

English Mastery Council

Meeting Minutes

Wednesday May 8, 2019

9:00 A.M.

Meeting Locations:

Video Conference

OFFICE	LOCATION	ROOM
Department of Education	9890 South Maryland Parkway Las Vegas Nevada	Boardroom
Department of Education	700 East Fifth Street Carson City Nevada	Boardroom

Call to Order; Roll Call; Pledge of Allegiance

Chair Sharolyn Durodola called the meeting of the English Mastery Council to order at 9:04 AM on Wednesday, May 8, 2019.

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

Members present in Carson City: Diane Barone, Laurel Crossman, Gladis Diaz, and Paula Zona

Members present in Las Vegas: Nancy Brune, Diana Cantu, Lorna James-Cervantes, Sharolyn Pollard-Durodola, Lori Navarrete, and Duncan Lee

NDE staff present in Carson City: Blakely Hume, Karl Wilson (on behalf of Dr. Jonathan Moore)

NDE Staff present in Las Vegas: Mindy Montoya, Sophia Masewicz

Others present: Deputy Attorney General David Gardner

Dr. Durodola led the Pledge of Allegiance.

Public Comments #1

There were no public comments from either North or South.

Approval of Flexible Agenda

Motion: Approve Flexible Agenda

By: Lori Navarrete

Second: Diana Cantu

Vote: Passed unanimously

Approval of January 30, 2019 Minutes

Deputy Attorney General David Gardner noted that he attended the meeting in Las Vegas, not in Carson City as recorded on the meeting minutes. There were no other changes.

Motion: Approve January 30, 2019 Minutes as amended

By: Lorna James-Cervantes

Second: Laurel Crossman

Vote: Passed unanimously

Approval of February 20, 2019 Minutes

Dr. Durodola had members review minutes from the February 20 meeting. There were no changes to be made in the meeting minutes.

Motion: Approve February 20, 2019 Minutes

By: Duncan Lee

Second: Diane Barone

Vote: Passed unanimously

Approval of January 23, 2019 Minutes for TESL

Dr. Durodola explained they did not have quorum at the last TESL Subcommittee Meeting and so they were not able to approve the January the 23rd minutes for TESL. She asked if the Council could review the minutes and then approve them.

Mr. Hume checked with Deputy Attorney General Gardner for clarification and Mr. Gardner said either the entire Council could approve or they could have the TESL Subcommittee approve the minutes. Both would be allowed. The Council reviewed the Minutes and there were no changes or corrections.

Motion: Approve January 23, 2019 Minutes for TESL Subcommittee Meeting

By: Lori Navarrete

Second: Diane Barone

Vote: Passed unanimously

Update on EMC Subcommittee Progress

TESL Subcommittee Update

Dr. Navarrete reported on the status of the ELAD course implementation at UNR, UNLV, NSC and Great Basin. UNR and Great Basin are ready to start the implementation for the elementary programs this fall. They will be using a course number that was approved about two years ago after the NAC/ELAD change was made (EDEL 477) to combine the practicum and a new course, which replaced an old course on methods and curriculum, the new course being trends and issues and practicum. There are two institutions that are using that course to start the implementation in the fall. However, the other institutions are waiting until 2020 to implement or to embed the ELAD courses, because there's additional course approval that needs to go through NSHE in order to offer all four of the courses in the way that they were approved.

The one new course that replaced an old course in the NAC says it needs to be offered as two different courses, trends and issues as a two-credit, with a one-credit practicum for elementary, and trends and issues with a one-credit practicum for secondary. Those courses are in the process of going through common course numbering approval right now and then it has to be approved at each of the institutions before it can be put on the records in the NSHE common course numbering system.

All institutions seem to be moving forward positively with the ELAD implementation. An example of some of the ways that the courses were embedded, for example, student teaching practicum was cut down from 12 credits to 9 credits at some institutions. Some program classes were moved to the core to make more room in the program section of degree plans in order to move in more of the ELAD courses. In a couple of institutions, a few three-credit courses were cut down to two credits. There were various ways that the institutions were embedding the four courses, and some of the institutions already had the four courses embedded prior to the change.

At this point, the institutions did not indicate that they needed any support. They will either be offering the courses for the first time this fall as a pilot, and/or changing the syllabi, updating syllabi, mapping courses for objectives across the courses and then getting the courses approved.

