



Annual Language Proficiency Assessment

There's a new ELPA in town! For those of you who don't speak "ELLese" that's an English Language Proficiency Assessment. Each year, pursuant to No Child Left Behind and other state and federal requirements, each active ELL student is required to take a language proficiency test to measure growth in their acquisition of English. The new ELPA is called the LAS Links and has been identified as a high stakes test by the state Department of Education. As such it must be handled and secured with the same stringent standards as any other high stakes test. The new test differs from the former ELPA in that the oral portion of the test has been divided into two subtests: Listening and speaking. The administrator at each school site will identify a licensed staff member to give the reading, writing and listening subtests. The speaking subtest, which must be administered one-on-one, will be completed by ELL staff members traveling from school to school.

This year the test is being provided to ELL students in three overlapping phases. Phase I includes all secondary students; Phase II, all 9-month elementary students; and Phase III, all 12-month elementary students. This includes special education students, except for those few whose IEPs specifically forbid standardized testing. The testing window for each group is as follows:

- Secondary: November 1, 2005 – January 31, 2006
- 9-month elementary: December 1, 2005 – February 28, 2006
- 12-month elementary: January 3, 2006 – March 31, 2006

All told over 52,000 students will be tested. Their LAS Links results will determine whether or not the district, and individual schools within the district, make Annual Measurable Achievement Objectives (AMAOs) or not.

If you have any questions regarding LAS Links test administration, return procedures, or scheduling, please call Gail Welch at 799-2137.



Translation Services

Dr. Nancy M. Alamo

The ELLP is proud to announce that we have 18 full-time bilingual translators/interpreters (English/Spanish) to service the special education needs of students and parents. The translator/interpreters are responsible for serving all CCSD schools and Child Find in providing oral translation services for parents during special education Multi-Disciplinary Team (MDT) and Individual Education Plan (IEP) meetings. The translator/interpreters are also responsible for interpreting written MDT and IEP documents so parents will be informed as to their child's disability and the services offered by the school district to help the student achieve academically, socially, and developmentally. So far to date, the translator/interpreter teams have attended meetings in 197 schools district-wide.

Languages other than Spanish are served on an as needed basis and attempts to accommodate the lower incidence languages are diligently made.

News from the Regions

East Region Welcomes New Administrators

The East Region and the ELLP Department welcome our newest administrative member, East Region Coordinator, John B. Sullivan. Mr. Sullivan comes to our department from Bridger Middle School where he served as the ELLP Specialist. He has extensive experience in working with ELL students and ELL Adult Education. John will continue to provide professional development to the East Region adhering to the ELLP Goals and Initiatives in the areas of High Quality Sheltered Instruction (HQSI), TeachFirst professional development resource, ELL Student Assessment and appropriate placement of ELL students in the secondary level. Mr. Sullivan will also provide continued leadership and resources for the school site administrators, ELLP Specialists, ELL teachers and Itinerant Testers assigned to the East Region.

TeachFirst

For more than three years, TeachFirst has been working with the English Language Learner Program to bring sheltered instructional strategies and the professional learning community framework to Clark County teachers.

About 15 months ago, TeachFirst hired Debbie Jessen, former CCSD teacher and specialist, as a dedicated district consultant to assist schools as they implement the TeachFirst Model. This month, TeachFirst is adding another member to its CCSD consulting team, Jeff Dwyer. Former O.K. Adcock principal and 17-year CCSD administrator, Jeff brings to this new position an insider's viewpoint on the role of the principal as instructional leader, the value of the learning community model, and a broad knowledge of the needs of CCSD teachers and students. We welcome Jeff to the district in this new capacity – helping us meet the needs of our ELL population.



The English Language Learner population in the Northeast Region is approximately 13, 581 students as of November 2005. The Northeast Region is the second largest CCSD region.

With the continuous increase of English Language Learners, the Northeast Region Leadership team is in support of programs and practices that will increase student achievement. Superintendent Marsha Irvin and the Northeast Region Leadership Team supports implementation of the High Quality Sheltered Instruction (HQSI) Model in all Northeast Region schools.

Desired Outcomes

Content Objectives-

1. Participants will have introductory knowledge of the 8 components of High Quality Sheltered Instruction (HQSI)
2. Participants will understand what it means to incorporate HQSI into daily classroom practice

Language Objectives-

1. Participants will be able to identify the 8 components of HQSI.
2. Participants will be able to use HQSI terminology when planning and discussing lessons.

Fifty-nine Northeast Region sites have trained HQSI cadres. Site cadres consist of one site administrator, ELL Specialist, Literacy Specialist, and two General Education teachers. The HQSI focus for the Northeast Region is Lesson Preparation with an emphasis on Language and Content Objectives.

For additional information regarding the Northeast Region HQSI initiative, contact Dr. Greta Peay, ELL NE Region Coordinator @ CCSD Interact or 799-1719 x5324.

