



BILINGUAL MULTICULTURAL EDUCATION PROGRAMS (BMEP) ENDORSED TEACHERS CAPSTONE

Prepared for New Mexico Public Education Department

June 2024

INTRODUCTION

New Mexico Public Education Department (NMPED) oversees the state's Bilingual Multicultural Education Programs (BMEP). Following findings from a 2022 [program evaluation](#) that while there are over 4,000 teachers holding appropriate endorsements, only about 20% currently teach in a BMEP, NMPED would like an objective, third-party to evaluate the root causes of why appropriately endorsed teachers are choosing not to teach in a BMEP.

To support this priority, Hanover has conducted two research projects for NMPED evaluating BMEP-endorsed teachers' perceptions:

- ✓ **BMEP Endorsed Teachers Survey**
- ✓ **BMEP Endorsed Teachers In-Depth Interviews**

This capstone report synthesizes the collected information from these mixed-methods, evaluations.

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Credential**

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METHODOLOGY

Hanover completed two research studies to gain insight into the perceptions of BMEP endorsed teachers.



BMEP Endorsed Teachers Survey

January 2024

Hanover conducted an online survey to understand the perceptions and feedback from teachers holding the bilingual endorsement, the teaching English to speakers of other languages (TESOL) endorsement, the modern, classical and native languages (MCNL) endorsement, the Native American language and culture (NALC) certificate, and the American Sign Language (ASL) certificate or license. **The survey had 396 respondents.**



BMEP Endorsed Teachers In-Depth Interviews

March 2024

Hanover conducted **14 qualitative, in-depth interviews (IDIs) interviews with active and inactive BMEP-endorsed teachers** to gain a deeper understanding of why teachers are choosing not to use their endorsements to teach in a BMEP.

FINDINGS

KEY AREAS

This capstone presents perceptions and findings synthesized from across the two projects in the following key areas:

Perceptions of
the BMEP
Credential

Organizational
Structures

Support
Structures

PERCEPTIONS OF THE BMEP CREDENTIAL

Perceptions of the BMEP Credential Educator Use of Credentials



Educators with endorsements cite their bilingual background or their desire to support English learners (ELs) as the motivation for pursuing endorsements, and the majority are using their endorsements in the current year even if they do not work in a BMEP.



Respondents perceive language credentials as useful, having positive impacts on their careers as educators, and that they are able to effectively use their credentials outside of a BMEP.



Teachers already teaching English learners in their current role at their current school was the top reason for not using credentials within a BMEP.



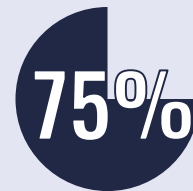
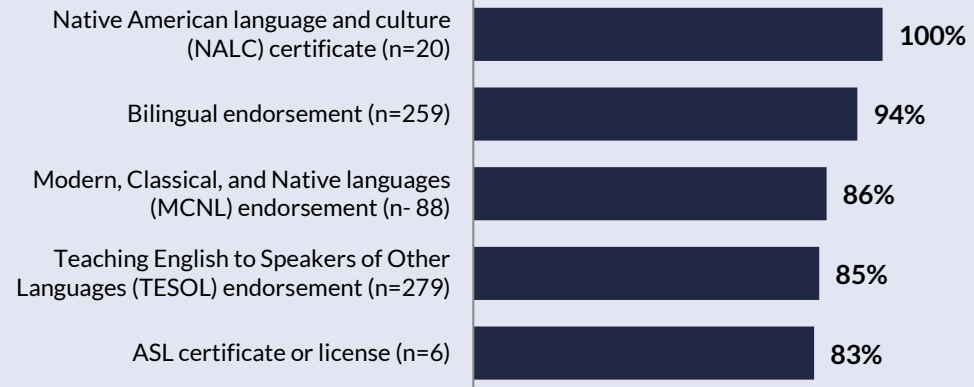
Increasing pay or offering a stipend would most incentivize BMEP participation.



I asked [a teacher] about a math question. She told me, 'Don't worry about the correct answer. You're Mexican. You're never going to amount to anything.' I decided at that moment that I was going to become a bilingual teacher so that I could ensure that these kids had the same opportunity to become someone in life and not feel like they were being degraded and feel like they were lesser because they knew two languages instead of one. And so that is my personal reason why I decided to get those endorsements.

Overall, how useful or not useful [has/has each of] the following been for you in your role as a teacher?

% Very + Extremely Useful



of instructional staff (n= 396) say a pay increase or stipend would make them more likely to use their endorsement to teach in a BMEP.

ORGANIZATIONAL STRUCTURES

Organizational Structures

ORGANIZATIONAL BARRIERS TO EFFECTIVE BMEP IMPLEMENTATION



Organizational structures impacting the effective implementation of BMEPs include increased workload demands and a lack of preparation time, staff turnover, scheduling conflicts due to, for example, end-of-year staffing/scheduling that is reliant on ACCESS score release in the summer.

