

Nevada English Language Development (ELD) Standards Framework Narrative

Education Imperative

Students are the pillars of the nation, imperative to the consciousness of democratic principles of a just and equitable society. The Education Imperative in thinking about equity, diversity, and student learning, is to seize this moment in time to embrace our individual and shared responsibility to deeply embed the ideals of a just society in the education of all students, particularly for students from diverse ethnic and linguistically different backgrounds. Equity is vital to improving school readiness and ensuring opportunities for all students. Only when all participants in the education experience embrace equity as a core value – and use it to shape policy and practice – will we see significant progress in the college and career readiness of all students.

It takes multiple years for English learners to gain academic language proficiency to perform on par with their native English-speaking peers. English learners cannot wait until they are fluent in English to learn grade-level content. Instead, they must continue to develop their math and reading skills as well as their knowledge of social studies and science, even while learning English, [What research says about instruction for English-learners across content areas](#).

The [2020 NDE State Goals](#) for public education in Nevada are meant to speak to all students in our State. “All” means without regard to age, gender, socio-economic status, religion, race, ethnicity, sexual orientation, ability, native language, national origin, or citizenship status. The goals express the commitment of the State to the wellbeing of every student.

The ELD Standards Framework, resources, and professional learning opportunities are for all educators and intended to support educators to ensure the academic success of all students, particularly English learners (ELs), and to fulfill our collective responsibility to all students and their family that “All” means “All”.

The Nevada Department of Education (NDE) initiative for a Nevada English Language Development (ELD) Standards Framework was developed in response to educators’ appeals for deeper clarity of the Nevada ELD Standards adopted from the World-Class Instructional Design and Assessment (WIDA). Educators have multifaceted experiences, roles and responsibilities in doing the real work of classroom and system’s change to improve the outcomes for English learners. The work groups for the ELD Standards Framework and the feedback from teacher focus groups expressed the need for professional learning and other supports to enrich their instructional practices to meet the needs of English learners. It is not enough for the ELD Standards Framework to look good on paper. The ELD Standards Framework must be usable and provide real value to educators at the school and district levels. Educators across Nevada want their successes in working with all students to make a significant difference in the students’ educational outcomes, and particularly for students from diverse background.

The content of the ELD Standards Framework was developed under a Title IIA grant from the NDE Office of Teacher Effectiveness and Family Engagement (EDLiFE). The Title IIA grant provided funding to convene knowledgeable content experts and English learner specialists from around the State of Nevada to develop the Nevada ELD Standards Framework. The purpose of the Framework and supporting the ELD instructional guidance documents was to support the efficacy of teachers, principals, other school and district leaders in improving the English language development and academic achievement of English learners.

Vision

English learners in Nevada attend schools in which all educators share responsibility for their success. Students are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and expectations. Educators have the resources and professional learning they need to advance students' academic and linguistic development simultaneously. All students progress in school and graduate prepared with the knowledge, skills, and abilities necessary for college and/or career readiness, and to succeed and contribute in a diverse global society.

The vision statement depicts the PK-12 experience and outcomes that all English learners deserve. The ELD Standards Framework for English learners' success is built on the foundation of five (5) guiding principles that align with the Nevada Educators Performance Framework (NEPF), effective Tier I, standards-based instruction, curriculum, and assessments. The five (5) guiding principles are deconstructed in the next section to operationalize the vision of the ELD Standards Framework. These principles support the achievement of English learners (ELs) and other diverse student populations and serve as the essential foundation needed to ensure that the vision becomes a reality.

