

# English Mastery Council Meeting Minutes

Tuesday, March 3, 2020  
1:00 PM

## Meeting Locations:

### Video Conference

OFFICE	LOCATION	ROOM
Department of Education	2080 E. Flamingo Road Las Vegas Nevada	Board Room
Department of Education	700 East Fifth Street Carson City Nevada	Board Room

## Call to Order; Roll Call; Pledge of Allegiance

Dr. Sharolyn Pollard-Durodola called the meeting of the English Mastery Council to order at 1:02 PM on Tuesday, March 3, 2020.

Ms. Mindy Montoya conducted a roll call. **Quorum was established** (eight members present).

### Committee Members Present:

- Sharolyn Pollard-Durodola
- Antoinette Cavanaugh
- Diana Cantu
- Lorna James-Cervantes,
- Laurel Crossman
- Bettye Haysbert
- Karl Wilson (designee of Jonathan Moore)
- Paula Zona

### Committee Members Absent:

- Diane Barone
- Nancy Brune
- Gladis Diaz

### Others Present:

- Blakely Hume
- Sophia Masewicz
- Mindy Montoya

Chair Durodola led the group in reciting the Pledge of Allegiance.

## Public Comments #1

There were no public comments from Carson City or Las Vegas.

## Approval of Flexible Agenda

- Motion:** Approve Flexible Agenda
- By:** Antoinette Cavanaugh
- Second:** Laurel Crossman
- Vote:** Passed unanimously

## Approval of December 11, 2019 Minutes

- Motion:** Approve Flexible Agenda

**By:** Antoinette Cavanaugh  
**Second:** Laurel Crossman  
**Vote:** Passed unanimously

## Nevada Department of Education Update

Mr. Karl Wilson provided an update on initiatives and efforts that have an impact on English Learners throughout the State of Nevada.

**English Language Development Standards Framework:** Mr. Wilson stated that with the support of leadership at the Nevada Department of Education, the Department has entered into a partnership with WestEd to assist in developing plans for implementation and providing supports for the sustainable implementation of the ELD Standards Framework. Dr. Sophia Masewicz provided great leadership in the development of those framework recommendations. They look forward to the partnership with WestEd in further developing a plan for implementation and sustainability.

Dr. Masewicz said they are definitely moving forward, with scheduled meetings with WestEd starting next week. She is looking forward to engaging the ELD Planning Team and fully developing the comprehensive plan that will provide orientation, resources, workshops and identifying key partnerships for the sustainability of the ELD Standards Framework and those 18 supporting instructional guidance documents.

Chair Durodola asked will WestEd be providing guidance and resources towards the development of a professional development model for rolling this out.

Dr. Masewicz replied yes. She added they are also working with WIDA because they've already introduced two workshops that are closely aligned to the language and academic content development. WestEd will also support them in the facilitation of some of those workshops along with the resources that they have from other states and what they have developed within the WestEd organization.

**ELAD Endorsement and Coursework:** Mr. Wilson stated that on February 19, there was a public workshop that was held with the Commission on Professional Standards related to the ELAD endorsement and coursework and the requirement that that be included as part of Nevada Educator Preparation Programs in the future. When the State Board of Education approved the recommendation back in 2016, it was NDE's understanding that that was the final step. That was actually not the case. It still needed to go through the regulatory process, starting with a public workshop.

Mr. Wilson stated Jason Dietrich facilitated that public workshop and NDE provided historical perspective on opportunities for stakeholder engagement. At the end of the public workshop, the Commission on Professional Standards approved unanimously the proposal that part of future Nevada Higher Education Programs that prepare educators include the ELAD endorsement as part of their coursework.

Mr. Wilson stated the next step is that that information has been forwarded to the Legislative Council Bureau where they are drafting language to capture the intent of that proposal. Once they have done that, that will return to the Nevada Department of Education and the Commission on Professional Standards to verify that the wording that has been drafted aligns with the intent of the proposal and if so, then there will be a public hearing regarding that proposal and there will be a minimum 30-day public notice of that hearing.

