous people is our language. Indigenous language education is unique because it involves Indigenous methodologies, cultural protocol and respectful practice.
- It is a unique type of culturally and linguistically responsive pedagogy that is not in the same category of today’s western bilingual multicultural education. Today’s schools are dominated by Western ideologies that target specifically academic achievement but Indigenous way of thought in education is to promote and sustain lifelong learning to protect the cultural integrity and sovereignty of Indigenous nations.
- Language revitalization means to restore direction to harmony with traditional lifelong values to sustain life because we must continue to remember the devastating effects of colonization destroyed and undid the epistemological roots of Indigenous people. The loss of language is part of Indigenous identity in the 21st century. To include Indigenous education in the area of oral language development with common bilingual multicultural education contradicts the objectives of survival and decolonization.

NM PED LCB Resource

[https://webnew.ped.state.nm.us/wp-content/uploads/2019/05/CLRI for AI ELs in NM Guidance Document.pdf](https://webnew.ped.state.nm.us/wp-content/uploads/2019/05/CLRI_for_AI_Els_in_NM_Guidance_Document.pdf)

Needs instructional planning, and inquiry
CCSD Scope and Sequence of Navajo Nation Standards

CCSD Lesson Plan related to themes based on seasons with hyper links

Advisement Timeline

- ❖ Send application to recruit BE/NALC teachers to create instructional guidance documents (fall 2022)
- ❖ Establish meeting dates, times, and locations for meetings (end of fall 2022)
- ❖ Set a deadline for completion of initial draft (Spring 2023)
- ❖ Finalize BMEPs instructional guidance documents (Summer 2023)
- ❖ Create a professional development plan (Summer 2023)
- ❖ Provide professional development on the BMEPs instructional guidance documents (2023-2024 school year)

Thank you!

Questions or Comments

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