Southeast Region

The Southeast Region, remains committed to ensuring that all students are afforded quality education.

Ms. Rios, SE Region ELLP Coordinator, comes to us from San Francisco with a wealth of experience, particularly at the secondary level. Mrs. Karen P. Harris, formerly ELL Specialist at Cannon and Cortney MS, now serves as SE Region ELLP Specialist. Karen has a great track record in the implementation of HQSI.

The 2005-2006 school year began early for more than 30 of our English Language Learners who participated in a great summer program, Camp Lenguaje, hosted by Del Sol High School. Students that attended this program are now showing great gains in their language acquisition. Great job! Huge kudos to Foothill High School who just conducted their first HQSI professional development workshop. The teaching techniques will certainly benefit the English Language Learners along with the rest of the student population.

The staffs at Schofield Middle School, Tomiyasu Elementary School, and Whitney Elementary School are now breathing a sigh of relief after completing their English Language Learner Program School Reviews. Outstanding programs and services targeting our ELL students were highlighted along with recommendations made to further enhance our programs.

We invite anyone to send suggestions to our SE Region's ELL Think Tank. This committee is comprised of region office staff, administrators and school staff who are dedicated to ensuring that all English Language Learners receive services and resources to ensure their academic success. The SE Region ELLP department is always happy to assist you so please do not hesitate to call us at 799-0880, should we be able to be of assistance to you.

Northwest Region

The Northwest Region welcomes the new ELL Coordinator, Linda Baker to The Clark County School District. She arrived in November from South Florida. She comes to Clark County School District with School based administration at all educational levels, including a specific school for Special Education Students. Ms. Baker has many years of experience in developing strategies that work with students that are speakers of other languages.

Due to the rapid growth of the English Language Learner population in the Northwest Region we have been very involved in meeting the specific needs of our ELL population. In order to assist with meeting those needs. Dr. Carla Steinforth, the Northwest Region Superintendent, has provided staff development opportunities in collaboration with the English Language Learner Program. These trainings introduce a scaffolding method called "High Quality Sheltered Instruction".

Beginning in January 2006, cadre trainings will include staff development to introduce the components of HQSI at specific schools in the Northwest Region. The training will help teachers make content comprehensible, for general education students as well as for second language learners by providing the scaffolding of instruction to bridge the gap for students whose oral and listening skills are lacking.

The Northwest Region has received a grant to facilitate Structured Teacher Planning Time for schools that are participating in the Sheltered Instruction Training Project for 2005-2006 school year. Each school in this project will receive a specific number of hours for teachers to meet during "Structured Teacher Planning Time" after the contracted day.

WRITE Institute in the Southwest Region

The Southwest Region has been working with the San Diego County Office of Education, which sponsors the Writing Reform Institute for Teaching Excellence (WRITE) Institute. During the last two school years, WRITE Institute has trained over 200 teachers in a variety of writing units. WRITE has also trained some Southwest Region ELL Specialists as part of a capacity building program so that specialists will be on-site coaches for WRITE Institute participants

One of the major challenges facing teachers today is how to best prepare students for academic writing and state assessments. To meet this challenge, teachers need specialized training that focuses on the needs of students with various levels of literacy and language acquisition.

WRITE Institute uses curriculum and assessments, which are aligned to English/Language Arts standards for the state of Nevada to create a framework of achievement for the English Language Learner. The program uses scaffolding to teach students how to think critically and use academic English. The differentiated curriculum has evolved to support not only the acquisition of academic language of English Learners, but also to promote the academic writing that all students need to show improvement on state writing assessments. WRITE motivates students through curriculum that builds student background, reinforces cultural identity, develops academic language, fosters reading comprehension and creates confident student readers and writers.

WRITE fits nicely into HQSI, since the lessons and units were created for the English Language Learner and contain scaffolding activities. As teachers work through the WRITE units, comprehensible input, scaffolding and strategies are used. Supplementary activities and materials make it easy for teachers who have a large diversity of student in a class to create meaningful assignments for all students.

WRITE also correlates to Robert Marzano's nine principles for Classroom Instruction that Works. During training, teachers constantly reference the nine categories and place activities within that framework.

If you are interested in more information regarding the WRITE Institute, their web site is www.writeinstitute.org.

UNLV TESL Fast Track Series

The UNLV TESL Fast-Track Series is a collaborative project between the UNLV Departments of Special Education and Curriculum & Instruction and the CCSD English Language Learner Program (ELLP). The series includes four graduate courses in ESL theories, methods, curriculum, and assessment, 12 credits offered in one semester. Teachers have the option of taking all four courses in one semester or over a period of one year. Luci Blood, CCSD-ELLP, and Lori Navarrete, UNLV COE, are the Co-coordinators of the TESL Fast-Track Series.

