



THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee

FROM: Dr. Kimberly Young Wilkins 

SUBJECT: Aligning Linguistic Demands to the Next Generation Learning Standards

DATE: February 24, 2020

AUTHORIZATION(S): 

SUMMARY

Issue for Discussion

Staff will provide the Board of Regents with an update to the Bilingual Progressions' analysis of the Linguistic Demands required for students to successfully meet the requirements of the Next Generation Learning Standards (NGLS) in English Language Arts.

Reason(s) for Consideration

For informational purposes.

Proposed Handling

The item will be presented to the P-12 Education Committee for discussion at the March 2020 meeting.

Procedural History

In March 2012, the Board of Regents P-12 Education Committee directed the Department to initiate a process to create new English as a Second Language and Native Language Arts Learning Standards aligned to New York State's learning standards.

In February 2013, the Office of P-12 Instruction presented an update to the Board of Regents P-12 Education Committee on the development of the "Bilingual Common Core Progressions."

In January 2015, the Office of Education Policy presented to the Board of Regents about the release of the “Bilingual Common Core Progressions.”

Background Information

The New York State Education Department (NYSED) released the “Bilingual Common Core Progressions” in 2015 to provide a roadmap for teachers to ensure that students who are learning a new language and/or developing their home language meet New York State’s learning standards. These resources are based in the theory that in an academic context, language learning should take place in concert with disciplinary learning. To this end, the focus of language learning should not solely be about mastery over grammatical structures or isolated vocabulary but also about the development of competency in the language specific to each academic discipline.¹

The Bilingual Progressions included two main tools designed to meet the differing needs of students based upon their language background and academic context. These tools—the New Language Arts Progressions (NLAP) and the Home Language Arts Progressions (HLAP)—help teachers identify distinct points of entry into the academic content for students of all language proficiency and literacy levels in order to provide all students access to grade-level content. The NLAP focus specifically on the needs of students learning a new language. The NLAP is designed to support teachers of English Language Learners (ELLs) developing their proficiency in English as a New Language classes, but it can also be applied for students learning an additional language in a world languages class. The HLAP is designed to support teachers of classrooms focused explicitly on teaching in the home languages of ELLs and other speakers of languages other than English.

The NLAP and HLAP provide multiple sets of information including:

- analysis of the academic demands embedded within the learning standards;
- analysis of the linguistic demands embedded within the learning standards;
- performance indicators on levels of proficiency for each academic and linguistic demand required to meet the different English language proficiency performance indicators; and
- instructional examples to meet the linguistic demands.

The Board of Regents’ adoption of the New York State NGSL in 2017 has necessitated that the Bilingual Progressions be updated. Based on feedback received from the field, NYSED has made the decision to separate the Bilingual Progressions into different documents in order to make the information more readily accessible for teachers. The first focus of this project has been to update the linguistic demands to be aligned with the NGLS. These resources are currently in development; the drafts have been reviewed and updated by over 150 New York State teachers of ELLs who met at events throughout November and December 2019.

¹ [NYS Bilingual Common Core Initiative](https://www.engageny.org/file/135506/download/nysbccci-theoretical-foundations.pdf)
(<https://www.engageny.org/file/135506/download/nysbccci-theoretical-foundations.pdf>)

Related Regents Items

Not applicable.

Recommendation

Not applicable.

Timetable for Implementation

In spring 2020, the updated linguistic demands documents will be submitted for public comment and revised according to NYSED's review of the feedback. In summer 2020, the full set of linguistic demands will be presented to the Board of Regents for approval. In fall 2020, the approved documents will be made available to teachers and administrators, and professional development will be created to guide educators on their use.

Next Steps

1. NYSED's Office of Bilingual Education and World Languages will release a draft of the linguistic demands aligned to NGLS for public comment.
2. NYSED's Office of P-12 Instructional Support will present the updated linguistic demands, with incorporated feedback from public comment, to the Board of Regents P-12 Education Committee for approval.
3. Additional resources serving as updates to the Bilingual Progressions will be developed and presented to the Board of Regents as appropriate.