Dr. Durodola said she thought there are more potential challenges at the secondary level where undergraduate students are expected to have a certain number of credits in a content area. She said specifically at UNLV, discussion has been around how to substitute some of the potential electives that students have and substitute in that space the ELAD courses.

Update on EMC Subcommittee Progress (continued)

TESL Subcommittee Update (continued)

Dr. Barone said there are some issues at UNR with the elementary because they have an integrated elementary program. What's going to happen is the special education area or early childhood will probably have to go away, and they will have to revise their whole elementary program with the ELAD courses coming in. They also have the first time licensure issue, and they're thinking they are not going to be competitive with the private institutions that prepare teachers with alternative licensing routes. Their challenges are not so much the NSHE requirements, but that other places are preparing teachers. If they don't have these expectations, then UNR is no longer competitive. If the same expectations aren't placed on privates and the other teacher preparation programs, UNR will not be competitive.

Dr. Navarrete said her understanding was that the privates were required to follow these same guidelines if the candidates were going to be licensed by the Department of Education. She asked if someone could clarify for her.

Mr. Wilson said the recommendation that went forward from the English Mastery Council and was approved by the State Board of Education was specifically applicable to Nevada's system of higher education. It did not delineate the same requirements for private providers. It was a requirement of the colleges and universities to include in their preparation the course work that would enable a teacher who's receiving their preliminary license to include that endorsement. The recommendation did include programs that provide an alternative route to licensure.

Dr. Navarrete said it looks like they might need to follow up on that. This was more sort of a requirement made to the institutions that they graduate students with the ELAD endorsement, both secondary and elementary, but they're still going for the same license as those who are going through private and independent institutions. It would seem that the legislation that happened would apply to privates as well, because they're going for the same license.

Mr. Wilson agreed, saying some candidates might try to skirt the system by starting at a private institution and switching over to a public, which was not the intent of the legislation. The intent is to make sure all ELL students get the best educated teachers no matter what route they take to obtain endorsement.

Dr. Navarrete noted that they had talked about some institutions having to go over 120 units once they added the ELAD endorsement, and that was something they should consider going forward. There's one elementary special education program at Nevada State College that's up to 124 (with NSHE approval), and other institutions have challenges in the dual-tracked programs and the secondary.

Dr. Barone said they are working on that right now at UNR. The issue for them is that even their secondary programs are integrated, including English and Social Studies. They are going to have to pull something because if they go over 120 units, they won't be competitive with private institutions or ARLs. There are incredible challenges when you integrate programs to bring in all the requirements and stay at 120. The goal is to try to do that, and they really don't want to push beyond it.

Dr. Durodola said UNLV is already over 120 for secondary, and they have to grapple with those issues too. She said there is definitely a need to follow up in terms of expectations of private institutions. There have been discussions at some of the institutions around the ARL expectations, but the original goal of the initiative was to improve the instructional practices across the State, and to better equip all pre-service teachers as they enter the field. There is a dilemma if they are providing courses in certain institutions, and not in others. That's a big concern that needs to be addressed in order for the initiative to be sustainable in the way that they envisioned that it would be.

Update on EMC Subcommittee Progress (continued)

TESL Subcommittee Update (continued)

Ms. Cervantes had a question she had gotten from some school administrators about how tenured teachers were getting notified about ELAD requirements. Evidently, teachers and administrators feel they are not getting this information in a timely manner, or in a way that is easy to access.

Dr. Navarrete asked Mr. Wilson to detail the particulars, but noted she thought Ms. Cervantes was correct and the information was not out there. Or it was not out there effectively.

Mr. Wilson stated the requirement that is now in Nevada Administrative Code is that teachers who have a standard license are required, when they go to renew that license that they must have three continuing education credits, either in the ELAD course work or in training related to the needs and the instruction of English learners. It does not limit it only to ELAD course work, but there is the expectation of three continuing education credits as part of the license renewal process. Mr. Wilson added he thinks there is an opportunity to work with their licensing department to share information in a broader and more consistent way that people are aware of that requirement in terms of preparing for license renewal.

Dr. Navarrete said one of the questions that indicated confusion has to do with the teachers that have a standard license that must take three credits. They don't see the provision on their license. There is a difference between having a provision on the license and recertification. Teachers are not going to see this on their license as a provision.

