

# **English Mastery Council (EMC)**

## **Final Report and Recommendations**

Presentation to  
the Nevada State Board of Education

November 3, 2022

# Presenters

## ➤ **Lorna James-Cervantes**

Chair, English Mastery Council and Retired School Associate Superintendent, Clark County School District

## ➤ **Karl Wilson**

Education Programs Supervisor, Office of Student and School Supports, Nevada Department of Education

# Alignment to the State Improvement Plan (STIP)

- **Goal 2:** All students have access to effective educators
- **Goal 3:** All students experience continued academic growth
- **Goal 4:** All students graduate future-ready and globally prepared for secondary success and civic life

# Background of EMC

- Originally established in 2013 by Senate Bill 504 ([NRS 388.409](#))
- 16 Members
  - State Superintendent of Public Instruction or Designee

## Other Appointments

- 2 by State Superintendent of Public Instruction
  - 2 by Chancellor of Nevada System of Higher Education
  - 11 Appointments by Governor
- EMC sunset June 30, 2022

# Presentation Outline

- EMC Legislative Responsibilities
- EMC Workgroups
- EMC Recommendations
- Closing
- Appendix

# Responsibilities of the EMC

Responsibility ( <u>NRS 388.411</u> )	Status
1. Make recommendations concerning criteria for District EL Policy	Regulation NAC 388.525-555
2. Annually review District EL Policies and make recommendations for improvement	Ongoing, annual review
3. Make recommendations concerning the requirements to teach English as a second language (ESL)	Regulation NAC 391.237
4. Make recommendations for standards and criteria for curriculum for English learners	State adoption of WIDA Standards and Assessments

# Responsibilities of the EMC, cont.

Responsibility ( <u>NRS 388.411</u> )	Status
5. Review course of study offered by Nevada System of Higher Education and make recommendations for training to teach ESL to provide teachers with tools necessary to improve English proficiency and academic achievement	Proposal: Include ELAD coursework in Nevada Educator Pre-service
6. Make recommendations to Board of Regents for the improvement of any course of study	ELAD & Bilingual Endorsements
7. Make recommendations to improve English proficiency and academic achievement of pupils who are not EL at/below 25 <sup>th</sup> percentile	Proposals: To State Board 11/3/2022

# EMC Workgroups

- **Standards and Curriculum:** Develop standards and criteria for a curriculum for ELLs for consideration by the State Board.
- **District Policy and Planning:** Submit policy criteria and recommendations concerning criteria for district to develop an EL Policy along with reviewing annually those policies.
- **TESL:** Review NSHE coursework and recommend improvements along with any adoption of regulations as it pertains to Teaching English as a Second Language (TESL)
- **English Proficiency & Academic Achievement:** Make recommendations to the State Board to improve the English proficiency and academic achievement of pupils who are not English learners and who have scored at or below the 25<sup>th</sup> percentile.



# Final Recommendations from the English Mastery Council

- As per legislative mandate ([NRS 388.411](#)) the following provides the final recommendations from the EMC

# Teaching English as a Second Language Workgroup

## Equity Challenge:

Ensuring Educators have knowledge and skills to teach English Learners effectively

# Teaching English as a Second Language Workgroup, cont.

## Workgroup Achievements:

- Research and recommendations surrounding equity including use of TESL supports
- Research on developmental delay policies for English Learners (ELs)
- Partnership with Nevada System of Higher Education
- Discussions regarding effective instruction for ELs
- English Language Acquisition and Development (ELAD) Endorsement research
- Progress and recommendations regarding ELAD endorsement coursework at Higher Education

# TESL Workgroup Recommendations

Amend the regulatory language for “Endorsements to teach program of bilingual education” (NAC 391.242) specifically:

- 1. Revise the bilingual endorsement coursework so that it reflects similar curricular expectations as the ELAD endorsement; course titles should be similar to those required for ELAD but adopt a bilingual perspective rather than a second language, English-learning perspective.*
- 2. Authorize the bilingual endorsement to satisfy the ELAD endorsement requirement for pre- and in-service teachers, enabling them to work across bilingual and English-medium learning contexts.*

# TESL Workgroup Recommendations, cont.

- 3. Recommend that the state legislature provide funding for an annual stipend competitive with other states for teachers who earn a bilingual or ELAD endorsement.*
- 4. Recommend that out-of-state applicants address language proficiency requirements in a language other than English and provide transcripts from regionally-accredited colleges or universities, showcasing course titles and successful course completion.*

# English Proficiency and Academic Achievement Workgroup

## Equity Challenge:

There is a disproportionate number of African American, Native American, Pacific Islander, English learners, students with disabilities, and students who qualify as low income who score in the lowest 25<sup>th</sup> percentile on English Language Arts assessments in the state of Nevada.