Mr. Wilson stated at that time there will be the opportunity for stakeholders to provide testimony regarding the proposal, and if the Commission on Professional Standards then approves at the public hearing, that proposal will then return to the State Board of Education for their sign-off before it goes to the Legislative Commission at which time it would become a part of Nevada Administrative Code.

## Nevada Department of Education Update (continued)

Dr. Duradola stated that originally for the ELAD endorsement for pre-service teachers, they had two dates in terms of when NSHE faculty were expected to have the coursework prepared and integrated into students' programs of studies. She said the first date was fall of 2020 for those who were preparing for elementary school settings, and then the date was fall of 2021 for those students who were preparing for secondary school settings. She asked if those dates changed.

Mr. Wilson said yes; because of the nature of administrative code, there has to be one year of opportunity to prepare and implement any new requirements. The language within the proposal establishes that elementary programs would need to be in place by July 1, 2021 and secondary programs by July 1, 2022.

**Assembly Bill 219:** Mr. Wilson said during the 2019 Legislative Session, Assembly Bill 219 was passed and there are several components that do specifically apply to English Learners and part of the work related to the English Mastery Council. He said there is a requirement that in addition to the EL policies every local education agency must have, they now must also have a plan that supports the implementation of those EL policies. Most districts have developed plans that are part of their policy, and now it is in statutory language.

Mr. Wilson said for public schools that are in the lowest 30<sup>th</sup> percentile of schools in terms of English Learner academic achievement, the law now requires the principals of those schools to develop a corrective action plan that addresses English Learner academic achievement.

Mr. Wilson said the Nevada Department of Education, working with the Assessment Data and Accountability Management Department, identified 152 schools that had at least 10 English Learners and were in the bottom 30<sup>th</sup> percentile. Of those 152 schools, 150 have submitted a corrective action plan. Some of the plans still need revisions to provide greater focus on root causes and effective strategies to address the needs of the English Learners.

**Senate Bill 543:** Mr. Wilson said the bill directed the Nevada Department of Education to establish a Commission on School Funding to move funding in the State of Nevada towards a pupil-centered funding plan. That commission has been meeting for a number of months to prepare recommendations to the State Board and the 2021 Legislature regarding changes in the funding mechanisms for the State of Nevada. At this point in time, it appears that the funding that has been dedicated to Zoom schools and English Learner Services will migrate to a funding mechanism that will provide additional weights in the funding formula for students who are English Learners, and the students for whom that funding would be provided, the funding must be used to provide one or more of the programs or services that is currently defined under the Zoom program. The weighted formulas add to the base funding amount per pupil to address the needs of certain student groups. The proposal would allow for schools to receive one of those weights, not multiple weights.

**Every Student Succeeds Act:** Mr. Wilson said the State of Nevada is scheduled to participate in a monitoring process this spring from the U.S. Department of Education related to programs under the Every Student Succeeds Act, specifically Title I, Title II, Title III, and Title V which is rural education programs. The NDE office is preparing responses and gathering documentation related to that monitoring process.

**Exit Criteria for English Learners Who Have Disabilities:** Mr. Wilson said a workgroup comprised of specialists in services for English Learners and Special Education has been meeting for the last several months to create protocols for exit criteria of English Learner status for English Learners who have disabilities. That workgroup has made specific recommendations and staff is working to finalize those recommendations for approval and then share them with local education agencies as they make decisions about EL exit criteria for English Learners who have disabilities.

## Nevada Department of Education Update (continued)

**Research Study Related to CSI, TSI and ATSI Schools:** Mr. Wilson said in an effort to evaluate what is happening in lowest performing schools, NDE has been working with Dr. Pedro Noguera in terms of a research study related to CSI, TSI and ATSI schools in Nevada and a comparison with what's happening across the country.

Mr. Hume said that given the new responsibility of the EMC to serve the lowest quartile of students performing in ELA, there was a request for research. They turned to Dr. Pedro Noguera and his data that would directly point to lowest performing students. He said Dr. Noguera's report was based on work with about 340 schools in the categories of Comprehensive Support and Improvement Schools (CSI schools), Targeted Support and Improvement Schools (TSI schools), and Additional Targeted Support and Improvement Schools (ATSI schools).

