

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
AUGUST 18, 2021
9:00 AM**

Office	Address	City	Meeting Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	Livestream	n/a	Link

**DRAFT SUMMARY MINUTES OF THE COMMISSION MEETING
(Video Conferenced)**

COMMISSION MEMBERS PRESENT:

In Las Vegas:

President West
Vice President Fair
Commissioner Roberts
Commissioner Wenger
Commissioner Davis
Commissioner Belknap

In Carson City:

Commissioner Tucker
Commissioner Stokes

COMMISSION MEMBERS NOT PRESENT:

Commissioner Ackeret
Commissioner Carvalho

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement
Mike Arakawa, Program Officer III, Office of Educator Development, Licensure, and Family Engagement
Jolene Borges, AA III, Office of Educator Development, Licensure, and Family Engagement
Karl Wilson, Education Programs Supervisor, Office of Student & Supports Services

In Carson City:

None

Virtually:

Blakely Hume, Education Programs Professional, Zoom, English Mastery Council and EL NSHE Liaison

LEGAL STAFF PRESENT

In Las Vegas:

None

In Carson City:

None

Via Virtual:

Deputy Attorney General David Gardner

AUDIENCE IN ATTENDANCE:

In Las Vegas:

Lorna James-Cervantes, Chair, English Mastery Council; School Associate Superintendent, Clark County School District

Carson City:

None

Virtually:

Dr. Sharolyn Pollard-Durodola, Professor of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas; Former Chair English Mastery Council

Dr. Lori Navarrete, Associate Professor, School of Education, Nevada State College; Former EMC & TESL Subcommittee; Former TESL Subcommittee Chair

1: CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

President West called the meeting to order at 9:05 a.m.

Roll call attendance was taken as reflected above. It was determined a quorum was met.

The Pledge of Allegiance was led by Commissioner Belknap.

2: PUBLIC COMMENT #1

Carson City:

No public comment.

Las Vegas:

No public comment.

3: APPROVAL OF JULY 21, 2021, MINUTES

Motion: Commissioner Davis moved to approve the July 21, 2021, minutes. Commissioner Wenger second the motion. **Motion carried unanimously.**

4: PRESIDENT'S REPORT

President West welcomed some of the Commissioners that weren't at the previous meeting. Noting Commissioner Belknap as a new Commissioner.

5: SECRETARY'S REPORT

Jeff Briske noted that we are working on the Regulation season. Work groups are still being formed and as they continue, he will report back to the Commission. Mr. Briske brought up that the Department is close to hiring the Education Program Professional backfill for his previous position and hopefully will be on board by the next COPS meeting.

6: ALTERNATIVE ROUTE TO LICENSURE PROGRAM RENEWALS AND MODIFICATIONS

Jeff Briske mentioned that at the last meeting the Commission approved several renewals for ARL programs. Three of them were going to be delayed until this meeting and we are ready to present two of them. The first one in the University of Nevada, Las Vegas, ARL program. They are currently approved for an Early Childhood Program, Elementary Program, Secondary Program in Biological Science, Math, Physical Science, Language Arts, Social Studies and General Science. They are also approved for Special Education Generalist, Autism, Early Childhood Developmental Delayed and Intellectual Disability. There

were no substantial-modifications to this program and the Department recommends approving for another two years.

The second program is from Great Basin College. They were previously approved for Early Childhood Education, Elementary, Secondary in areas of Biological Science, Math, Art, Music, Physical Education, Physical Science, Language Arts, Social Studies and Foreign Language of German, French and Spanish. They were also pre-approved for Special Education Generalist. There were no substantial modifications made to this program and the Department recommends approving for another two years.

President West opened the floor to the Commissioners for questions. There were no questions.

Motion: Commissioner Wenger moved to approve these renewals. Commissioner Davis seconded. **Motion carried unanimously.**

Abstain: Commissioner Roberts

7: DISCUSSION ON THE MORATORIUM ON APPROVING NEW OUT-OF-STATE ARL PROVIDERS.