Mr. Wilson said it does not show up as a certification until they have accumulated all of the course work sufficient to have that endorsement as an ELAD endorsement. If they have not taken the course work to achieve an endorsement then that requirement for three hours of continuing education in strategies for serving English Learners continues every time they renew their standard license.

Ms. Cervantes said she thought it was important that they give some very direct communication to teachers long before their license is due to renew. If they get their first notice six months prior that they have to have to take those three hours of course work, that's going to put a lot of teachers into a panic. Anything they could do from the State Department to communicate that to districts, HR, and teachers as a whole, would be appreciated.

Dr. Durodola said information is not being disseminated in a way that is getting to those individuals that need it. They've had discussions before about what mechanisms are in place for the dissemination of information. This comes up over and over again around different issues. She asked how information is disseminated on the website and how is it disseminated from the Nevada Department of Education. She stated that moving forward, this is an issue that really needs to be resolved because it could create unnecessary obstacles for everyone if it's not fixed.

Ms. Crossman stated that a standard license is renewed every five years and a teacher has five years in which to complete those three additional credits. She asked if teachers could get an annual reminder so they can clearly know and have time to plan and budget for that.

Ms. Cervantes said in her work with the Coherence Lab Fellowship, one of the things that Kristen Magill has been working on is a newsletter coming from the State Department of Education to districts. And that is supposed to be a very direct line of communication that's very consistent, that everything is put into one place. She suggested that this would be a very important message to have on a continual basis in that newsletter as it's going forward from the State Department to districts.

Dr. Durodola thanked Ms. Cervantes for that information and then asked Mr. Wilson and Mr. Hume if they could share the information they had related to the ELAD course work.

Update on EMC Subcommittee Progress (continued)

TESL Subcommittee Update (continued)

She said she understood there was some concern around emails that went out from the Nevada Department of Education about NSHE Institutions at the elementary level having certain ELAD courses in place and ready to go in 2019, and that was not aligned with the original agreement. Dr. Durodola asked if they could provide clarifications and/or summaries of those issues.

Mr. Hume stated that in 2016 the EMC passed and then approved and moved onto the State Board the ELAD recommendations. The dates for that were that course work could be embedded in the NSHE Institutions for elementary by 2020, and it would be embedded for secondary programs by 2022. The Board has approved those recommendations, and they are moving through a regulation process, but those are the dates that have been stated. Mr. Hume was not sure where the 2019 came from. The website will be revamped in terms of the information; it's the 2020 and the 2022 to have the course work embedded.

Mr. Wilson added one of the early recommendations was to change the course work that comprised the ELAD endorsement, and that was one that received full approval and went through the regulatory process early on. The Nevada Administrative Code is actually the change of the TESL course work to the ELAD course work, and that has been in place for a couple of years. What NDE has heard from licensing is that the Licensing Department has been sending information to the institutions of higher education, saying that that transition from TESL course work to ELAD course work should now be completed.

Some institutions are still waiting formal approval of the changes in course work name and number and content. Although the transition is to have occurred in terms of moving from TESL course work to ELAD course work, NDE may need to work with the Licensing Department in smoothing that transition. The course work itself is now defined in code, in terms of what the content should be, the names of those courses and everything. And then the complementary piece and a follow-up recommendation to the State Board, was that starting in 2020, the course work would be embedded in pre-service for elementary, early childhood, and special education by 2020, and then subsequently by 2022 for preparation programs for secondary education. There are two pieces that are related, but they are two separate issues.

Dr. Navarrete thanked Mr. Wilson for the clarification and reiterated that they should talk with Licensure and the institutions about how to work with the transition of the title of the courses.

Dr. Navarrete's stated that with the support of the EMC, she thought it would be a good idea to present at the first Annual Nevada TESL Conference, which is September 5 and 6 at Nevada State College. Dr. Navarrete offered to draft that proposal along with Sophia and present the work of the three subcommittees during the last few years at the conference along with the subcommittee Chairs. She stated it would be a good way to disseminate the great work of the EMC. They will just keep moving forward to putting a proposal together unless they hear otherwise. As a follow-up to that, they also got Kristen Withey to go ahead and put in a proposal with her team to present on the ELL implications of the NEPF. This was a presentation she gave to the TESL Subcommittee in January. The results of discussion at that point will include the document debunking TESL myths that has been drafted. At this point, there are just a few more changes, and then it will be up on whatever site or forum we have for dissemination of information.

