

State Board of Education & English Mastery Council Workgroup Presentation

Presentation to the State Board of Education

March 16, 2023

State Board of Education (SBE) & English Mastery Council (EMC) Workgroup Context

- November 2022 SBE meeting: SBE/EMC Workgroup request
- *SBE Members:*
 - Member Katie Dockweiler
 - Member Rene Cantu
 - Member Tim Hughes
- *NDE Members:*
 - Karl Wilson, Education Programs Supervisor
 - Blakely Hume, Education Programs Professional

EMC Prior Workgroup Designations

- Acronyms for presentation which stand for the EMC workgroups:
 - **TESL** = Teaching English as a Second Language Workgroup
 - **EP&AA** = English Proficient & Academic Achievement Workgroup
 - **District Policy** = District Policy and Criteria Planning Workgroup

Today's Recommendations

12 Original EMC recommendations

Today's 12 workgroup recommendations fall under 4 categories:

- Regulation
- Nevada Department of Education
- Local Education Agencies
- No further action

#1 - EMC TESL Recommendation #1

EMC Original Recommendation:

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

- 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.

SBE/EMC Workgroup Recommendation:

- *To revise NAC to make the format and expectations of the bilingual endorsement similar to the ELAD Endorsement.*
- *That this recommendation move forward in collaboration with representatives from NSHE to support the research and regulatory process as it moves through COPS.*

#2 - EMC TESL Recommendation #2

EMC Original Recommendation:

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

- 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.

SBE/EMC Workgroup Recommendation:

- *If an ELAD endorsement is required for hiring purposes, that the bilingual endorsement will also satisfy the requirement.*
- *This recommendation would require a simple revision in NAC related to the ELAD endorsement.*

#3 - EMC TESL Recommendation #3

EMC Original Recommendation:

- Recommend that the state legislature provide funding for an annual stipend competitive with other states for teachers who earn a bilingual or ELAD endorsement.

SBE/EMC Workgroup Recommendation:

- ***Proposes that this recommendation might align with other more comprehensive state board-supported educator recruitment and retention initiatives.***

Additional Request

SBE/EMC request: NDE collect data regarding how districts in Nevada are incentivizing their educators.

#4 - EMC TESL Recommendation #4

EMC Original Recommendation:

- 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.

SBE/EMC Workgroup Recommendation:

- ***Reduce barriers with respect to reciprocity to enhance the availability of qualified educators to meet Nevada needs while ensuring they meet professional expectations.***

Additional Request

SBE/EMC request: NDE provide additional information from educator licensing regarding reciprocity.

#5 - EMC EP&AA Recommendation #1

EMC Original Recommendation:

- In order to meet the needs of students performing in the lowest 25th 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.

SBE/EMC Workgroup Recommendation:

- ***Support additional funding for students who are not on track to graduate with their peers (this could be done by changing the definition of “at risk” in the pupil-centered funding plan).***

Additional Request

NDE provide data regarding other student groups who are in the bottom quartile for English Language Arts (ELA) performance and who receive supplemental funding from other categories.

#6 - EMC EP&AA Recommendation #2

EMC Original Recommendation:

- 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 25th percentile of English language academic achievement. Plans should include professional development, curriculum, social emotional learning, evidenced-based instructional strategies, wrap around supports that enhance engagement and success, and meaningful parent and family engagement.

SBE/EMC Workgroup Recommendation

- ***Implement a requirement that districts integrate the EMC recommended components (including a new provision for wrap around services) to meet the needs of students who are at the emerging/developing level of academic performance, into their District Performance Plans (DPPs).***

Additional Request

SBE/EMC Request: NDE review current regulatory language regarding DPPs, including the required components incorporated with the new DPP process.

#7 - EMC EP&AA Recommendation #3

EMC Original Recommendation:

- Schools in the lowest 25th 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.

SBE/EMC Workgroup Recommendation

- *Instead of recommending a new corrective action plan requirement for the schools in the lowest 25th percentile of English Language Arts (ELA) academic achievement, support the existing school improvement plan processes by addressing the root causes for low academic achievement of impacted students.*

Additional Request

SBE/EMC Request: NDE collect additional data on schools that are designated in need of improvement (e.g. Title I TSI/CSI/ATSI schools).

#8 - EMC District Policy & Plans Recommendation #1

EMC Original Recommendation:

- **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.

SBE/EMC Workgroup Recommendation

- *Align systems of support to LEAs in developing and implementing effective EL plans as required by NRS & NAC that help multi-lingual learners to achieve language and academic proficiency to a higher degree.*
- *Consider whether statutory changes are needed to provide greater authority to NDE in order to enforce corrective action when LEA plans and policies aren't implemented consistently.*

#9 - EMC District Policy & Plans Recommendation #2

EMC Original Recommendation:

- **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.

SBE/EMC Workgroup Recommendation

- *Provide state funding that enhance data systems and staff to support the monitoring and technical assistance of LEAs in the development and implementation of curriculum and instruction that aligns with state academic and language standards.*

#10 - EMC District Policy & Plans Recommendation #3

EMC Original Recommendation:

- **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.

SBE/EMC Workgroup Recommendation

- *That LEAs build educator capacity to properly and accurately use appropriate assessment tools (encouraging alternative assessments as needed) to identify the strengths and needs of EL students in order to provide them with the appropriate education services to maximize their educational outcomes.*

Additional Request

SBE/EMC Request: Recognizing that there appears to be an under-representation of ELs in Gifted and Talented (GATE) programs, request that NDE evaluate the GATE eligibility process to ensure that all students, including ELs, have equitable access.

#11 - EMC District Policy & Plans Recommendation #4

EMC Original Recommendation:

- **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.

SBE/EMC Workgroup Recommendation

- *The recommendations to build educator capacity have been addressed through other recommendations.*
- *The recommendation to provide recruitment and retention incentives has been addressed through other recommendations.*

Additional Request

SBE/EMC Request: Have NDE provide information related to both SEA and LEA incentives that are available to address recruitment and retention in areas of educator shortages.

#12 - EMC District Policy & Plans Recommendation #5

EMC Original Recommendation:

- **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.

SBE/EMC Workgroup Recommendation

- *Propose a regulatory change that will require LEAs to include in their district EL policy and plan processes to receive and respond to parent input.*

Additional Request

SBE/EMC Request: That that NDE staff regularly monitor the implementation of district EL policy and plan to ensure parent engagement requirements are being met.

Summary

Of the original 12 EMC recommendations:

- **3** - Workgroup recommendations for possible regulation change (#s: 1, 2, & 12)
- **5** - Workgroup recommendations for possible NDE follow-up (#s: 3, 4, 5, 6, & 7)
- **3** - Workgroup recommendations for possible district follow-up (#s 8, 9, & 10)
- **1** – Workgroup recommendation for no further action (#11)

Questions?