Jeff Briske stated that in the Summer of 2019 the Commission approved a moratorium, or pause, on approving any out-of-state ARL programs. The reason was because the current ARL programs are not a capacity and the Commission, at that time, decided to place a moratorium on approving any of the out-of-state ARL providers. As stated in a previous Commission meeting, and as decided in 2019, the moratorium was supposed to be reviewed every year to either lift-it or leave-it. Due to COVID-19 we didn't have the meeting in 2020. Today the Commission may decide if they would like to continue the moratorium for out-of-state ARL programs or lift the moratorium allowing out-of-state ARL programs to make an application to the Department and go through the approval process? The disadvantage Mr. Briske sees that it would be more work from the Department, but as he mentioned in his report, a new EPP is coming onboard soon, he/she will be taking charge of that and leading the program approval process. The advantages he sees are candidates that do graduate from out-of-state ARL providers would no longer have to get the license in their home State then apply for reciprocity or having to pay for two licenses, one from their State and one from here. They would be able to apply directly. Mr. Briske doesn't see the gain to limit on the variety of programs that are out there. Those are the pros and cons. It is up to the Commission on what they want to do.

President West opened the floor to the Commissioners for questions.

Vice President Fair brought up a discussion she had a discussion with a teacher, who originally came from Wisconsin and went through the ARL program there. The teacher had to go through the same process of getting her license in Wisconsin then here, in Nevada. The teacher is very happy that we are making those necessary changes for those people. She referenced it as one less hoop to go through. There are people who appreciate this change.

Commissioner Wenger asked is this just approving the availability of applications? The Commission would then have to review? She just wants to make sure the standards are upheld even if they are in another State? Jeff Briske responded that she is correct. We are just opening up an opportunity for other programs to make application. We would still go through the complete review and approval process. According to current regulation is not just a simple renewal, like we did today, it is quite more extensive where a small group of Commissioners do have to review those programs along with Department personnel and others. After they make recommendation to the Commission the Commission can discuss and vote to "approve" or "not to approve" each program that applies. Commissioner Wenger thanked Mr. Briske for his clarification then went on to say she believes this would be a good opportunity to open up more opportunities for out-of-state teachers to come to Nevada.

Commissioner Roberts asked their student teaching and practicum, where will that take place? Jeff Briske responded that would be part of the approval process, we would have to take a look at that. He would imagine that takes place in their home state along with where their programs take place with their coursework.

Commissioner Stokes asked is this is passed by the Commission; would this negatively impact the staff at the Department Licensure Office? Especially in issuing licenses before the start of the school year? Jeff Briske responded yes; this is the busy season. We are running 5 weeks out, approving licenses but we are ahead of many surrounding states. The way a licensing staff approves ARL programs is once a student has started a program, an ARL provider, such as UNLV, Great Basin, iteach, who's already approved, will send a certificate saying the student has completed the first professional development portion of that training and then we issue them a "conditional" or ARL license. Once they have completed their program, another letter or certificate is generated by the program provider and we issue a standard license if all requirements are met. There would be no difference in the process of licensing out-of-state ARL candidates. As far as additional work it wouldn't be any more than what we are doing now. It would just be a different process.

Motion: Vice President Fair moved to lift the moratorium on Out-of-State ARL providers. Commissioner Davis seconded. Commissioner Roberts – opposed. **Motion carried.**

PUBLIC COMMENT #1

1. Dr. Vanessa Mari, Nevada State College, *submitted public comment regarding proposed amendment to NAC 391.237(A complete copy of the statement is available in Appendix A)*
2. Dennis Potthoff, Nevada State School of Education, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
3. Denise K. Padilla, Great Basin College, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
4. Tracy Spies, University of Nevada Las Vegas, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
5. Danica G. Hays & Maria B. Roberts, UNLV College of Education, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
6. Dr. Alain Bengochea, University of Nevada Las Vegas, *submitted public comment regarding proposed amendment to NAC 391.237(A complete copy of the statement is available in Appendix A)*
7. Anthony M. Nunez, Private Citizen, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
8. Felicia Ortiz, Nevada State Board of Education, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*
9. Lindsay Anderson, Washoe County School District, *submitted public comment regarding proposed amendment to NAC 391.237 (A complete copy of the statement is available in Appendix A)*

8: WORKSHOP TO SOLICIT COMMENTS FOR PROPOSED AMENDMENT TO NEVADA ADMINISTRATIVE CODE 391.237 – REGARDING THE ENDORSEMENTS TO TEACH ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT; ENDORSEMENT AS A PROFESSIONAL TEACHER OF ENGLISH AS SECOND LANGUAGE; AND ENDORSEMENT AS A SPECIALIST IN ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT.