Mr. Hume said there were several goals in terms of what the schools were doing, how were they looking, were they performing, were they not, and so forth. One of the particular goals that Dr. Noguera and his team were looking at was disaggregated data for ten different subgroups. Those subgroups were race, English Learners, individual education programs and FRLs.

Mr. Hume said Dr. Noguera compared Nevada with four other states to see if other states might be similar to Nevada in terms of lowest performing schools. The four that are the closest are Louisiana, Mississippi, New Mexico and Oregon.

Mr. Hume stated the EMC's main questions were what are the components that go into lowest performing groups, what are the contributing factors, and what are the extenuating circumstances that lead to a student succeeding and then succeeding as an adult and succeeding in work.

Mr. Hume said in terms of early foundation categories, the number one indicator was family income, specifically what percent of children in families with incomes at least 200 percent of poverty level or below, what was the percentage in terms of the state in terms of how students were doing. Mr. Hume thought looking at that indicator would provide a greater clarity in terms of what other factors could be studied or researched or discussed to try and determine what kind of factors go into lowest performing students.

Mr. Wilson said he thought it was important to acknowledge that the information that Dr. Noguera shared was descriptive in nature. It was not an evaluation of the impact of different practices, but it did identify some of the related factors, which may be strictly correlational of what is seen in terms of low performing and high performing schools and the demographics of the students that are there.

Dr. Masewicz said that Dr. Noguera presented the "public facing" or the assessment data that doesn't dig very deep into some of the root causes. She said the EMC could generate questions to really get at programmatic data, strategies, and approaches to dig into to try to make some correlational hypothesis, which would also surface some of the best practices.

Dr. Masewicz said NDE did some work around evidence-based programs. Nevada is moving to basing outcomes and strategies on what works. In the past couple of years, they put a lot of emphasis in math because Nevada has very low performance across all subgroups in math. They need to follow the data in terms of the approaches and practices and so they need to do a much deeper dive into the data. They are moving in that direction.

Dr. Masewicz said the other key factor that they saw in CSI schools was that literacy pretty much was stable over time. Approximately 30 percent of Nevada students each year are proficient in reading and language arts. She asked why they see that consistent trend and what's causing that. She said through the data that they see, they know they definitely need to do a deeper investigation, and Dr. Noguera and his team will assist NDE in actually going further.

## **Nevada Department of Education Update (continued)**

Dr. Masewicz said they need to generate some questions by the time they meet again in terms of what questions for study that would go deeper into the data that they have. They also need to study the positive outliers, the schools that have all of those conditions that would be going against them, and yet they buck that trend in terms of students' success.

Chair Durodola asked moving forward, was there is a body of research that looks at high performing schools that are of high poverty backgrounds and what are the factors that contribute to high performing schools from high poverty background. She said they really have no control over demographics, but there's a corpus of data that shows there are factors that they can control that contribute to high poverty schools and children being successful. She said research has shown that student success can be correlated to the literacy foundation within the school, because literacy is the foundation for most content areas.

Dr. Haysbert said they should make sure students are in successful environments with teachers who are using strategies that support those students. There are a lot of strategies out there that have proven to work for African American and Latino students, especially cooperative learning. They should concentrate on what they can control and support those learners to be empowered to change their lives.

Ms. Cervantes said one of the things they should look at is access to GATE or higher-level coursework. The GATE assessment is very highly vocabulary-centered and language-centered. One of the things they might want to look at is other assessments that could be used for identifying students for GATE that would be more culturally or linguistically appropriate for English Language Learners or other students of poverty.

Ms. Cervantes added that moving to the weighted formula is a good move, but she would just caution to make sure that it is fully funded before they try to roll it out as a state and remove those extra supports for students such as Zoom and Victory funding.

Mr. Wilson explained when it comes to the amount of money that the legislature provides for Zoom schools in Clark and Washoe, it is less than \$700 per EL student, but not just in the school, but across the whole district, and Clark and Washoe have conscientiously concentrated those funds for Zoom into only the highest concentration EL schools that are low performing.