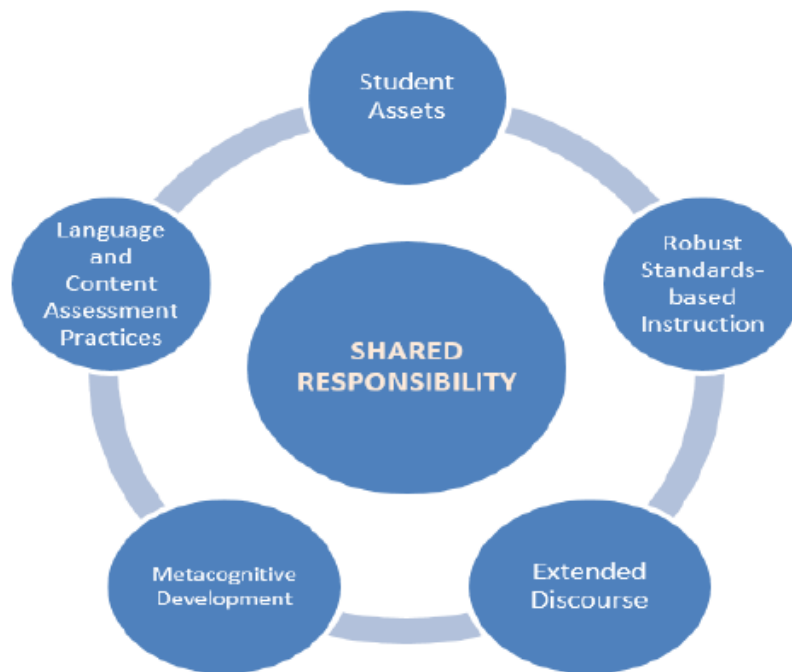
The ELD Standards Framework is based on the current research that the education of English learners must be **a shared responsibility** of all educators for English learners to achieve both English language proficiency and content achievement^{1&2} .

¹Heritage, M., Walqui, A., & Linqanti, R. (2015). English Language Learners and the new standards: Developing language, content knowledge, and analytical practices in the classroom. Cambridge, MA: Harvard Education Press.

²Heritage, M., Walqui, A., & Linqanti, R. (2013). Formative assessment as contingent teaching and learning: Perspectives on assessment as and for language learning in the content areas. Retrieved from: [Stanford Graduate School of Education - Understanding Language: Curriculum Resources](#).

ELD Standards Framework Foundational Principles

Figure 1: All Educators Share the Responsibility and Guiding Principles for the English Language Development and Content Achievement of English learners.



The education of English learners is a **shared responsibility** by all educators in order for English learners (ELs) to achieve both English language proficiency and content achievement.

- **Educators** create classrooms that are inclusive learning environments with necessary supports for English learners to participate in classroom activities and collaborative learning experiences alongside their non-EL peers.
- **All educators**, including all content teachers and district leaders, EL specialists, and other instructional licensed and support staff, communicate and collaborate regularly to provide effective instruction for English learner.
- **School administrators** ensure that all content teachers, EL specialists, and other instructional licensed support staff have regular, collaborative planning time to review student data, analyze student work, and design instruction, including appropriate scaffolds.
- **School administrators** reinforce clear expectations and provide regular, actionable feedback to improve instruction for English learners to all content teachers, EL specialists, and other licensed support staff.
- The **district** clearly communicates that collaborative planning time is a districtwide priority and provides districtwide opportunities for shared learning for all content teachers, EL specialists, and other licensed support staff.

Stated below are the five (5) English language development (ELD) guiding principles that are the fundamental norms, behaviors, and values shared by educators in the teaching of English learners.

Guiding Principle 1: Teachers **recognize and value EL students' assets:** home language(s), cultural assets, existing knowledge, prior schooling experiences, and English language and translanguaging abilities. Teachers leverage these assets to accelerate learning in English language development and content proficiency.

- **Teachers** know their students and deliver instruction that is culturally responsive teaching, a pedagogy that recognizes the importance of including students' cultural references in all aspects of learning. Educators leverage the cultural capital that students bring to the learning experience.
- **Teachers** empower English learners by providing instruction that leverages their cultures, families, and experiences, and they support them to take academic and linguistic risks (e.g., reducing teacher talk and increasing student discourse, leadership opportunities, and collaborative learning).
- **District leaders** and **site administrators** ensure that schools prioritize culturally responsive instruction that encourages student to share their cultures, families, and experiences in ways that promotes student success with rigorous content achievement.

Guiding Principle 2: Teachers provide **robust, grade-level, and content standards-based instruction** to EL students with intentional scaffolding designed to support their content understandings, language development, and analytical thinking.