Michael Arakawa introduced Karl Wilson, Education Programs Supervisor, Office of Student & Supports Services and Blakely Hume, Education Programs Professional, Zoom, English Mastery Council and EL NSHE Liaison, both from the Department and others from the English Mastery Council to give a presentation to give a presentation on the development of this recommendation and provide more information to this Commission to make a decision.

Karl Wilson, Education Programs Supervisor, Office of Student & Supports Services provided a brief overview of the English Mastery Council and their functions, as provided in NRS 388.049. He introduced the following individuals who will be presenting:

Lorna James-Cervantes, Chair, English Mastery Council; School Associate Superintendent, Clark County School District

Dr. Sharolyn Pollard-Durodola, Professor of Early Childhood, Multilingual, and Special Education, University of Nevada, Las Vegas; Former Chair English Mastery Council

Dr. Lori Navarrete, Associate Professor, School of Education, Nevada State College; Former EMC & TESL Subcommittee; Former TESL Subcommittee Chair

Presentation

Michael Arakawa thanked the English Mastery Council for their presentation and Department staff who assisted. Mr. Arakawa went on to discuss the proposed language of amendment to NAC 391.237. He first went on to discuss a few items for those who may not have gone through the regulation drafting and adoption process before.

Michael Arakawa stated that there are no changes proposed to the qualifications to receive the English Language Acquisition and Development (ELAD) endorsement or the ELAD Specialist endorsement. The changes start in paragraph five and would not apply to a program of educator preparation that is strictly a master's program. We specified a date of July 1, 2023, for inclusion of these courses to be implemented in programs for Early Childhood Education, Elementary Education, Middle School Education and Secondary Education. In practice there would be a 1-year grace period following final adoption of any regulation around this for programs to implement whatever is needed to be in compliance.

In paragraph six, the reason for this paragraph is there are three ARL programs that are approved by the state of Nevada that do not have a traditional coursework structure and do not grant a degree nor any college credits for completion of their program. The Department feels that it would not be doable for them to have to implement four three-credit courses; instead, they would have the opportunity to implement content which would be reviewed for during program approval, approval of program renewals, to ensure that anyone going through those programs is getting the same quality of instruction as they would if they were to go through a degree granting program that offers credit.

Paragraph seven makes it clear that student enrolling in an approved undergraduate program educator preparation after the effective dates would have to complete the ELAD coursework in order to successfully complete the program of preparation.

Paragraph eight exempts any student enrolling in a program of educator preparation prior to those effective dates from having to complete those courses as a condition of completion of the program itself. As we have heard many of these programs have already incorporated this coursework.

Mr. Arakawa then opened the floor to the Commission on any questions they may have for the Department of English Mastery Council.

President West went to speak up for the industry he represents, which includes 110,000 construction workers in the State. Not intending to be punitive in anyway but as part of the conversation of low skill/low wage, construction was mentioned. He thought it was worth mentioning the latest Economic Development data.

The average wage in the construction industry in all positions is currently \$75,000.00 and growing. The reason he brought it up and the relevance is because we need to get more people across the finish line. A lot of people don't understand to get into an accredited apprenticeship program, you must have a high-school equivalency or be a graduate. Secondly, according to our data of apprenticeship programs, 50% of the young people trying to get into an apprenticeship program that are high-school graduates cannot pass the entrance exam for the apprenticeship program due to lack of necessary skills in English and math.

This program is absolutely necessary to making sure that we continue to provide all the opportunities to our young people.

President West opened the floor to the Commissioners for questions.