Mr. Wilson stated that Zoom schools in Clark receive close to \$3,000 per English Learner because the district has determined that in order to make a significant impact, they couldn't spread it across all schools and that was never the intent of the Zoom program. The Victory school funding is currently around \$1,200 or \$1,300 per student that qualifies for free or reduced-price lunch. As the state looks at moving to a new funding mechanism, part of what they need to understand is what will those weights be and will it provide sufficient funding to meet the needs of student populations that have been addressed through the Zoom and the Victory programs or what would be the impact if it's insufficient funding.

Ms. Cervantes said that was a big part of her concern. She asked will they still have the funding to meet the needs of those students. Many of the grants that are set out at the state level are very similar to that, where only certain schools get that funding and others do not. Even the SB 178 funding for the Read by Grade 3 funding is similar to that. The EMC needs to push for that to be fully funded by the legislature once all those recommendations are made.

Dr. Duradola stated that WestEd asked NDE to submit questions that might be included in what their research focus will be. She said this might be an opportunity to get some questions specifically from the English Proficiency and Academic Achievement Subcommittee. They might suggest some questions that could be included under the umbrella of the bigger study that might help EMC do the work that's being done in that subcommittee.

## Nevada Department of Education Update (continued)

Chair Durodola asked would WestEd be open to some of the questions that they might have that might be aligned to this research and would it be possible that they could submit some of those questions.

Dr. Masewicz said there was an ability to submit questions with Dr. Noguera because there's a contract that NDE has with him. WestEd is really helping staff with the ELD standards framework under a partnership agreement with the Comprehensive Support Centers. That's where they can definitely address the questions and it would be very appropriate to do so.

Dr. Duradola said this is a golden opportunity, because they need resource and research support that is not currently available or readily available within the state. If there are appropriate questions that they could field to Dr. Masewicz, that would be very helpful.

Dr. Duradola asked about the workgroup that was creating protocols to consider exit criteria for ELs. She asked when drafts of those protocols would be shared with the English Mastery Council.

Mr. Wilson replied that the final recommendations for what should be included in those protocols were discussed a week ago. Staff will do revisions and could present at a future EMC meeting.

## Update on EMC Subcommittee Progress

**TESL Subcommittee:** Ms. Cantu provided updates on the TESL Subcommittee.

Ms. Cantu stated that one of the biggest questions that came out of their last meeting was about the ELAD practicum in regard to could the 25 mandated hours be embedded into an existing practicum, or did it have to be a standalone. There were arguments for each side, but most TESL subcommittee members thought the embedded model would be best for teacher candidates in terms of costs and graduation dates. The institutions would love to have it embedded, but the concern was it could get lost or diluted in actual practice.

Ms. Cantu stated that the subcommittee also went over the ELAD FAQ document and made some small revisions in terms of dates. Upon approval, it will be presented to the EMC at a future meeting. She said the subcommittee looked at the impact of the ELAD endorsement. Their discussion was about measuring effectiveness of the ELAD endorsement on teachers and students. Their questions were what measures they could use to track specific teachers and could they conduct a comparison of newly ELAD endorsed teachers to new non-ELAD endorsed teachers.

Dr. Duradola said in regard to the Frequently Asked Questions document, Jason Dietrich from the Licensure Department said that some of their frequently asked questions are obsolete at this time. She asked Mr. Hume if NDE could get any support from the Licensure Department in regard to the transitioning from TESL to the ELAD endorsement. She said the original idea was that the practicum would entail 25 hours that would be devoted to different kinds of experiences that students could have in the field. She said she would worry if the 25 hours were subsumed under the umbrella of the regular practicum. The original opinion of the TESL Subcommittee was that without the additional 25 hours, the goals of the practicum could be overlooked and not receive explicit, direct attention and focus, and that was the point of requesting the additional 25 hours in the first place.

Mr. Hume said the question around the practicum all involved the ELAD FAQ that they developed a couple years ago and have revised since. The way that the one section involving the practicum and some of those questions were worded needs to be revised to go to Licensure.

Chair Durodola said she thought it was crucial for them to work with Jason Dietrich, so he could provide some guidance about the ELAD practicum from a Licensure perspective. They also need some direction around those FAQs. She asked could NDE help them in reaching out to Mr. Dietrich.

### Update on EMC Subcommittee Progress (continued)

Mr. Wilson said yes, they will request two things: One, that Mr. Dietrich identify staff that could work with the TESL subcommittee in updating the FAQ document and two, that Mr. Dietrich participate with them in the April EMC meeting.

