

# English Mastery Council (EMC): Updates & Progress from the 2019-2020 School Year

Presentation to the State Board of Education  
October 8, 2020

# Introductions

## ➤ **Dr. Jonathan Moore**

Deputy Superintendent of Student Achievement, Nevada Department of Education

## ➤ **Dr. Sharolyn Pollard-Durodola**

Chair, English Mastery Council (2019-20)

Professor of Early Childhood, Multilingual, and Special Education,  
University of Nevada, Las Vegas

## ➤ **Lorna James-Cervantes**

Chair, English Mastery Council (2020-21)

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

# Presentation Outline

- English Mastery Council  
Subcommittees
- English Mastery Council  
Recommendations
- Closing
- Appendix

# English Mastery Council Subcommittees

- ✓ **Teaching English as a Second Language**
- ✓ **English Proficiency and Academic Achievement**
- ✓ **District Policy and Criteria Planning**

# Teaching English as a Second Language Subcommittee

- **Work Progress:**
  - Research and recommendations surrounding equity
  - 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 Updates
- **Next Steps:**
  - ELAD Endorsement Evaluation

# English Proficiency and Academic Achievement Subcommittee

- **Work Progress:**

- Review of latest research on students whose achievement is in the lowest quartile
- Presentations and Discussions regarding programs and services students whose achievement is in the lowest quartile
  - Clark County School District and English Mastery Plan
  - Read By Grade Three (RBG3) Legislation requirements

- **Next steps:**

- Research root causes related to student achievement
- Seek input from districts regarding best practices for meeting the needs of students whose achievement is in the lowest quartile

# District EL Policy Subcommittee

- **Work Progress:**

- Drafted five recommendations for the State Board of Education
- Discussion: new statutory charge on students whose achievement is in the lowest quartile
- Annual district EL policy review: identified concerns regarding EL identification

- **Next Steps:**

- Provide feedback to districts on EL plans
- Annual review of district EL policies



# Recommendation #1:

## EL Plan

- Require all school districts to create a detailed EL plan to implement their EL policy. All districts are required to develop a district EL policy as per NRS 388.407
- This recommendation aligns with new EL plan requirements under Assembly Bill 219

# Recommendation #2:

## English Language Development (ELD) Curriculum Development

- Require school district EL plans to 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 Models of Instruction/Instructional Delivery methods
  - Nevada ELD Standards
- Recommend that NDE provide a list of approved ELD curriculum and supplemental materials

# Recommendation #3:

## Assessments

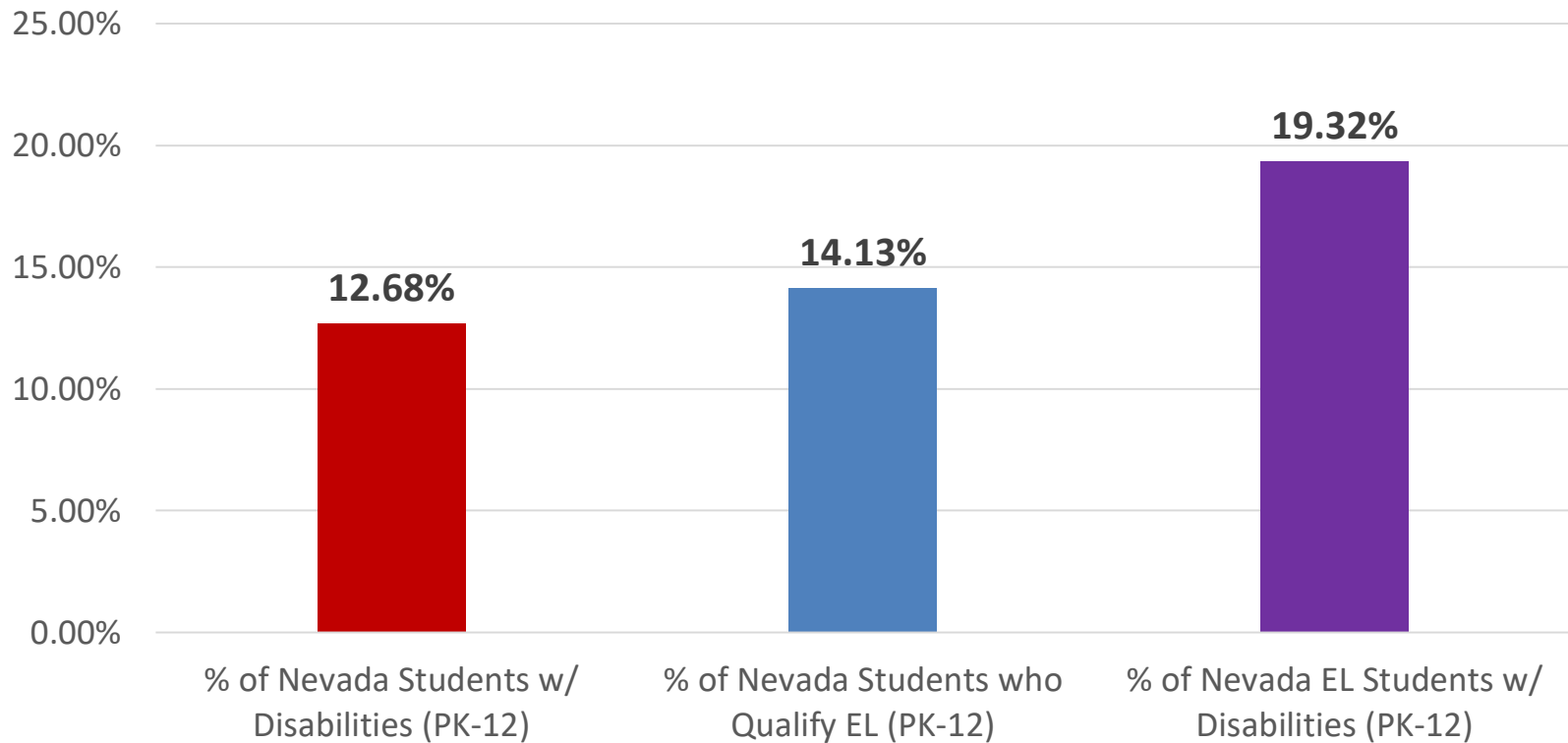
- Ensure that school districts properly and accurately identify EL students to avoid:
  - Over-identification of ELs who qualify for Special Education
  - Under-identification of ELs who qualify for Gifted & Talented (GATE) and other advanced programs
- Districts should review assessment procedures to provide advanced programming opportunities for ELs (e.g. GATE, Honors, Advanced Placement, Dual Credit)