Commissioner Stokes took from the presentation that no additional time would be needed for undergraduates to take these additional courses? Or to clarify, there will be no additional time spent? Lori Navarrete responded yes; it's true. There are various examples of how the schools embedded those 12 credits. Some have been able to stay within the 120 credits for an undergraduate teaching degree and have embedded the courses by maybe dropping some other courses and/or moving some courses to the core and building in those ELAD courses at the major level. If you think about the degree, you have the core, first two years of your degree and the second two years are your major courses. Some degrees have stayed at 120 credits and some can become multifaceted because some degrees incorporate three endorsements for licenses. You could have an Elementary degree with a Special Education and an ELAD endorsement. That's two licenses and an endorsement. When you start to add more to a degree it will add more credits but so far, the number of credits that have been increased have ranged from 121 to 124. It will vary by degree and institution.

Commissioner Stokes then asked, does a graduated, newly minted teacher who applies for a license under this program automatically have the ELAD endorsement placed on that license, or do they have choice as to whether or not to include that on their license? Jeff Briske responded no; they do not have to add an ELAD endorsement to their license, that would be a separate cost. If they would like to add that endorsement when they apply for their initial license they may do so. Again, it is not required.

Commissioner Tucker gave her experience and views. That even though you take all the classes when you come into the classroom you don't necessarily know what to do. The practicum is definitely needed. She also noted that we are all language learners and these strategies within the ELAD coursework, are for all kids. Everyone can benefit from it. She did have one concern. If there are extra credits, at some of the Institutions, I hope that it wouldn't discourage some participants. I just hope that we are not throwing classes at these teachers because that is not the solution. She does think that all teachers should have preparation in that area. Sharolyn Pollard-Durodola responded the ELAD endorsement has a 24-hour practicum, and it was including for the very reason you spoke. It is not sufficient to just learn strategies.

Commissioner Wenger thanked all for the information, including the graphs. She was wondering how the Universities are incorporating or embedding the coursework already. She enjoyed the presentation. Even how the larger Universities, such as UNLV, have made it still 120 credits because that was a big concern for the Commission. She would definitely support something like this.

Commissioner Roberts thanked for all the information.

Motion: Commissioner Wenger to advance this proposed regulation to the next step. Commissioner Belknap seconded. **Motion carried unanimously.**

9: FUTURE AGENDA ITEMS

Jeff Briske does not have any future agenda items unless he receives language back from the Legislative Counsel Bureau so that the Commission can consider future regulations.

10: PUBLIC COMMENT #2

Public comment in Carson City: None

Public comment in Las Vegas:

None

11: ADJOURNMENT

The meeting adjourned at 10:43 am.

Appendix A: Statements Given During Public Comment

1. Dr. Vanessa Mari, Nevada State College, submitted public comment regarding proposed amendment to NAC 391.237
2. Dennis Potthoff, Nevada State School of Education, submitted public comment regarding proposed amendment to NAC 391.237
3. Denise K. Padilla, Great Basin College, submitted public comment regarding proposed amendment to NAC 391.237
4. Tracy Spies, University of Nevada Las Vegas, submitted public comment regarding proposed amendment to NAC 391.237
5. Danica G. Hays & Maria B. Roberts, UNLV College of Education, submitted public comment regarding proposed amendment to NAC 391.237
6. Dr. Alain Bengochea, University of Nevada Las Vegas, submitted public comment regarding proposed amendment to NAC 391.237
7. Anthony Nunez, Private Citizen, submitted public comment regarding proposed amendment to NAC 391.237
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9. Lindsay Anderson, Washoe County School District, submitted public comment regarding proposed amendment to NAC 391.237

Item A1, Dr. Vanessa Mari
Commission of Professional Standards,

With this letter, I wanted to express my support in continuing to keep the four ELAD coursework as a requirement for undergraduate students to receive their teaching degrees in Nevada Universities. As an Assistant Professor of TESL at Nevada State College, I have witnessed first-hand the impact that these courses have had on student's ability to plan lessons for English language learners. Additionally, they can recognize how they are language teachers regardless of the content area they teach. This is extremely important given that roughly 20% of our students in Nevada are English language learners. We need to prepare our future teachers to know how to address the needs of these students.