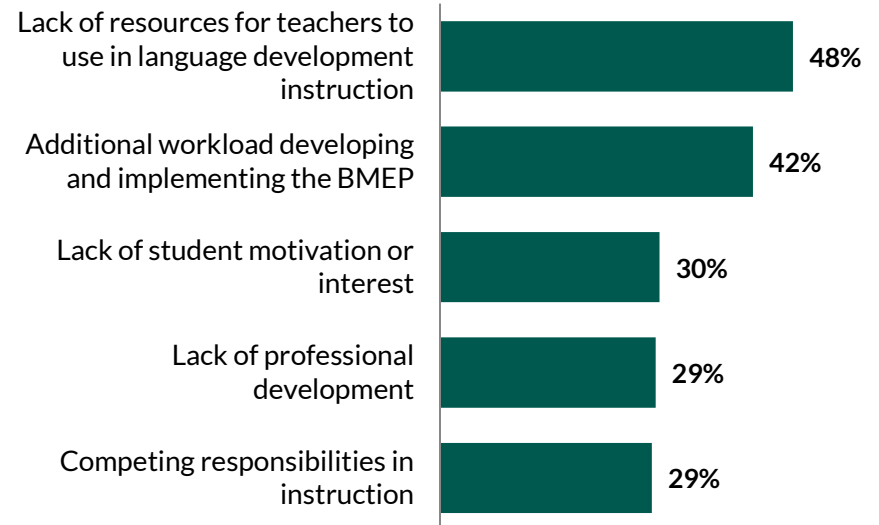


Active BMEP-endorsed teachers face hurdles like excessive paperwork, lack of teamwork (both among BMEP teachers and staff in general), and the program's complexity. Inactive BMEP-endorsed teachers cite lack of confidence in teaching Spanish, satisfaction with current roles, and the distance to BMEP-offering schools as obstacles to teaching in BMEPs.



Participants also cite issues of accountability and equity. For example, several BMEP-endorsed teachers suggest that middle school students with elementary reading levels point to issues with data interpretation, and indifference towards ELs. Others suggest a lack of authentic read-aloud books for ELs.

Please select any of the following options you feel are barriers, in general, to providing the Bilingual Multicultural Education Programs (BMEPs) effectively. (n=389)



“Our ACCESS scores for the state of New Mexico, my understanding is they don't come in till the end of June, which makes it very difficult for staffing and scheduling at the end of the school year. So, if there's any way the state can change that...”

Organizational Structures

ENDORSEMENT ACQUISITION/RENEWAL PROCESS

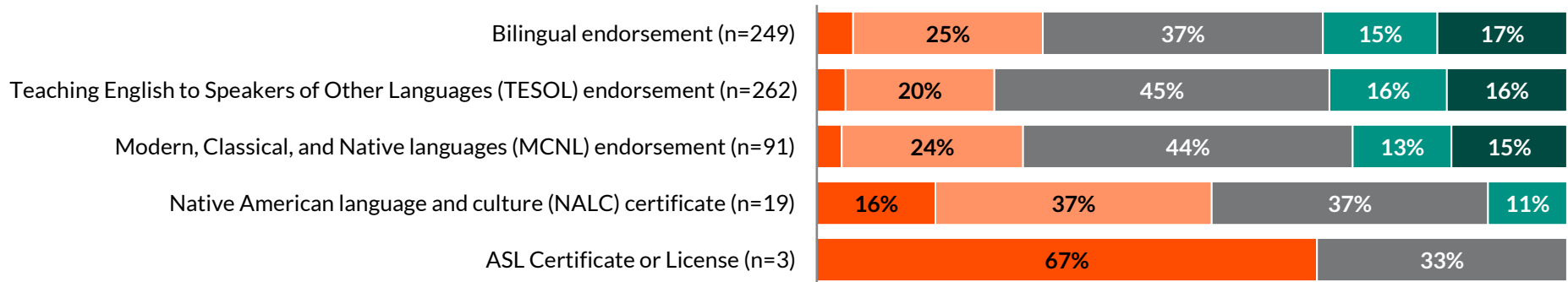
Participants face considerable challenges in obtaining and renewing language endorsements, citing the difficulty of the La Prueba test in terms of travel, test time, cost, and test anxiety. Insufficient financial incentives, increased workload, and complex credential acquisition processes add to the sentiments of the overall process often being perceived as difficult or average in terms of ease.

“Well, I know a lot of teachers don't like to be endorsed in TESOL because then they'll give them extra classes or more kids.”

“So doing that test [La Prueba] was the only thing I had to do. The barrier there, it was pretty inconvenient. I had to go out to Portales, which was like a two-and-a-half, three-hour drive for me, and stay a night at a hotel because the test started at 7:30 in the morning.”

How easy or difficult is it to first acquire [each of] the following?