District Policy & Criteria Planning Update

Laurel Crossman provided the update on the District Policy in Criteria Planning Subcommittee.

On March 7, Ms. Crossman, Ms. Talso, and Mr. Hume made a brief presentation to school board members across the state. In the 30 minutes given to them, they gave a "crash course" in ELLs and WEDA, and explained to them the responsibility that they had to ensure that their district policy is up to date, and how the English

Learner Plan is similar to the regulations, that while boards don't specifically approve those, they need to ensure that the staff is using and implementing those plans.

Mr. Hume said he wanted to put on record that Ms. Crossman and Ms. Talso did an excellent job. They did a lot of research and packed in a lot of information. Their work and attention to detail was evident and appreciated.

Mr. Wilson said that they met with district leaders recently, and one of the things that they highlighted for them are the requirements related to the local Board of Trustees, policy and plan to serve English Learners and NDE provided for them a supplemental document which very clearly spells out each of the criteria that the English Mastery Council presented to the State Board, and the State Board approved, and then were incorporated into Nevada Administrative Code.

Mr. Hume said that the presentation and the contents might be something to put on the website that they will revamp this summer in terms of the Department of Education. So, if they're willing to have that up there, that would be good.

Dr. Duradola said that Ms. Crossman had stated that school board members were required to have so many hours in certain domains of knowledge like ethics and what have you. She asked if there are any domains of knowledge that are related to English Learners, or culturally and linguistically diverse students, in terms of understanding the population of students that are served in the state and are there any requirements that include any of that information.

Ms. Crossman said to her knowledge, there are no requirements of that nature. She stated that when she went to the National School Board Conference, she attended a course on English language learners as well as one on GATE learners and different styles of learners. She stated that perhaps the Board could make a recommendation for school board members to receive additional training in English Learners. They don't have to receive the training through NASBE. They could receive it through other training.

Dr. Durodola said she thought there was potential there to fulfill one the Commission's goals to raise awareness across the state. These are school board members across the state who make decisions around children from culturally linguistically diverse backgrounds, and Dr. Durodola thinks it's important that they understand their instructional, social context and they understand how decisions impact children's and families' and teachers' lives. There is a need for school board members to have a wider and more comprehensive awareness of the individuals they serve in the state.

Ms. Crossman agreed and said that is something she can continue to bring to the NASBE organization, and encourage them to consider. There is a conference every November and speakers are not yet settled on for the upcoming conference. They just hired a new Executive Director.

Ms. Brune agreed that they should pursue the NABSE option, having something more formal at the conferences, but another option to consider might be to develop a series of webinars that could be housed on the EMC website, where school board members (and others) could view the information there, when time permits. That would allow folks or school board members in the rural counties to access those webinars. It could be a series, it could be five, half-hour series that folks could take and then they could develop some social media to accompany it.

Standards & Curriculum Update

Ms. Talso was detained in another meeting, so Mr. Hume provided an update on the Standards and Curriculum Subcommittee. At the last Standards and Curriculum Subcommittee meeting, they voted to support the recommendations that the District Policy and Criteria Planning Subcommittee had created. They reviewed the recommendations, and they voted to support those recommendations, especially in those areas where there might be some overlap.

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Another item that the Standards and Curriculum Subcommittee discussed was working with NDE on developing rubrics and different recommendations for purchasing and for the adoption of English language development curriculum materials, based on the Nevada ELD and the academic content standards on best practices for ELD instruction. There was a good discussion at that meeting about how the NDE Office of Standards and Instruction office might be able to participate in terms of what were materials that were passed, what are textbook materials that are adopted, what is that whole process. Out of that discussion, this idea came about on creating a list for that. A second topic on being able to research a framework for an observation tool or “look-fors” or walk-through items that one might look for to support administrators and teachers in promoting best practices for ELD instruction throughout the state of Nevada. The Standards and Curriculum Subcommittee wanted to move forward and work on those two goals next year, and they had an interest in starting that right away in the fall.

Dr. Durodola said in terms of the framework and an observational tool that could be used, she knows that Sophia has shared an observational tool that the state presently uses. Dr. Durodola thinks that’s a really critical area of need and a way to support school administrators in understanding what to look for, related to best practices for ELs.

Dr. Masewicz said they have used a number of tools, and some of the tools that they’ve used are just an inventory. They walk in to really see the landscape of the classroom. Some of that would imply best practices, and some of that would imply not good practices, and it’s really part of the kind of root cause analysis that’s done when they go out for on-site visitations.