At Nevada State College we have been able to integrate the four ELAD courses into the degrees of the students. This means that they can graduate without taking additional coursework and still receive this endorsement. Additionally, they are leaving our college with the confidence and preparation necessary to work in our schools. With many of our schools surpassing 90% English learners, the teachers at these schools need to be prepared to work with the students.

It is important to note, that the ELAD endorsement also benefits the community at large. With teachers prepared to work with English language learners and their families, the collaboration and partnership between schools and the community are strengthened. Teachers are able to communicate the needs of the students to the parents, share best practices with them, and honor the language that the communities they serve speak. I hope that by keeping the ELAD requirement, we will be able to continue working on the goal to serve all Nevada students and their families.

Thank you for taking the time and consideration to review my letter of support. I hope that we continue to work towards what is best for our students and their families.

Sincerely,

Dr. Vanessa Mari
Assistant Professor of TESL
Nevada State College

Item A2, Dennis Potthoff

As Dean of the Nevada State School of Education. I express my support for retaining the twelve-credit hour ELAD coursework as a requirement for undergraduate students to receive their teaching degrees as a part of their preparatory experience in a Nevada-based (NSHE) institution.

I am very proud that our School of Education has successfully integrated the 12 credit hours of ELAD coursework into all of our Elementary and Secondary Education programs. No doubt, finding "space" in all programs was a challenge. On the other hand, the focus of the ELAD endorsement, in a State and location where the K-12 student population has a high percentage of English Language Learners, is extremely compelling. Teaching is a challenging profession and the first years of teaching tend to be especially challenging. We aspire to prepare new teachers who enter classrooms feeling confident that they have the knowledge and skills to work successfully with English Language Learners.

Additionally, the integration of the ELAD sequence to our undergraduate level academic programs is a change that aligns remarkably well with the Mission/Vision for our School of Education and campus. The SOE Strategic Plan for 2020-2025 boldly declares, in multiple places, a sentiment/commitment for achieving goals that encapsulate the rationale for providing all teachers with ELAD training. One best example from the SOE Strategic Plan 2020-2025 is as follows:

Theme Two: Curriculum and Instruction We will deliver on our promise to innovate in curriculum and instruction by building innovative and socially relevant curricula that anticipate and are responsive to the regional workforce, transformational in nature, and committed to developing the whole student.

At the epicenter of my support, and the support of School of Education faculty, is a strong desire to insure that PreK-12 students, for whom English is not their native language, are provided with the best possible support systems- and well-prepared teachers are the best and most powerful source of educational support! The long-term consequences of achieving this goal are far-reaching and impactful. When PK-12 teachers are better prepared to teach ELLs, there is a likelihood of retaining them longer. Research has shown, when teachers of ELs feel confident about their knowledge and skills in facilitating language and literacy development they express less frustration in teaching and improved instructional practice with all learners (Penner-Williams & Gonzales-Worten, 2017). Another potential benefit is elevating the academic success of ELLS is their graduating high school with the potential for continued pursuit of educational pathways. Among these pathways is the opportunity for students to choose to pursue a career in teaching! Creating a teaching force that more closely mirrors the student population would be a tremendously powerful long-term accomplishment!

Item A3, Denise Padilla

Commission on Professional Standards Committee Members:

The GBC Elementary Education Program would like to express their support for the four ELAD requirements in NSHE teacher preparation degrees. These ELAD courses have been embedded in our Elementary Education degree pathways since the 2018-2019 school year. Our students gain much assessment, lesson planning, and curriculum knowledge that can be used with EL and all general education students. Our students also leave our program with a good foundation of language acquisition theory and ELAD federal, state, and local policy information. We know that the EL students in our classrooms can take up to seven years to become language proficient, so it is important for teachers at all grade levels to support language development with their students.

Our Secondary Education Program is in support of the courses but would like to have leeway in implementing the courses after all content licensure requirements and institution degree requirements are met.

Sincerely,

Denise Padilla
GBC Education Department Chair

Item A4, Tracy Spies

Dear President West-Guillen and Members of the Commission on Professional Standards in Education,

Thank you for providing the opportunity to voice my support of the English Language Acquisition and Development (ELAD) endorsement for all preservice teacher candidates in Nevada. My name is Tracy Spies. I am an Associate Professor of English Language Learning in the College of Education at the University of Nevada Las Vegas and a former bilingual teacher.