Very Difficult Somewhat Difficult Average Somewhat Easy Very Easy




SUPPORT STRUCTURES

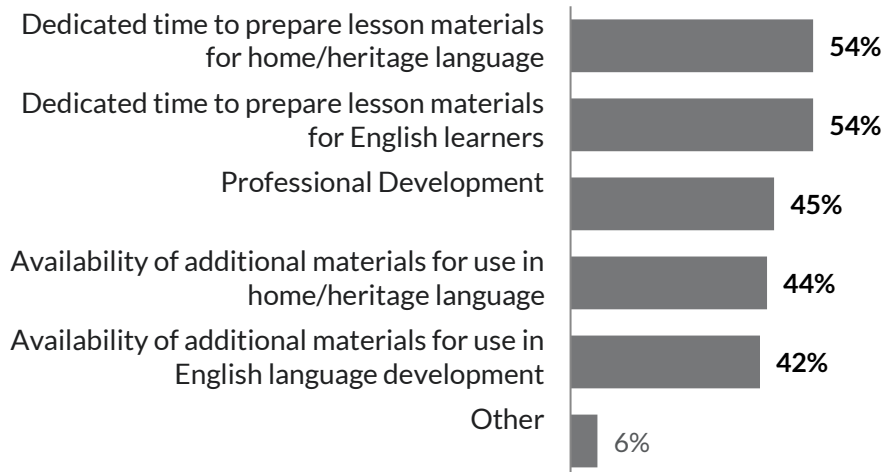
DESIRED RESOURCES AND SUPPORTS

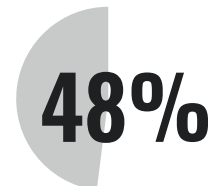
Staff report a desire for additional resources and support structures to facilitate BMEP implementation, including dedicated preparation time and access to improved bilingual resources.

 **Dedicated Preparation Time:** Respondents prioritize the need for allocated time to prepare BMEP lesson materials.

 **Improved Access to Bilingual Education Resources:** Participants suggest appointing personnel (such as a bilingual education coordinator for the district and sovereign nation representatives for each school) for ongoing EL support and as a resource contact for teachers, a desire for authentic, translated instructional materials, and request resources that cater to diverse student proficiency levels.

Which of the following resources or supports from your school district or school would be helpful to you? (n = 380)



 48% of NMPED instructional staff (n= 389) cite a **lack of resources for teachers to use in language instruction** as a barrier to providing the BMEP effectively.

*“The other thing that's challenging is that a lot of times **the instructional materials that we're given are not really authentic Spanish.** It can be challenging to figure out how to teach students the content in Spanish when you don't really have a quality text to use. **So teachers are having to create a lot of their own materials.**”*

“

Support Structures

PROFESSIONAL DEVELOPMENT NEEDS

Participants desire professional development related to both acquiring the BMEP endorsement and BMEP implementation.



Interview participants suggest more frequent and earlier scheduling of professional development, endorsement training, and La Prueba test preparation.



They advocate for focused training on interpreting ACCESS scores, Kindergarten bilingual education instruction, bilingual student advocacy, course material adaptation, and universal design.



Participants also emphasize the value of collaboration among bilingual teachers and identify the need for more time for collaborative planning.



45%

of NMPED instructional staff (n= 380) cite **Professional Development** would be helpful for teaching in a BMEP



29%

of NMPED instructional staff (n= 389) cite **a lack of Professional Development** is a barrier providing the BMEPs effectively



“Personally, I enjoy the in-person [professional development] because I’m able to see things [and] interact with other people.”

“GLAD is a phenomenal program, and it’s a slam dunk with second language learners.”

“I had participated in NMABE, New Mexico ABE, and that was a really good conference and a place to gather. But that usually happens in the spring, which is a crazy time for teachers to be out because of testing...But if the state could have conferences, let’s say in October where I could learn and gain things to use in my classroom, still in the year where I learned it instead of learning it in the spring and then hoping that I can apply it in the next fall.”



NEXT STEPS

NEXT STEPS



Review and simplify the process for acquiring and renewing language credentials and endorsements. For example, participants recommend simplifying the application process, incentivizing successful renewals, providing clear and comprehensive guidance, and offering mentors to help applicants prepare for proficiency exams and endorsement tests. Address challenges such as the La Prueba test's logistical issues by offering the test at multiple locations and providing free preparatory classes or professional development.



Provide BMEP instructional staff with high-quality, language-authentic instructional resources and materials and dedicated planning time to facilitate instructional preparedness and support. By providing teachers with the necessary resources, the district and NMPED can enable BMEP instructional staff to deliver high-quality instruction to their students. Furthermore, dedicated preparation time will allow teachers to better prepare for their classes and contribute to improved BMEP student outcomes.



Review staffing allocations to assess differences in workload for BMEP educators as well as the possibility of dedicated personnel to serve as resource contacts for teachers. As barriers to teaching in BMEPs, participants cite additional workloads and the desire for additional personnel support, such as a bilingual education coordinator for the district and sovereign nation representatives for each school. Conducting a staffing and workload audit at the district-level and at the school-level could highlight opportunities for supporting teachers in BMEPs and changing perceptions.



Thank you.

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