Dr. Masewicz went on to say they have a work group that will be working on a classroom observational tool. This is part of the state’s initiative. They have members participating in the ELD initiative, the framework so that is an upcoming work group to look at a number of ELD or classroom observational tools to roll out in this initiative. They have member participants who have expressed an interest in working in that particular work group. They are scheduled to do their first convening of work groups on June 18 and 19, and that work continues through September.

Dr. Durodola thanked Dr. Masewicz for taking the lead on this important tool. She said it’s really exciting work moving forward. Dr. Durodola asked for clarification about the “development of rubrics” Mr. Hume mentioned in his report.

Ms. Cervantes stated that they were talking about creating a rubric to look at how the different curriculum materials support English language learners or linguistically different students within those existing textbooks, or other curriculum materials, so that could be used as part of the recommendation process for books, or different texts to be added to the State-adopted list. The way it works right now, the state has a very wide list of adopted materials and then districts as a whole work within that list of adopted materials to adopt district-wide curriculum materials. This proposed rubric could be used both at the State Department level and what could be available to districts.

Mr. Hume added when textbooks are reviewed, there are always consideration for things like English Learners, diversity, and standards. There’s a list of about 75 different criteria. Oftentimes the English learner side of that recommendation or those requirements, depending on the material that’s presented, sometimes it’s lacking, and sometimes it’s sufficient. But these are not textbooks that are English Learner only oriented; they will have supports embedded within, and those tend to be the textbooks that are adopted for full districts. Supplemental materials can be adopted for English Learners, and teachers can put it in as interventions in their classes as well.

Dr. Durodola thanked Ms. Cervantes for that clarification and Mr. Hume for extending their understanding of how these rubrics would be used potentially for vetting of materials at both the district and at the State level.

And they may also consider how these rubrics could be used to inform teachers. Teachers should know the criteria used for selecting of materials that are appropriate, that meet the needs of English Learners, or those students from diverse cultural and linguistically diverse backgrounds.

Full EMC Updates

Chair Duradola said the EMC was at a point where they should discuss potential recommendations that they could make to the Nevada Department of Education moving forward around the work that was completed or work that should be continued through the lens of Subcommittee members.

Members discussed their memo that provided a rationale for why the EMC's work should be extended. Dr. Duradola confirmed that that memo contained big bulleted points that the EMC emphasized, and those are the bulleted points that they also want to summarize for the Nevada Department of Education, making NDE aware of what they have done. Those bulleted points also have some places for discussion in terms of work that needs to be continued. Dr. Duradola thought that based on the Subcommittee's reports earlier, there might be additional items to include.

Ms. Crossman said that their Subcommittee's recommendations are specific to the Districts' English learner plans, so that could be used as an argument to continue the English Mastery Council to ensure that they continue to carry out the work the English Mastery Council is charged to do.

Dr. Barone said although her Subcommittee had concerns about private institutions and ARLs, the law just stipulates NSHE institutions, and she didn't know what the recommendation could be based on what the law is for other institutions.

Mr. Wilson said on that point if there are specific concerns from the English Mastery Council related to that issue, they could express that the English Mastery Council shares the concern that there are other preparation programs outside of NSHE that impact educators in Nevada, that sharing that concern is a recommendation in terms of in the future, is there any way to look at having these expectations kind of cross all providers for Nevada's teachers or something like that might be appropriate.

Dr. Barone said she thought there were more teachers being prepared outside the NSHE institutions in Nevada right now than within. At UNR they think they are just a small player in what's happening in preparing teachers for the state right now.

Dr. Navarrete echoed what Mr. Wilson said. They are very interested in looking at the possibility of expanding that statute to include the privates and see how they can do that. They are a small player, the NSHE institutions, in preparing teachers. It's the privates, the out of state, and ARLs.

Chair Durodola brought up the recommendation topic of information dissemination. She stated that the Nevada Department of Education has to solidify a way to message expectations around whether it's the ELAD endorsement, issues that still come up in the field about practicum, questions about re-licensure, and so forth, so that this information is disseminated in a timely manner to those individuals and entities that need the information.

Ms. Cervantes said based on the discussion this morning, she thought what might be appropriate for the State Board of Education would be to have the Chairs of the three Committees work together with Chair Durodola to create a presentation for the State Board of Education that would express the work that has been completed to date. And then they will pull together the recommendations from each of the Subcommittees that have been brought forward today.