# Recommendation #3, cont'd:

## English Learners Qualifying for Special Education

- National Perspective:
  - Many ELs who are identified with a disability are classified with a language and literacy-related disability (*University of Wisconsin–Madison*)
  - Concerns regarding possible misidentification of ELs as having a disability (*Linan-Thompson; Sanchez, Parker, Akbayin, McTigue*)
  - Learning disability categories are perceived as being subjective (*Center for Public Education; Scott, Haeurwas, & Brown; U.S. Commission on Civil Rights*)

# Recommendation #3, cont'd: Students Qualifying for Special Education Services Grades PK-12



Data source:  
Nevada Report Card 2019-20

# Recommendation #3, cont'd:

## NDE Support

- NDE Offices of Inclusive Education and Office of Student and School Supports will begin a collaborative initiative starting in fall 2020
- Work group of educators providing special education services plan to partner with WestEd to request research/work group facilitation
  - Work group goals:
    - Will work to develop quality technical assistance and professional development resources
    - EL team will research national landscape and potential solutions

# Recommendation #4:

## Building Educator Capacity

- Ensure that educators have access to quality professional learning opportunities to enhance capacity to understand and use curriculum, assessment measures, and instructional strategies that support academic language development and equitable access to grade level academic content
- Encourage districts to increase educator capacity through recruitment and incentives for teachers who receive training in equity or have received a Teaching English as a Second Language (TESL) or ELAD endorsement

# Recommendation #5: Parent and Family Engagement and Participation

- Ensure that school districts establish procedures and regular opportunities for parents of ELs to provide feedback and recommendations on EL programs and services



# 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. Sharolyn Pollard-Durodola**

- Representing: NSHE - (UNLV)

## **Dr. Diane Barone**

- Representing: NSHE - (UNR)

## **Vacant**

- Representing: Parents

## **Melissa Esparza**

- Representing: Parents

## **Gladis Diaz**

- Representing: School Administrators – Washoe County

## **Barbara Harris**

- 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

## **Diana Cantu**

- Representing: Teachers - Clark County

## **Maija Talso**

- Representing: Teachers - Washoe County

## **Nancy Brune**

- Representing: General Public – Clark County

## **Duncan Lee**

- Representing: General Public – Clark County

## **Bettye Haysbert**

- Representing: Public Policy Expertise – Clark County

## **Antoinette Cavanaugh**

- Representing: Public Policy Expertise – Elko County

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

- Representing: ex officio member

# Alignment with the NDE STIP Goals

Goal	Value	Input/Output/Outcome
Goal 2: All students have access to effective educators	Access to quality	Increase professional learning opportunities for school and districts administrators
Goal 3: All students experience continued academic growth	Access to quality	Develop capacity within, advocate for, and creates system of support for licensed educational personnel to serve all students
Goal 4: All students graduate future-ready and globally prepared for secondary success and civic life	Inclusivity	<p>Embed required English Language acquisition and development (ELAD coursework in all state approved educator preparation programs by 2022</p> <p>Provide guidance and support for ELs to participate in advanced coursework</p>

# Research References

- (*Identifying ELLs with Specific Learning Disabilities*, University of Wisconsin–Madison)
- Linan-Thompson, S. (2010). Response to instruction, English language learners and disproportionate representation: The role of assessment. *Psicothema*, 22(4), 970-974.
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- U.S. Commission on Civil Rights. (2009). Minorities in special education. Washington, DC: Author. Retrieved from <http://www.usccr.gov/pubs/MinoritiesinSpecialEducation.pdf>

# NDE Support Contact Information

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