- **Educators** hold the same high expectations for all students and demonstrate the belief that all ELs can meet or exceed grade-level, content standards-based instruction with the right supports and scaffolds in place.
- **Teachers** implement lessons and design tasks that provide well-structured entry points for ELs to actively engage in learning that culminates in accomplished performances and products.
- **Teachers** provide lessons to include instructional supports for ELs to engage in rigorous content learning that is beyond what students can currently accomplish on their own. Students are provided with language scaffolds for engaging in sustained content-based interactions and co-construction of knowledge.
- **District leaders** and **school leadership teams** provide intentional and ongoing professional learning and monitor the implementation of the professional learning that builds the efficacy of educators to meet the linguistic and academic needs of English learners.

Guiding Principle 3: Teachers provide **frequent opportunities for ELs to engage in extended discourse** through multiple modalities, including oral, written, visual, and kinesthetic modes of communication focused on developing students' content understandings, language, and analytical thinking.

- **Teachers** understand that ELs need multiple opportunities to participate in sustained interactions with teachers and peers that require subject matter specific ways of using language to communicate understanding, negotiate meaning, and collaborate in the development and presentation of meaningful performances and products.
 - This need has substantial implications for how teachers plan lessons, select and design materials, gather and respond to evidence of learning, and invite and support ELs to participate.
 - It also has significant implications for how instructional leaders observe classroom interactions and provide feedback to teachers.

Guiding Principle 4: Teachers provide **opportunities for ELs to develop metacognitive, metalinguistic, and metacultural awareness** and to use this knowledge to develop autonomy and monitor their progress in content, language, and socio-emotional learning.

- **Educators** understand that learning academic content and language simultaneously requires students to actively engage in intentional, well-scaffolded learning opportunities that engage students in monitoring their own learning and to promote learners' autonomy.
- **Educators** demonstrate strong communication, coaching, and mentoring skills with ELs who have become disengaged, feel “invisible,” and require sustained motivation and encouragement. This includes patience and perseverance when working to elicit engagement and production of disengaged students.

Guiding Principle 5: Teachers align **assessment practices with content and language learning goals**; teachers use formative assessment practices during instruction to support ELs' content and English language learning.

- **Teachers** employ formative assessment practices to gather evidence and guide (for both teacher and students) productive next steps to support simultaneous learning of conceptual understandings, analytical practices, and academic language development in content area learning.
- **Educators** regularly assess student capacities (linguistic and academic) in detail and adjust instruction, course selection, and support structures in response to evidence of learning.
- **District leaders** provide support and professional learning opportunities to strengthen teacher and administrator participation in designing, developing, using, and improving evidence of EL learning, including formative, interim, and summative assessments.

Overview

The Overview of the ELD Standards Framework provides the rationale, purpose, and the framework components to be used for instructional planning and application. The ELD Standards Framework aligns with the 2012 WIDA Standards adopted in 2015, and the new 2020 WIDA Standards refreshed edition scheduled to be released in fall 2020 <https://wida.wisc.edu/>.

Rationale

As the EL population in Nevada has increased, an eighty-five percent (85%) growth between 2000 and 2016, along with new accountability policies for higher academic content standards and academic outcomes for all students, educators have expressed the need for additional instructional supports and professional learning opportunities. The Education Imperative, in thinking about equity, diversity, and student learning, creates an urgency to tackle complex issues as a vital entry point in the education of English learners and other diverse student populations. In Nevada, the education divide for English learners and other diverse student populations continues to widen as evidenced by State summative assessment indicators as illustrated in Figure 2 and Figure 3.

Figure 2: 2018-2019 Nevada CRT Summative Assessment Results for Student Population Groups Opportunity Gaps