As leaders and decision makers in Nevada, you understand how our population of emergent bilingual children has grown and how hard our teachers work to address students' academic and linguistic needs. You are also well aware that many of our emergent bilingual children experience high levels of academic success, but that we also have many whose dreams are not realized. This is not for a lack of effort on their part or that of their educators, but our failure to provide emergent bilingual students with the individualized and specialized instruction to support their academic, linguistic, and social-emotional growth.

The provision of high-quality effective instructional programming for emergent bilingual students is dependent upon a prepared educator workforce. Under-preparation of educators to work with emergent bilinguals is not unique to Nevada. Preparation of teachers who can successfully work with emergent bilingual learners has not kept pace with the number of emergent bilingual students in the classroom (Grant, Yoo, Fetman, Garza. 2021). In a 2017 report from the National Center for Education Statistics on teacher professional development (PD), only 27% of teachers surveyed indicated they had received professional development (PD) related to working with ELs as compared to 99% reporting that they received content area training. Of those who attended PD for emergent bilingual learners, 65% indicated spending eight or fewer hours engaged in a PD experience.

Without a doubt, educators need to be prepared to teach content. This could not be more evident with the increased demand of the Nevada Academic Content Standards and the Next Generation Science Standards. Yet, these standards call for increasingly demanding use of academic English language and literacy in content areas. Beyond academic vocabulary, students are required to communicate in the academic register of the content area. In other words, students are expected to communicate like a scientist or a mathematician.

The provision of this type of instruction for our emergent bilingual students necessitates specialized educator preparation. The ELAD endorsement enables preservice teacher candidates with opportunities to plan instruction to support the critical relationship between second language and academic learning. It enables them to recognize students' cultural and linguistic assets and to capitalize on those strengths to support emergent bilinguals' learning and language development. Preservice teachers will leave with the confidence to work with a range of emergent bilingual students whether they are early childhood dual language learners, secondary long-term English learners, or children who have recently arrived in the U.S.

I understand that requiring the ELAD endorsement poses multiple challenges for multiple agencies. However, we owe it to our educators to prepare them for the classrooms they will enter. We owe it to our children to provide them with a well-prepared educator. I also believe that with creative thinking and problem solving amongst educational agencies, we can overcome these challenges. To reiterate, these challenges are not unique to Nevada. At the same time, what a great opportunity for Nevada to lead the way and set the example for a well-prepared teacher pipeline.

Thank you for your time,
Tracy Spies

Item A5, Danica G. Hays & Maria Roberts
Commission on Professional Standards for Educators,

We are writing with support for the addition of ELAD courses in teacher preparation programs within Nevada. The ELL population continues to exponentially expand across Nevada (e.g., 200+% increase within one decade), and the educator workforce needs to be prepared well to support culturally and linguistically diverse students in the PK-12 system.

We recognize the importance of the English Language Acquisition mandate that was passed in 2015 and the goal to improve the instructional quality for all ELLs in the state of Nevada. We emphasize that the integration of ELAD coursework in NSHE teacher preparation programs is imperative to support student outcomes (e.g., achievement, psychosocial development).

We value the recommendations for this endorsement from experts, including those on the English Mastery Council, the Commission on Professional Standards in Education, and the Teaching English as a Second Language subcommittee.

UNLV has already integrated the ELAD courses or their content into their undergraduate elementary teacher preparation programs and their ARL teacher programs, reinforcing our support for their inclusion in the teacher preparation curriculum. The secondary programs are in the process of incorporating the coursework.

In community,
Danica G. Hays & Maria B. Roberts

Item A6, Dr. Alain Bengochea

I am an assistant professor of English language learning at the University of Nevada, Las Vegas, and I am in full support for the ELAD endorsement to become a requirement of pre-service teachers in the state as recommended by the English Mastery Council.

Although English learners represent 10% of the school population at the national level, they represent approximately double that figure in the state of Nevada, ranking fourth in the country as having the highest numbers of English learners in K to 12.