Dr. Duradola said another idea was having conversations across NSHE institutions to look at how everyone is implementing the practicum. All institutions are concerned about the extra time and creating a burden on students. Faculty across the state could address common concerns and questions. They could discuss the implementation question. She said those 25 hours are not going to go away.

Mr. Wilson clarified that those 25 hours as part of one credit within the ELAD endorsement is already in Nevada Administrative Code, so the ELAD endorsement itself is defined already. It's the component of requiring all future educators to take the coursework and graduate with that completed is the piece that's going through COPS.

**District Policy and Criteria Planning Committee:** Ms. Laurel Crossman provided updates on the District Policy and Criteria Planning Subcommittee. The subcommittee developed five recommendations and these recommendations have been approved by the District Policy Subcommittee and the Standards and Curriculum Subcommittee. Their ask today is approval to take the recommendations to the State Board of Education. The five recommendations were developed during review of the district EL plans last spring.

Ms. Crossman said their first recommendation is already in statute. It was that all school districts should create a detailed EL plan. That has now become part of the statute through AB 219, but that was because when they reviewed the plans, there were a few districts that didn't have any ELs and so they didn't have any plans. The thought process was they could have ELs move in as the state grows and they wanted all districts to be prepared for that and now it's a statutory requirement that they have it as well.

Ms. Crossman said the goal is to go ahead and move the recommendations forward to the State Board of Education so that they can approve them, and then they can give feedback to the districts on the plans that were submitted based on this criteria and the recommendations. She said they had a robust discussion about whether or not they thought there should be district policies required for the students in the lowest 25<sup>th</sup> percentile of proficiency. Since it is mandated state-wide that the bottom 40<sup>th</sup> percentile have individual literacy plans (ILPs), it seemed to be duplicative to make a second policy requirement and just provide additional work. One thing they did note is that the ILPs apply only to the elementary schools.

Chair Durodola said the recommendation summary is definitely something that should be shared with the State Board of Education. The State Board wanted frequent updates, and so it would be appropriate to talk about these items.

Chair Duradola said in regard to Item 3, Assessment recommendation, Ms. Cervantes brought up the need to look at alternative assessments that are not so language dependent for identification of gifted and talented students who are ELs. Dr. Duradola said she thought this was something that they could actually begin to look at themselves. There has been work coming out of Texas A&M and development of an alternative assessment for ELs who are meeting the criteria for being gifted and talented. Perhaps the state could support them in looking at some alternative assessments.

Chair Durodola asked what data or information is included in that plan. Ms. Zona had a sample ILP with her, and she provided the ILP details.

Chair Durodola said the ILP lists areas of strength and areas that are in need of improvement. Student goals are developed and then there's an intervention action plan. The student has parts that they're responsible for. The teacher has lists of what they're responsible for, and the parent does as well.

**Update on EMC Subcommittee Progress (continued)**

Chair Durodola said another component is the progress monitoring, which in Ms. Zona’s district, administrators do on a monthly basis. It’s all based on data from the student progress reports with the MAP growth in there as well.

Dr. Duradola wondered how are the ILP plans being used across the state, especially in the context of those students who are the least proficient. She said it’s one thing to have a plan in place, but another to actually implement it.

Ms. Crossman said in the Carson City School District, the ILP plans are developed by the literacy specialists that are required by law to be at each elementary school. They’re the ones who came up with the template that Carson City uses at all the schools.

Ms. Crossman said she had a comment about the GATE/Honors programs across the state. When they reviewed the English Learner Plans last year, up to half of the districts indicated that they did not offer Honors AP or GATE programming. They didn’t have funding for it. They said they did not have enough students and they did not offer it. It’s important to remember that these Honors programs are optional in the school districts. They should, as a state, give the opportunities for students in smaller districts to access Honors classes or GATE classes, but they just don’t have the funding.

Chair Durodola said they had talked about limited opportunities for funding for the training of GATE teachers, so this is something that the EMC should prepare in terms of reporting out to the State Board of Education.

Dr. Duradola said they needed to have a motion to move forward if they wanted to share this information with the State Board of Education in Nevada. She said she would entertain a motion.