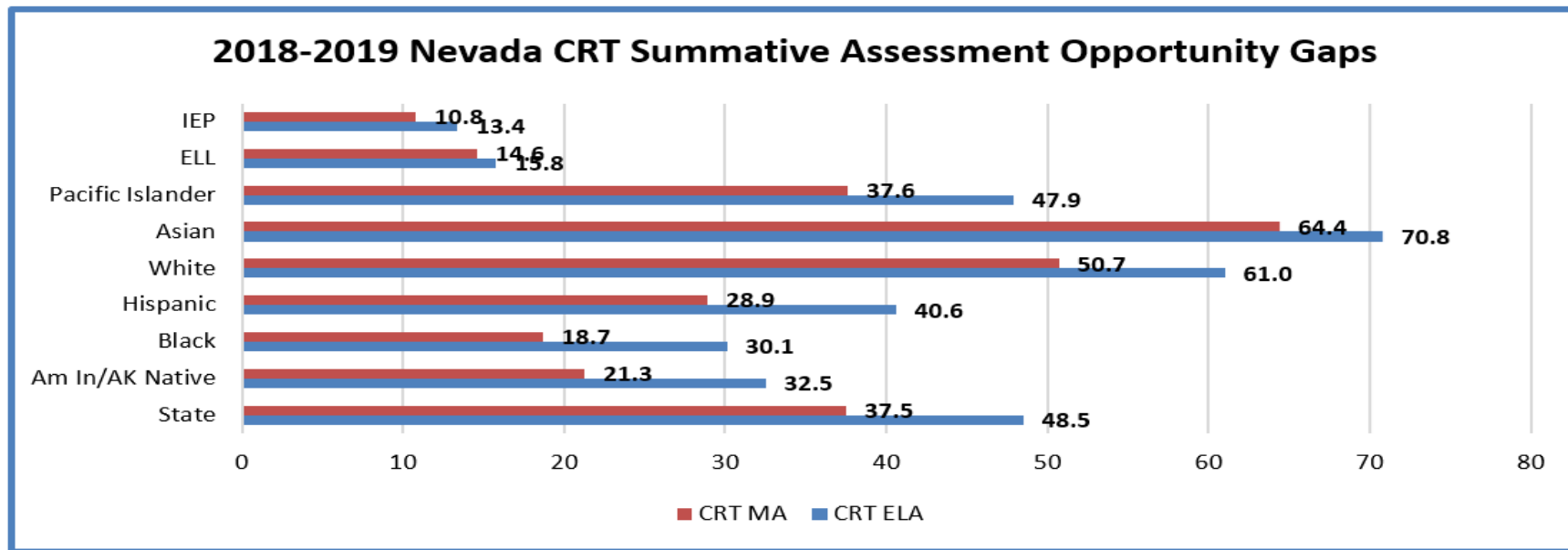
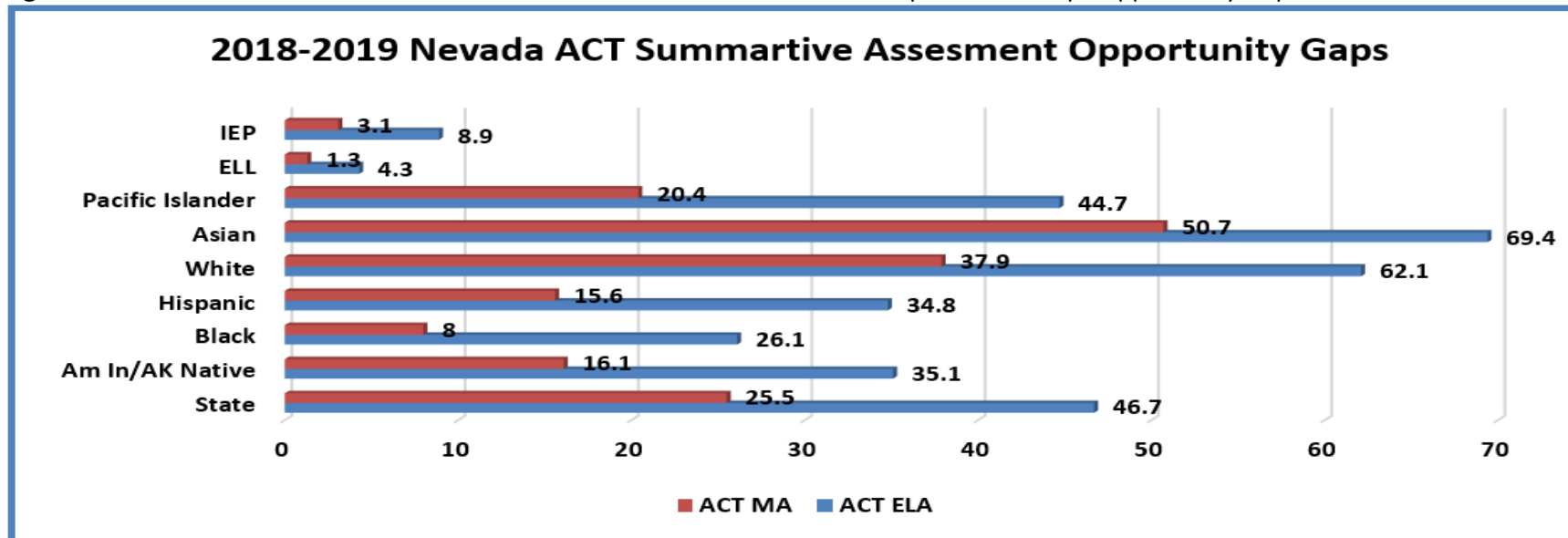