Ms. Cervantes said the Standards and Curriculum Subcommittee agrees with the District Policy criteria, and they all agreed that those were excellent recommendations.

Full EMC Updates (continued)

The thing that they added to that was the recommendation for the State Department to work on a rubric for the adoption of curriculum materials that are specific to English language development and the needs of EL learners in the State of Nevada, as well as continuing the work with the English Language development framework that Sophia has been spearheading for the team, and that that be rolled out across the State as a whole.

Ms. Cervantes suggested the three Chairs pull together a summary of the work that has been done and provide that as a presentation to the State Board of Education.

Dr. Durodola said that sounded like a workable plan and wondered if this was something that they needed to vote on, or could they just move forward in terms of the Chairs meeting together and formulating the report.

Mr. Lee recommended that they make a motion and vote on it, because then it is on the auspice of the whole EMC supporting the Chairs and their presentation to the School Board of Education.

Mr. Hume agreed with that excellent point and added the fact that it's going back four years of different documents and research would be important for the full EMC to be able to see what the kind of corpus of work is for that to be able to present moving forward.

The group checked dates for upcoming State Board of Education meetings: Thursday, June 6, Thursday July 18, and Thursday, August 29 and discussed various timelines, deadline, and schedules. Nothing was decided as far as a definite date, but the group went ahead with a motion.

Motion: Three Subcommittee Chairs will work together with Chair Durodola to create a record of the actions that have taken place to date of the English Mastery Council, as well as recommendations for the work moving forward of each one of those Subcommittees or the English Mastery Council as a whole, including accepting the recommendations brought forward today by the District Policy and Criteria Subcommittee and the TESL Subcommittee

By: Lorna James-Cervantes

Second: Lori Navarrete

Vote: Passed unanimously

Mr. Hume asked to confirm that because this was a 16-member Council, and there would only be the Chairs and Dr. Durodola, totally four people, it would not be under Open Meeting Law obligation.

Deputy Attorney General David Gardner said that was correct.

There was more discussion about dates and schedules and timelines. Nothing was decided date-wise, but everyone was on board and excited about the written report and presentation.

Assembly Bill 92 Update

Mr. Hume gave Members an overview of what transpired going into the crafting of AB92, and gave much credit to the late Assemblyman Tyrone Thompson who worked so hard on their behalf to get the legislative language for the English Mastery Council included in the bill. When all was said and done, the only recommendation approved involving the EMC was recommendation number seven: EMC will make recommendations to the State Board to improve the English proficiency and academic achievement of pupils who are not English learners, and who have scored at or below the 25th percentile in the subject area of English language arts in examination administered pursuant to NRS 390.105. He stated that is what is moving forward based on numerous conversations and based on different requests and it has gone through the Assembly and will need to still go through the Senate.

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Mr. Wilson added that section two of that bill is extending the authorization for the EMC through June 30 of 2022, so there is a three-year extension of the English Mastery Council in AB 92, and they're still negotiating the fiscal part of that.

Ms. Crossman brought up that three-year extension timeframe and asked if that was sufficient time for such a huge undertaking.

Dr. Durodola shared that concern. She said that was one of the points that she made about integrating an initiative that would require a lot of ground work just to understand instructional landscape around the English Language Arts instruction that children receive.

Mr. Lee thought it might take three years to complete the background work necessary to understand the issues for all of the 17 Districts in the state. A task like that put on the EMC is just too colossal to try to even think about coming with some of the criteria of subcommittees in three years.

Chair Durodola said there was a lot of critical discussion around this initiative being included in their expectations or duties. She thought they were at a point where they could conceptualize those changes moving it to a new stage. In the last four years, they extended their initial work, which specifically focused on the ELAD endorsement, they moved forward and then they looked at all the other critical elements that impact instruction, curriculum, and policy in the state. Moving forward, there's a new stage in the organization, and they are expected to complete some initiatives they had started work on, but there is a new initiative that has been integrated in their work. They have a new, three-year timetable.

Dr. Brune stated she thought the recommendation was broad enough that they could work with the Department to think about how the State and the Districts could target programs and resources to explicitly address the needs of the least proficient, or they could do that in tandem or even set up another Subcommittee to work alongside the work that the Department would take the initial lead on.

