Teachers’ Critical Reflections on using the NYSED Bilingual Common Core Progressions and Implications and their use for the Quality of Multilingual Learners’ Instruction

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Abstract
In this article I discuss findings of a qualitative study that explores the insights of a group of teachers about implementation of the New York State Education Department (NYSED) Bilingual Common Core Progressions (BCCP). Moreover, I explain teachers’ suggestions on best pedagogical practices that could be used in the instruction of multilingual learners when implementing the Next Generation English Language Arts (ELA) Standards. The findings may guide any future revision and implementation of BCCP.

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This comprehensive guide shows general education and ESL teachers how to differentiate instruction and assessment for the English language learners in their classes. The book provides concrete strategies that teachers can use in any content-area classroom to engage every ELL, from beginning to advanced levels of English language proficiency. The authors highlight how teachers can address critical differences between ELLs with a strong foundation in the first language and students with limited former schooling. The book is aligned with national and state English language proficiency standards a Using a Xicana Feminist Framework in Bilingual Teacher Preparation: Toward an Anticolonial Path. The Urban Review, Vol. 50, Issue. 5, p. 857.  While these programs have offered new spaces for the affirmation of the bilingualism of Latinx children, they do little to address the power hierarchies between the low-income Latinx communities and White middle-class communities that are being served by these programs. We end with a call to situate struggles for bilingual education within broader efforts to combat the racialization of Latinx and other minoritized communities. View HTML. Send article to Kindle. Understanding the Bilingual Common Core Initiative’s Progressions Target Student Population CCLS Analysis New Language Arts Progressions Students learning a new language (e.g. students in English as a Second Language or Language Other than English classes) Home Language Arts Progressions Students developing a home language (e.g. students in Native Language Arts or language classes for speakers of that language) Each resource. Teachers working in these bilingual programs can use the progressions to scaffold content and academic language instruction at different levels. ELEMENTARY BILINGUAL INSTRUCTIONAL SETTING English Language Learners (ELLs) participate in the following programs depending on school population and staffing.