Figure 3: 2018-2019 Nevada ACT Summative Assessment Results for Student Population Groups Opportunity Gaps



As observed, for English learners and other diverse student populations the opportunity gap is consistently 30% – 50% or more below in ELA and Math proficiency as compared to White or Asian populations. The Education Imperative of equity, diversity, and student learning must be at the forefront to address linguistically and cultural differences in the instructional practices for English learners and other diverse student population.

Educators in various roles from across the State participated in the development of the ELD Standards Framework and the supporting instructional guidance documents to attend to the opportunity gaps of English learners.

Purpose

The purpose of the ELD Standards Framework and the instructional guidance documents is to provide clarity in the implementation and successful integration of the Nevada ELD Standards Framework with content standards and instruction. Educators will be able to make clear connections between the content standards, content disciplinary practices, and the ELD standards. In addition, the Nevada ELD instructional guidance documents have been aligned with the Nevada Educator Performance Framework (NEPF) Standards to support best practices for English learners and other diverse student populations.

The Nevada ELD Standards Framework and the instructional guidance documents are in response to the increased demands of changing content standards that have shifted the paradigm of curriculum, instruction, and assessments. All educators will have opportunities to benefit from the instructional supports and collaborative professional learning to expand their efficacy to meet the needs of English learners and other students from diverse backgrounds. Examples of the most up-to-date thinking in the field of English Language Acquisition and Academic Content Achievement informed this work 4 & 5.

Table 1: The Nevada Adopted 2012 WIDA English Language Development (ELD) Standards

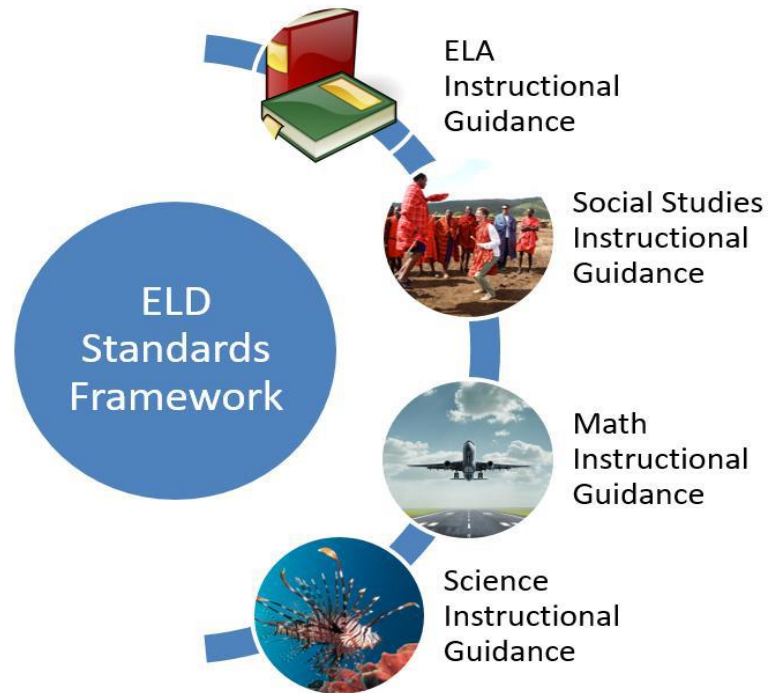
ELD Standards	ELD Performance Standards
ELD Standard 1	English language learners communicate for Social and Instructional purposes within the school setting
ELD Standard 2	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts
ELD Standard 3	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics
ELD Standard 4	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science
ELD Standard 5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies

[3Migration Policy Institute Fact Sheet](#), Migration Policy Institute (2018).

