

NSHE Matrix of Findings: Implementing ELAD Endorsement April 13, 2019

#	NSHE Guiding Question about ELAD	UNR Response	NSC Response	GBC Response
1	Where is your institution in terms of the process and implementation of the ELAD endorsement (2020 Elementary; 2022 Secondary)?	<p>2020 Elem. Implement: *All ELAD courses are in place & ELAD ES endorsement is currently being implemented; *Students can opt for ELAD as one foci in integrated elementary teaching program (IETP); In process: *Still working on finding a way to permanently incorporate ELAD into IETP program. First Time Licensure programs, Nevada Teach, and Pack Teach, are 120 credits. -Will need to revise to bring in ELAD coursework.</p> <p>2022 Sec. Implement: *All ELAD courses in place; In Process: * Still working on incorporating ELAD into secondary program on a permanent basis</p>	<p>2020 Elem. & 2022 Sec. Implement: * ELEM/SPED and Secondary Education Degrees: Four ELAD classes have been built into the programs; will be offered as of fall 2019. *ELEM ED program: Four courses already embedded in the degree for quite some time now. *Currently: EDRL 477 course is being offered as the revised EDRL 477 course in Common Course Numbering. ie., the title has been changed from a curriculum course to a policies course and the 1 credit practicum is embedded. This was proposed by UNR and approved via CCN in error over a year ago. Issue: *This is problematic: UNLV and NSC are working together to create separate elementary and secondary versions of the policies course with new numbers and a new 1 credit practicum course.</p>	<p>2020 Elem. Implement: *GBC has approved the 4 classes for the ELAD endorsement. - offer EDRL 471 Theory and Practice for Academic English Language Development; -EDRL 474 Methods & Curriculum for Teaching English Language Learners, -EDRL 475 Assessment and Evaluation of English Language Learners, -EDRL 477 Policies, Critical Issues, and Best Practices for ELLs-Practicum. *Currently EDRL 474 and EDRL 471 and taught at a minimum during fall semesters. EDRL 475 and EDRL 477 are taught at a minimum during spring semesters.</p>

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2	How are the ELAD courses being implemented into you elementary and secondary education programs? (Did total degree credits increase 120? Did ELAD courses replace other core courses? Were other program courses replaced?)	<p>Institutional Questions:</p> <ol style="list-style-type: none"> 1. Did total degree credits increase 120? No 2. Did ELAD courses replace other core courses? No 3. Were other program courses replaced? Not at this stage <p>2020 Elem. Implement.: ELAD courses are not yet a requirement for programs: *IETP – if a student chooses ELAD, they complete their program with 120 credits. All other program choices will require additional credits. *Special Education programs will need to exceed 120 credits.</p> <p>Secondary Education programs: (Nevada Teach and Pack Teach) will exceed 120 credits</p>	<p>2020 Elem. Implement:</p> <p>*In the ELEM and ELEM/SPED degrees the courses are built into the upper level required degree section.</p> <p>Secondary Education programs only: * Only 471, 474 and 477 are embedded in the upper level required degree section and the 475 course is built into the student teaching semester.</p> <p>*Student teaching credits were changed from 12 to 9 to make room for the new 475 course</p>	<p>2020 Elem. & 2022 Sec. Implement:</p> <p>*All ELAD classes are incorporated into all Elementary and Secondary degree suggested course sequences.</p> <p>* Initially the basic course sequences went above the 120 credit mark. These four classes did not replace core courses, but we did have to cut other courses including math and science requirements in Elementary and program General Education requirements and at least 2 content courses in Secondary to meet the 120 credit degree requirement.</p>
3	If you have implemented the ELAD endorsement, how is the practicum being offered?	<p>ELAD & Practicum: *Units of Lecture: 2 credits*Units of Independent Study (practicum – 25 hours): 1 credit</p>	<p>ELAD & Practicum: * Practicum is being offered for the first time in fall 2019. Currently, our Associate Dean, Shartriya Collier and our Clinical Coordinator are working on finding placements for the practicum. They are choosing high ELL schools from our school-partnership list.</p>	<p>ELAD & Practicum: *The practicum is offered within the EDRL 477 class. Students are placed with a teacher who has ELL students or currently has an ELAD endorsement depending on the available lead teachers in the district with which we work. *EDRL 477 assignments correlate and require students to share practicum connections, knowledge and observations throughout the semester</p>

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4	If you have started implementation of the ELAD endorsement, what are the successes and challenges to date?	<p>Success:</p> <ul style="list-style-type: none"> *Reviewing and teaching the ELAD courses has been a success. * Student interest in and feedback on these courses has been very encouraging. <p>Challenges:</p> <ul style="list-style-type: none"> *Include identifying ways to incorporate ELAD into the elementary, special education, and secondary programs. *Nine more credits cannot be completed in a 120 credit, 4 year program unless students attend summer school. * Students incur additional cost for the nine additional credits. * Challenge to provide qualified instructors for all the needed sections. * ELAD courses are only required for NSHE institutions. We believe these courses should be expected of all applicants for licensure including ARL programs and private institutions. *Goal: all teachers are prepared to teach English Learners but this goal cannot be reached if only NSHE institutions are expected to provide this coursework 	<p>Challenges:</p> <ul style="list-style-type: none"> *Just determining which courses to cut or move in order to add the four ELAD courses. Issue was resolved. <p>Success:</p> <ul style="list-style-type: none"> * This process had positive results: it gave us the opportunity to reengage in course mapping, revisit prerequisites and sequencing, and we ended up moving one course to the Core. 	<p>Success:</p> <ul style="list-style-type: none"> *Starting this year, we have filled each initial section of EDRL 474, EDRL 475, EDRL 471, and EDRL 477 to capacity and have added additional sections of each class for additional semesters. *We plan to offer each class twice during the 2019-2020 school year. <p>Challenges:</p> <ul style="list-style-type: none"> * Biggest challenge is finding high quality ELL placements in our most rural school districts that have a limited number of ELL students and ELL certified lead teachers to support the practicum students.

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5	Do you require support from the Nevada System of Higher Education or from the Department of Education to continue implementation of the ELAD courses in both Elementary and Secondary programs?	Support needs: *Identify ways to incorporate ELAD into the elementary, special education, and secondary programs. Institutional sharing of how to accomplish this can be beneficial (meeting, teleconferencing, or sharing/publishing a synthesis of the various versions of this report from NSHE institutions.) *Some of our teachers and teacher candidates have been asking for more information about ELAD. We noticed that the “frequently asked questions” document has not been published on the EMC website. Is it possible to make this document accessible?	Support needs:Not at this time.	Support needs:*Currently, GBC does not require the support from NSHE or the Department of Education to implement the ELAD courses.

*UNLV’s responses have not been gathered yet.