According to the Department of Education, Nevada was also identified among the top five states furthest from meeting their projections for English-learner-endorsed teachers, experiencing a 72.9% decrease in endorsed teachers between the 2012-2013 and 2017-2018 school years.

Given the larger proportion of English learners in Nevada, the need for specialization in teaching English learners, and the lack of certified English learner teachers, there is an urgent need in Nevada to ensure that all teachers of English learners are well equipped to address the teaching and learning of this group of students.

The ELAD endorsement requires that teachers develop a wealth of knowledge centered on best instructional and assessment practices for English learners, which are guided by linguistic theories that help teachers make cross-language connections for their students. The knowledge base gained through stand-alone EL endorsement courses prepares future educators on best practices for tapping into English learners' existing knowledge and building on what they come with. Embedding information about teaching English learners in general education courses without an emphasis on second language specialization may result in learning about critical theories and practices for ELs as a byproduct. Without having this critical knowledge as a focus, teachers may not be sufficiently equipped to provide the necessary supports that will give access to English content for their students, thus widening the divide in academic performance between English learners and their monolingual peers. Many states with high English learner populations require that all teachers become specialized in second language instruction while seeking licensure. These include Arizona, California, and Florida to name a few. Research has shown that English learner students perform better when their teacher has been specialized to teach these students. In essence, these states highlight the significance of every classroom teacher becoming a language teacher. In other words, these states recognized a great need for teachers to not only deliver content but also be specialized language teachers who can be responsive and tap into the linguistic, cultural, and academic strengths of this ever-growing population.

It is important that as a state we ensure that the needs of all students are met with appropriate haste. Requiring this additional credential is one step that will have long-standing benefits for the state of Nevada and these students.

Item A7, Anthony Nunez

I am writing to you as a private citizen who serves as a middle school principal of a diverse urban community in Clark County about the positive impact an ELAD endorsement would have on my community.

Each year there are between 7 and 22 different languages spoken in the homes of the students I serve. This means that all teachers on my campus must have the capacity to use multiple strategies both to make content comprehensible, and to promote language acquisition. Therefore, a considerable amount of the time I have to provide professional learning to teachers is spent on building their capacity to support ELL students. As I think about the skills the next generation of teachers will need to be effective serving students in Nevada, having the capacity to ensure their instruction is accessible to second language learners is definitely a top priority. Creating cadres of new teachers who enter buildings with a tools for supporting students to understand and use language will have two positive impacts on schools. First, teachers who enter the profession with more tools or strategies are, in my personal experience, substantially more likely to remain at schools that need this professional capacity the most. This is because they are able to more readily and efficiently respond to the needs of their students. Secondly, if new teachers enter schools with a deeper understanding of how to support ELL students, then school teams will be able to spend more of their professional learning time determining which strategies best align with the needs of students, as opposed to providing training on the strategies themselves. We only have 180 days each help students learn a year's worth of content. Any step we can take to facilitate a more rapid response to the needs of students will help maximize our use of these days.

I would conclude by adding that, ultimately, we are all learners of English. The strategies taught in an ELAD endorsement are applicable to all students. We often think about language acquisition in terms of fostering the basic skills needed to communicate on a day to day basis. But in order to successfully progress through PreK-12 education you must acquire and learn to use an academic language, often very specific to certain content areas. Language acquisition is not a challenge one group faces, but rather a circumstance that all students must navigate. Let's make sure that Nevada builds educations prepared to support all our students.

Anthony M. Nunez

Item A8, Felicia Ortiz
Good morning,

First of all I would like to thank you all for your service on this critical committee. I would like to express the importance of considering the Bilingual Education endorsement at the same time to ensure that the ESL endorsement is foundational to the Bilingual Education endorsement to allow educators to scaffold to the BiEd endorsement.

Thank you,

Felicia Ortiz

Item A9, Lindsay Anderson
Hello,

Washoe County School District would like to like the Commission on Professional Standards to consider how this regulation will impact an alternative route to licensure (ARL) program as part of their consideration of adoption of this regulation.

Thank you,

Lindsay Anderson