[4Language, Literacy, and Learning in the Content Areas](#), Stanford University School of Education (2012).

[5Teaching Academic Content and Literacy to English Learners](#), What Works Clearing house (2014).

ELD Standards Framework and Instructional Guidance Documents



The **ELD Standards Framework** is a stand-alone document that can be used by all content teachers to implement general and foundational best practices for English learners and other diverse populations within their instructional planning and application.

The ELD Standards Framework also informs site and district leaders of the “look for” of effective practices for the integration of English language development within content areas. The Framework provides general Language Use Expectations that English learners can do with instructional supports for the different proficiency levels. The Framework also provides practices and strategies called “Teacher Moves” to support students to process/produce language and collaborate using the academic language of the content.

The **Instructional Guidance Documents** specify the connection of the ELD Standards to the content disciplinary practices of English Language Arts, Social Studies, Science, and Math.

Connecting to Cross Disciplinary Practices:

The ELD Standards Instructional Guidance documents specify the connection of the ELD Standards to the content disciplinary practices of English Language Arts (ELA), Mathematics (MA), Next Generation Science Standards (NGSS) and Social Studies (SS). The term “practices” refers to behaviors essential to developing students’ apprenticeship to engage with the content in accelerating the language development and content-area achievement of English learners. The practices identified in the ELD instructional guidance documents were created within the Common Core State Standards (CCSS) for Mathematics, Next Generation Science Standards (NGSS), Council of Chief State School Officers (CCSSO) for English Language Arts, and the National Council for the Social Studies for the social studies practices. The ELD instructional guidance documents conceptualize the Nevada ELD Standards as intertwined with learning the Nevada Academic Content Standards and College and Career Readiness Standards.

Key Academic Language Intersecting Correspondences of Disciplinary Practices

WIDA analyzed the language used most frequently in college papers, peer-reviewed journals, and reports produced by the business world. They also examined the Common Core State Standards and the Next Generation Science Standards for the types of language that these framework standards expected of students. WIDA found that the type of language used most often in academic and business settings were **recount, explain, argue, and discuss**. They decided to group these four forms of languages into what they call **Key Uses** because they represented the “keys” to academic success (Board of Regents of the University of Wisconsin System, 2016; Lundgren, 2015). **Table 2** illustrates the organizing structure of Key Uses of Academic Language for the crosscutting and overlapping content disciplinary practices among Mathematical Practices (MPs); Science & Engineering Practices (SEPs); English Language Arts Practices (EPs); and Social Studies Practices (SPs).

Table 2: The Organizing Structure of Key Uses of Academic Language for **Sample** Crosscutting Content Disciplinary Practices

Recount	Explain	Argue	Discuss
<ul style="list-style-type: none"> • English Practice 4: Build and present knowledge through research by integrating, comparing, and synthesizing ideas from texts • Social Studies Practice 1: Constructing compelling questions • Social Studies Practice 2: Creating supporting questions • Science Engineering Practice 1: Asking questions and defining problems • Science Engineering Practice 8: Obtaining, Evaluating, and Communicating Information 	<ul style="list-style-type: none"> • English Practice 6: Use English structures to communicate content-specific messages • Math Practice 4: Model with mathematics • Science Engineering Practice 4: Analyzing and interpreting data • Science Engineering Practice 5: Using mathematics and computational thinking • Science Engineering Practice 6: Constructing explanations and designing solutions 	<ul style="list-style-type: none"> • English Practice 3: Construct valid arguments from evidence and critique the reasoning of others • Math Practice 3: Construct viable arguments and critique the reasoning of others • Science Engineering Practice 7: Engaging in argument from evidence 	<ul style="list-style-type: none"> • English Practice 1: Support analyses of a range of grade-level complex texts • English Practice 5: Build upon the ideas of others and articulate his or her own when working collaboratively • Social Studies Practice 5: Communicating and critiquing conclusions

Key Concepts

Language development is fundamental for content learning. The ELD Standards Framework provides educators a window into the academic language proficiency needed across content areas. The components of the Nevada ELD standards adopted from the [WIDA Teaching with Standards](#) will support all educators to organize curriculum, instruction, and assessment around academic language development in the content areas.

