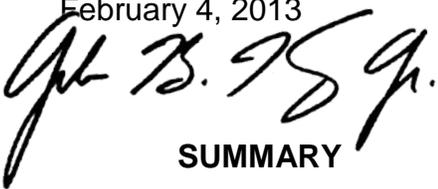




TO: P-12 Education Committee
FROM: Ken Slentz 
SUBJECT: Bilingual Common Core Progressions
DATE: February 4, 2013
AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

This item provides the Board with an update on the development of the Bilingual Common Core Progressions based on the feedback received on the samples released for public review and the revisions that will be made to the Progressions as a result of that feedback.

Background Information

The Board of Regents adopted the Common Core State Standards (CCSS) for English Language Arts & Literacy and Mathematics at its July 2010 meeting and incorporated New York-specific additions to create the Common Core Learning Standards (CCLS) at the Board of Regents January 2011 meeting. To ensure that these Learning Standards are accessible for English Language Learners (ELLs), the Board of Regents at the March 2012 P-12 Education Committee meeting directed Department staff to initiate a process to create new English as a Second Language and Native Language Arts Learning Standards aligned to the Common Core Learning Standards. These English as a Second Language and Native Language Arts Learning Standards are now called “Bilingual Common Core Progressions” to clarify that they are intended to guide teachers and school leaders in how to provide instruction that makes the Common Core standards accessible to students at various language proficiency and literacy levels rather than to be standards that are different from the CCLS.

As part of this process, a New York State Steering Committee (see: <http://engageny.org/resource/bilingual-common-core-initiative-new-york-state-steering-committee-members> for membership) and a National Advisory Group (see: <http://engageny.org/resource/bilingual-common-core-initiative-national-advisory-group-member-bios> for membership) were formed to advise the Department on the process of aligning the English as a Second Language and Native Language Arts learning standards to the CCLS. In addition, a Writing Team was formed of 15 teachers and

university staff from across New York State to assist in developing the standards (see: <http://engageny.org/resource/bilingual-common-core-initiative-complete-list-of-bilingual-common-core-writing-team> for membership).

The New York State Steering Committee has met four times beginning in April 2012 and advised on the development of a Theoretical Foundations document and a series of sample new Bilingual Common Core Progressions. In addition the National Advisory Group has provided ongoing feedback to the Department on the Theoretical Foundations and the series of sample Progressions.

Theoretical Foundations

Based on recommendations by the New York State Steering Committee and the National Advisory Group, the Department developed a document that details the research and states explicitly the theory of language development that is the foundation of the Bilingual Common Core Progressions. The development of this document was informed by both groups, as well as the Council of Chief State School Officers' 2012 "Framework for English language proficiency/Development standards corresponding to the common core state standards and the next generation science standards." The Theoretical Foundations articulate a theory of language that emphasizes the importance and value of bilingualism for all students. The Theoretical Foundations also articulate a theory of language that is based on the integration of language and content so that students learning language are engaged in authentic content-specific tasks from the very beginning of students' exposure to a new language or the development of their home language. A copy of the Theoretical Foundations can be found at: <http://engageny.org/sites/default/files/resource/attachments/nysbccci-theoretical-foundations.pdf>.

Bilingual Common Core Progressions

The Bilingual Common Core Progressions are comprised of New Language Arts Progressions and Home Language Arts Progressions. New Language refers to students, such as ELLs, who are acquiring and learning a new language. Home Language refers to students, such as those in bilingual or heritage language programs, who are developing their home language.

Rather than separate standards for students learning a new and/or home language, the Progressions provide a roadmap for teachers to ensure that students who are learning a new language and/or developing their home language meet the Common Core Learning Standards. The Progressions include performance indicators that articulate how students across five levels of language development are able to meet the Common Core Learning Standards. The performance indicators include specific types of scaffolds and supports (e.g. instructional strategies, teacher tools and resources to provide to students) teachers will need to provide in order for the students to meet the standards. In addition, the Progressions include an analysis of the Linguistic Demand of each Common Core Learning Standard; that is the Progressions articulate the vocabulary and language structures that students will have to know in order to meet a Standard. Finally, the Progressions include an example that highlights the Linguistic Demand in a grade level text excerpt and provides examples of strategies and

structures for how those demands can be explicitly addressed and taught by classroom teachers.

Public Review

The Progressions will be developed for every English Language Arts Common Core Learning Standard in every grade. The Department has produced a series of samples for 3rd Grade Writing, 6th Grade Reading for Information, and 9-10th Grade Speaking and Listening in New and Home Language. The sample Progressions, Theoretical Foundations document, and a Teacher's Guide were posted for public comment on EngageNY.org from January 3rd to February 1st, 2013 utilizing a survey and open-ended response questions. (See: <http://engageny.org/resource/new-york-state-bilingual-common-core-initiative>)

Feedback on the Progressions was received from over 350 respondents across the State, including teachers, principals, school support specialists, district administrators, higher education representatives and professional organizations. Overall feedback indicated that respondents thought the Progressions were useful in helping teachers provide high quality academic language instruction to students learning a new and/or home language. Respondents indicated that the Progressions would be very useful for planning lessons, grouping students, creating language and content scaffolds and developing formative assessments. Finally, there was general agreement that the Progressions would benefit a wide range of teachers, including ESL, Bilingual, Content Area and Foreign Language teachers.

Additional feedback indicated that the Progressions did not contain sufficient guidance for teachers on providing high quality instruction to certain subgroups of ELLs such as ELLs with disabilities and Students with Interrupted Formal Education (SIFE). These results suggest that the Department should further explore how to incorporate targeted supports to ELLs with disabilities and SIFE in the Progressions.

In addition to quantitative survey results, the Department also received comments in response to open-ended questions regarding additional supports teachers will need in order to implement the Progressions in their classrooms. Responses indicate that some teachers do not feel prepared to provide instruction to students in the very early stages of language development using grade level texts. In order to ensure that the rigor of the Common Core is maintained for such students, as well as to ensure that their gaps in reading do not grow while students are in the early stages of language development, the Department will work to develop tools, training, and resources to better support teachers to use grade appropriate text with these students. Responses also indicate that there needs to be more engagement with the Foreign Language and Languages Other than English (LOTE) community to explore whether the Progressions can be used in such settings. The Department intends to work more closely with the Foreign Language and LOTE community to understand how or whether the Progressions may apply. Finally, the majority of responses indicated that teachers would like a complete set of Progressions for all grades and standards, as well as video, training tools, model lessons and professional development in order to implement the Progressions.

Next Steps

Once a complete set of Progressions are created, the Department will conduct another public review and comment period in spring 2013. The Department is seeking to complete the writing of the Progressions by the summer of 2013 to present to the Regents for their consideration.