# English Proficiency and Academic Achievement Workgroup, cont.

## Workgroup Achievements:

- Review Nevada's achievement data and latest research on students whose achievement is in the lowest quartile
- Research national trends related to student achievement, language development, and language identification for African American students in the bottom quartile of achievement
- Recommendations for students in the bottom quartile

# English Proficiency & Academic Achievement Recommendations

- 1. In order to meet the needs of students performing in the lowest 25<sup>th</sup> percentile of English language academic achievement, targeted funding for students equivalent to that provided for EL students should be provided to assist schools in meeting a rigorous and equitable education for all students.*



# English Proficiency & Academic Achievement Recommendations, cont.

- 2. Similar to the requirement for each district to create and implement an English Learner Policy and Plan (NRS 388.407), require each district to create a policy and implementation plan for meeting the needs of students performing in the lowest 25<sup>th</sup> percentile of English language academic achievement. Plans should include professional development, curriculum, social emotional learning, evidenced-based instructional strategies, and meaningful parent and family engagement.*

# English Proficiency & Academic Achievement Recommendations, cont. 2

- 3. Schools in the lowest 25<sup>th</sup> percentile of English language academic achievement in the state be required to develop a corrective action plan (CAP). The CAP must identify root causes for under-achievement and will include specific action plans to meet the needs of those students.*

# District EL Policy Workgroup

## Equity Challenges:

- The EMC identified that many districts have an over-identification of English learners who also qualify for special education.
- The EMC identified that many districts have an under-identification of English learners who also qualify for gifted and talented services or advanced program placement.

# District EL Policy Workgroup, cont.

- **Workgroup Achievements:**
  - Discussion: new statutory charge on students whose achievement is in the lowest quartile
  - District EL policy review: identified concerns regarding EL identification
  - Recommendations for improvement in district EL policies

# District EL Policy Workgroup Recommendations

- 1. English Learner Plan Recommendation:** *All school districts must create a detailed EL plan to implement their EL policy regardless of the number of ELs in the district and even if there are not ELs currently identified in the district.*

# District EL Policy Workgroup Recommendations, cont. 2

2. ***ELD Curriculum Development Recommendation: District EL plans will specify ELD curriculum materials and instructional methods that support language development and provide high quality instruction that align with:***
- *Nevada Academic Content standards;*
  - *District identified program Models of Instruction/Instructional Delivery methods; and*
  - *ELD standards. Educators will weave ELD standards into content instruction to promote academic English development.*

# District EL Policy Workgroup Recommendations, cont. 3

- 3. *Assessment Recommendation:*** *Districts should properly and accurately identify EL students to avoid over-identification of SPED students and under-identification of GATE students. Districts should review assessment procedures and consider alternative assessments to provide opportunities for GATE, Honors, AP or Dual Credit for ELs.*

# District EL Policy Workgroup Recommendations, cont. 4

## **4. Building Educator Capacity Recommendation:**

- *Professional Development is recommended to improve instruction and assessment for ELs by enhancing teacher capacity to understand and use curriculum, assessment measures, and instructional strategies supporting academic language development and equitable access to grade level content; and*
- *With NDE support, districts will increase educator capacity through such opportunities as recruiting and providing incentives for teachers with TESL/ELAD endorsements or those with equity and evidence training.*



# District EL Policy Workgroup Recommendations, cont. 5

## ***5. Parent Advisory Participation Recommendation:***

- *Districts will establish procedures and regular opportunities for parents of English learners to provide feedback and recommendations on EL programs and services.*
- *Districts will establish a procedure to review feedback and recommendations from parents of ELs and implement them as appropriate to best serve the needs of EL students.*

# Closing

❖ Thoughts from the EMC Chair

❖ Questions from the State Board of Education

# Appendix

- Acronyms
- English Mastery Council Membership
- Research References
- NDE Support Contact Information

# Acronyms

**EL(s)** = English learner(s)

**ELAD** = English Language Acquisition and Development  
(new Nevada licensing endorsement)

**ELD Standards** = English Language Development Standards

**EMC** = English Mastery Council

**GATE** = Gifted and Talented Education

**IDEA** = Individuals with Disabilities Education Act

**TESL** = Teaching English as Second Language (previous  
Nevada licensing endorsement)

# English Mastery Council Membership

## **Dr. Cristina Lash**

- Representing: NSHE - (UNR)

## **Dr. Alain Bengochea**

- Representing: NSHE - (UNLV)

## **Vacant**

- Representing: Parents

## **Vacant**

- Representing: Parents

## **Gladis Diaz**

- Representing: School Administrators – Washoe County

## **Vacant**

- Representing: School Administrators – Lyon County

## **Lorna James-Cervantes**

- Representing: School Administrators – Clark County

## **Paula Zona**

- Representing: School Administrators – Carson City

## **Laurel Crossman**

- Representing: School District Board of Trustee Member – Carson City

## **Vacant**

- Representing: Teachers - Clark County

## **Leah Terry**

- Representing: Teachers - Washoe County

## **Nancy Brune**

- Representing: General Public – Clark County

## **Vacant**

- Representing: General Public – Clark County

## **Bettye Haysbert**

- Representing: Public Policy Expertise – Clark County

## **Vacant**

- Representing: Public Policy Expertise – Elko County

## **Dr. Jonathan Moore, NDE Deputy Superintendent for Student Achievement**

- Representing: ex officio member

# Contact Information

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