The ELD Standards Framework clarifies best practices for all teachers and administrators to ensure that ELs experience grade-level, or course of study academic success across content areas. The ELD Standards Framework implementation has the potential to build the efficacy of all educators working with diverse students to employ language-development, instructional approaches within the context of the content that benefit all learners. To this end, knowledgeable practitioners and experts in the field have developed the ELD Standards Framework and the ELD Instructional Guidance Documents to support teachers and administrators to provide effective language instruction through the content disciplinary practices.

Using the Nevada ELD Standards Framework and the ELD Standards Instructional Guidance Documents

The Nevada ELD Standards Framework placed at the beginning as the foundation to language development and the supporting **ELD Instructional Guidance Documents in English language arts, social studies, math, and science** reinforce the “Can Do Philosophy” of what English learners can do with instructional support in the various English proficiency levels of Entering/Emerging (Levels 1-2); Developing/Expanding (Levels 3-4); and Bridging/Reaching (Levels 5-6). What English learners “Can Do”, called “Student Moves” identified across the proficiency levels, are sample language use expectations within the specific content discipline. The **Nevada ELD Standards Framework** also provides research-based, universal practices for English learners that all teachers in any content area can use to support the English language development of ELs within the context of the content. These are called “Teacher Moves”, the actions, practices and approaches that teachers can do to provide effective instruction for English learners and other diverse student populations.

The instructional support documents, the **ELD Instructional Guidance Documents**, illuminate the content disciplinary practices of English language arts, social studies, math, and science, using the WIDA Key Uses of Academic Language (Recount, Explain, Argue, and Discuss) and describe what teachers can do to support the simultaneous development of academic language and content for linguistically diverse students at various levels of English language development. The **ELD Instructional Guidance Documents** are “Teacher Moves”, the strategies and practices, illustrated in example tasks that support teachers in their understanding of how to teach language development simultaneously within the content. The **ELD Instructional Guidance Documents** also include the student “Success Criteria”, examples of how students will be able to demonstrate their learning of language and content at different language proficiency levels.

Document Format and Organization

The ELD Framework is organized into three (3) sections:

- ❖ Section 1: ELD Standards Framework Overview Narrative
- ❖ Section 2: ELD Framework for Developing Language in the Content Areas
 - o 2A Student Moves: Language Expectations (Can Do Descriptors)
 - o 2B Teacher Moves: Supports for Processing and Producing Language
 - o 2C Teacher Moves: Supports for Collaborating in the Academic Language
- ❖ Section 3: ELD Instructional Guidance Document in the Content Discipline
 - o 3A Summary: Content Disciplinary Practices and Example Tasks
 - o 3B Teacher Moves: Content Disciplinary Practices with Example Tasks in the Content
 - o 3C Student Success Criteria.

Appendix - Definitions

Student Moves are language descriptors of proficiency level statements that illustrate what students “Can Do” with language at various English Language Proficiency (ELP) levels: Entering/Emerging (Level 1- 2), Developing/Expanding (Level 3-4) and Bridging/Reaching (Level 5 - 6). These are shown in the language domains of Receptive (Listening and Reading) and Productive (Speaking and Writing).

Teacher Moves are research-based supports for ELs and other students to process, produce, interpret, and collaborate in the academic language to make meaning of the learning. The research-based, universal practices and approaches of the Nevada ELD Standards Framework provide actionable steps that all teachers can take to provide effective instruction for English learners and other diverse student populations.

ELD Standards Instructional Guidance documents provide the context for the language development within the content disciplines. The research-based approaches and strategies are used to support teachers to help ELs to simultaneously build language along with content knowledge. These best practices will provide ELs access to grade-level, standards-based content instruction. The approaches and strategies suggested will benefit all learners.

Content Disciplinary Practices refer to behaviors essential to developing students’ apprenticeship to engage with the content in accelerating the language development and content-area achievement of English learners. The practices identified in the ELD Standards Instructional Guidance documents were created within the Common Core State Standards (CCSS) for Mathematics, Next Generation Science Standards (NGSS) for science, the Council of Chief State School Officers (CCSSO) for English Language Arts, and the National Council for the Social Studies for the social studies practices.