**Motion:** Take the recommendations from the District Policy and Criteria Planning Subcommittee for full vote to the English Mastery Council for approval

**By:** Paula Zona

**Second:** Lorna James-Cervantes

**Vote:** Passed unanimously

Ms. Crossman asked if Ms. Zona’s motion needed to be amended to include the recommendation to share it with the State Board of Education.

**Amended**

**Motion:** Take the recommendations from the District Policy and Criteria Planning Subcommittee for full vote to the English Mastery Council for approval and if approved, move forward with taking recommendations to the State Board of Education for approval

**By:** Paula Zona

**Second:** Lorna James-Cervantes

**Vote:** Passed unanimously

The Chair asked when the next meetings scheduled for the State Board of Education were so that they could begin to make plans for this. Mr. Hume said the dates for the State Board meetings were March 12, April 30, and June 4.

**English Proficiency and Academic Achievement:** Mr. Hume said the English Proficiency and the Academic Achievement Subcommittee has not met yet due to quorum issues. However, they do have two or three meetings set up for that subcommittee over the next couple of months. Indications are that quorum will be obtained.



## Discussion on Next Steps and Progress of the Council

Chair Durodola said she would like them to move forward in determining what the next steps are for the Council. She said the following are some of the action items:

1. Prepare the presentation to share the recommendations from the District Policy and Criteria Planning Subcommittee.
2. Investigate alternative assessments that could possibly be used for identification of ELs as gifted and talented that are not so language dependent.
3. Get guidance from the Licensure Department about ELAD FAQ document.
4. Examine ELAD practicum issue.

Mr. Hume asked if this is something the TESL Subcommittee could start looking at this spring. He asked was there some kind of research that could be done and is there some kind of partnership in terms of the NSHE institutions and an IRB study to determine teachers who have the endorsement versus those who do not and looking at effectiveness. He also asked would that be something that the EMC thought was feasible and worthwhile and in terms of determining effectiveness of ELAD endorsement.

Chair Durodola said that should definitely be an action item. Measuring effectiveness can occur in several ways. One, there must data that is going to be available within the NSHE institution itself. The second level of evaluation can occur at the state, both qualitatively and quantitatively. So, an action item for the TESL Subcommittee should be moving forward to look at those two levels of evaluating effectiveness. And when they talk about effectiveness, it's really looking at change in teacher practices. So that has to be high priority for the TESL Subcommittee in addition to having a better understanding of the Frequently Asked Questions. Those are two goals that should at some point be reported out to the Nevada Department of Education.

Dr. Duradola said one of the ideas they talked about was related to research, related to evaluation, related also to what are the existing plans in the state that guide the instructional planning for students who are the least proficient. They need to begin to understand the foundation for why certain systems don't work and then why certain systems are working for some students in order to think about how to move forward.

Dr. Duradola asked who was serving on the different subcommittees. Mr. Hume provided the following information: TESL Subcommittee: Dr. Diane Barone, Diana Cantu, and Dr. Nancy Brune; English Proficiency and Academic Achievement Subcommittee: Dr. Durodola, Dr. Haysbert, Dr. Lorna James-Cervantes, Antoinette Cavanaugh and Dr. Jonathan Moore; and District Policy and Criteria Planning Subcommittee: Laurel Crossman, Gladis Diaz and Paula Zona.

Mr. Hume stated that NDE has worked very diligently in the last several months to work with the Governor's Office and to work with NDE leadership in terms of supporting the appointments of members to the English Mastery Council. There are several different governing and legislative bodies that provide recommendations, so the Nevada Department of Education has supported those legislative bodies in terms of either doing research to determine appointments or having discussions of how those appointments can be moved through the process. They are currently in conversation with the Superintendent of Public Instruction in terms of sending out letters of support to the Governor's Office. So far, they have seven members confirmed. There are another seven that are on deck. They are in a fairly good position to have 14 members. They have a recommendation for a parent representative in the south, and they're still looking for a parent rep in the north.

## Public Comments #2

There were no public comments from Carson City or Las Vegas.

## Adjournment

After thanking everyone, Chair Durodola adjourned the meeting at 3:09 PM.