Mr. Hume stated there were a lot of suggestions including creating or attaching perhaps a Proficiency Council which was first suggested to another bill, or attaching some of the requirements that were in AB 92 to another bill to combining bills. But this was what they ended up with. He said the Department would be happy to work with EMC in establishing resources for low proficiency students.

Ms. Cervantes said when they're talking about how to best meet the needs of those students who are struggling with their language proficiency or working on language acquisition, that work can include how they do work with students who are struggling with Standard English development as well, and that's why she thinks that work fits. Even though it's just a three-year extension, if they are seeing that at the end of the next biennium they need to extend the work beyond that three years, that would be an appropriate time to ask for an extension of the work in order to complete the work around the students in the lowest 25th percentile. This is work that could possibly be supported within some of the existing Subcommittee works that are going forward. There are a lot of the parallels for example with the English Mastery Plan in CCSD, and the work that needs to be done around the language development of students that fall in the lowest 25th percentile.

Ms. Cantu had questions about assessments and specific examinations to be used for testing purposes. She asked how they are going to be accountable for what examination they're going to choose that's going to document those 25th percentile students that are 25th percentile and below.

Mr. Wilson said that if AB 92 does go through the legislative session without further amendments, that would be one of the things that the EMC would need to do early on is to identify specifically with the Nevada Department of Education, what are the assessments that are identified in statute that then enable them to understand who these students are. In the proposed legislation, that it would include SBAC, ELA, grades 3-8.

Assembly Bill 92 Update (continued)

Mr. Wilson stated there are appropriately 20,000 English learners that are currently at the lowest level of proficiency, about 25%, who are English learners. But the number of students who are not English learners, who are also at that same level of proficiency, is double the number of English learners, or 40,000.

Dr. Barone asked if they ever look at data to see if their work makes a difference.

Mr. Wilson said that's important to know if they are really closing the gap and helping English learners to develop English language proficiency, and if they provide all the right supports that maximize the rate of the English language development and academic performance. He stated that those are things that the English Mastery Council ought to ask for.

Dr. Durodola said perhaps moving into this next stage, it is time to really include in their discussions impact. She asked about the impact of the ELAD course work. She stated that although they haven't really implemented those courses yet in terms of students graduating with the ELAD endorsement, there have been other initiatives within the EMC in terms of impact and eventually that's something that has to be considered. She stated that not only impact, but sustainability of the District Policy implementation and continuing to evaluate and to make recommendations. Those are important questions that they need to think about moving forward in the EMC as they move into a different stage of work.

Nevada Department of Education Update

Mr. Hume reminded Members that everyone's appointments would be up at the end of June because of EMC's initial sunset date. That meant if they want to continue to serve, they will have to go through the application and appointment process. Mr. Hume said he would send out all pertinent information to everyone and he hoped to continue to work with all Members going forward.

Mr. Wilson said he hoped Chair Durodola would make the choice to continue with a new appointment if possible. He said Dr. Duradola provided great insight and service to the English Mastery Council, to English learners, to the school districts, to the schools, and to the teachers of the state. He said the state appreciates her service, and Nevada needs her. Mr. Hume concurred with Mr. Wilson's statement.

Mr. Wilson reminded everyone that some positions on the English Mastery Council are appointments from the Governor. Others are appointments from the Chancellor's office at the Nevada System of Higher Education. And there are two positions that are appointed by the State Superintendent of Public Education. Even the appointments that come from the Governor's office are based on recommendations of organizations, whether that's the Association of School Boards, or Superintendents, or the Teacher's Association, or Parent/Teacher's Association, the law has been very explicit in who makes recommendations to the Governor's office. NDE will help with applicants with all the details.

Chair Durodola said when this began, she was not in support of the AB92 initiative being attached to their work, but since that time, she does feel encouraged. She stated it thrills her for them to get together and to really talk about the meaningful accomplishments that move the state forward. They've made a lot of progress, and there's a lot of work to be done. Dr. Duradola said Mr. Lee articulated that he felt that maybe they didn't have the literacy expertise to help low proficiency students in English; however, she thought they did have the background, the research in literacy and interventions and curriculum, and their new task was doable with the skillsets of her colleagues. She thanked members for their hard work, patience, dedication, and vision and wished them a happy summer.

Public Comments #2

There were no public comments from either north or south.

Adjournment

Chair Durodola adjourned the meeting at 11:18 A.M.