English Learner Proficiency Level is an English learner’s designated English Language Proficiency level (ELP). A student’s designated ELP level represents a current performance level, not a fixed status. An ELP level does not identify a student (e.g., “Level 1 student”), but rather identifies what a student knows and can do at a particular stage of English language development within each language domain of listening, speaking, reading or writing. The ELP designations are listed below:

- Level 1: Entering/Beginner/Preproduction
- Level 2: Emerging/Beginning/Production/Early Intermediate
- Level 3: Developing/Intermediate
- Level 4: Expanding/Advanced Intermediate/Early Advanced
- Level 5: Bridging/Advanced
- Level 6: Reaching - Full English Proficiency Level

WIDA Performance Definitions

[WIDA Performance Definitions - Listening and Reading Grades K-12](#)

[WIDA Performance Definitions - Speaking and Writing Grades K-12](#)

Features of Academic Language in the WIDA Standards:

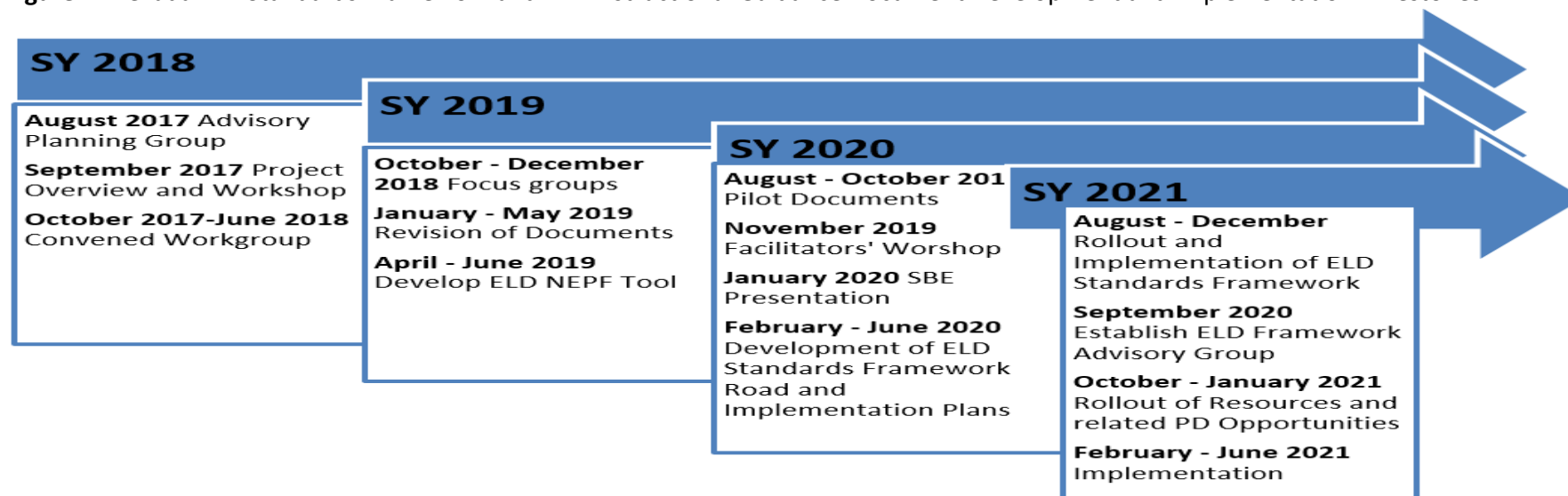
[Features of Academic Language in the WIDA Standards](#)

Process and Timeline

The NDE Title III office convened an ELD Standards Advisory Committee on August 4, 2017, to guide the planning of the ELD Standards Framework initiative for the state of Nevada. The NDE English Language Learners team invited English Learner (EL) specialists and content experts from around the State to participate. The knowledgeable group included content, subject matter classroom teachers, EL specialists, state content area professional development trainers, district administrators of EL programs, representatives from higher education institutions.

Figure 2 below provides a timeline of the Nevada ELD Standards Framework and ELD Instructional Guidance documents' development and implementation milestones.

Figure 2: Nevada ELD Standards Framework and ELD Instructional Guidance Document Development and Implementation Milestones



ELD Standards Framework Workgroups

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English Language Arts Grades K through 5

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Science Grades K through 5

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Science Grades 6 through 12

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Social Studies Grades K through 12

Participants	Position Title	Organization
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