CCSD-ELLP is reimbursing 160 teachers who complete the TESL Fast-track Series, \$1500 each, for their tuition and fees. This amounts to approximately 80% of the total tuition and fee cost for the four courses. The ELLP is committed to meeting the district's demand for increasing the number of TESL endorsed teachers. The reimbursement has made it possible for a large number of teachers to participate in the series. All for courses are approved for a TESL endorsement in Nevada. The project is in its ninth semester, with over 70 teachers already having earned a full TESL endorsement as of December 2005. Approximately 90 more teachers are in the process of finishing up the four courses and will receive their TESL endorsement by December 2006.

Email your registration
information starting
Nov.28, 2006!

UNLV Spring 2006 FAST-TRACK TESL Endorsement Courses



In an effort to assist CCSD teachers in obtaining their TESL endorsement, the CCSD-ELLP and UNLV COE have collaborated to offer this series of graduate level courses. All of these courses have been approved by the Nevada State Department of Education for a TESL endorsement.

How do I register for these courses?

1) **Complete** and submit the Non-Degree Seeking Graduate Student Application which can be found at: http://www.unlv.edu/Colleges/Graduate/admissions/non_degree_students.htm
Call the Graduate College if you have a problem: 895-3320.
(You DO NOT have to complete this form if you already submitted one in 2005 or if you are currently in a graduate program)

* 2) Once you have submitted your Non-Degree Seeking Graduate Student Application, email Dr. Lori Navarrete, UNLV Fast-Track TESL Coordinator, (navarret@unlv.nevada.edu) with the following information:

- a) First and Last Name (Use the name recognized by Interact)
- b) Social Security #
- c) The prefixes and section numbers for all of the courses in this series in which you wish to register (e.g., CIL 753-001, ESP 770-001, ESP 717J-TS6, ESP 709-TS6)
- d) Day and evening phone numbers

* Dr. Navarrete will register you on **January 3, 2006**, first day of registration for Non-Degree Students, ONLY IF your Non-Degree form has been submitted; otherwise, your registration will be rejected. A spot will be held for all students who get their registration information into Dr. Navarrete before January 3, 2006.

How do I confirm my registration?

You can check your registration status online on the UNLV website (<http://registrar.unlv.edu/>) **after January 3, 2006**. You will need to follow instructions online, to obtain a password, and to access your registration page. Dr. Navarrete will register students in groups. Check your status starting January 9, 2006. **Should you change your mind and decide not to take the course(s) after you have been registered, it is YOUR responsibility to drop the course online or in person at the UNLV Registrar's Office prior to the first day of the course.**

What About Tuition and Fees?

TUITION: Spring 2006 tuition and fees for traditional courses are due January 13, 2006. For Spring 2006 weekend courses (i.e., modular), tuition and fees are due the Friday before the beginning of the first day of class. For more info: <http://www.unlv.edu/Controller/bursar/tuition.html>. Tuition is approximately \$136 per credit plus fees. Tuition and fees for all four classes comes to approximately \$1900.00.

Am I eligible for reimbursement?

Starting in Spring 2006, the first 65 CCSD teachers who have registered and successfully completed and passed all four of the courses in this series by December 2006, and subsequently have placed the endorsement on their license (receipt of \$45 endorsement fee will be accepted), will receive reimbursement up to \$1500.00 (only applies to courses in the Fast-track TESL Series [on this flyer]). Dr. Navarrete will arrange to have students interested in receiving reimbursement sign a contract. The contract will serve as a confirmation of your reimbursement status. Please direct all reimbursement questions to Connie Michels, CCSD-ELLP, at 799-2137.



TESL Fast-Track Schedule for Spring 2006
AT UNLV

<p>Theories of Second Language Acquisition</p> <p>CIL 753-001 3 Credits</p> <p>This course will address the current philosophies and approaches to second language acquisition and instruction.</p> <p>*Day: Thursdays Time: 4:00 - 6:45 p.m.</p> <p>Instructor: Dr. John Butcher Location: TBA Call Number: 87748</p> <p>(If you try to register yourself for this course you may be rejected due to prerequisite requirements. Dr. Navarrete will waive the prerequisite requirements for Fast-track TESL students. Send her your name, SS# and course request via email, and she'll register you.)</p> <p>* Note - This is a traditional semester course; it begins Thursday, January 19, 2006.</p>	<p>Second Language Methods for Diverse Learners in Inclusive Classrooms</p> <p>ESP 770-001 3 Credits</p> <p>This course will focus on the study and implementation of methods and strategies for teaching English Language Learners (ELLs) with and without disabilities. Differences will be addressed where appropriate. Learner characteristics and second language development as well as practical teaching approaches, including sheltered instruction and HQSI/SIOP, will be covered.</p> <p>*Day: Tuesdays Time: 4:00 - 6:45 p.m. Instructor: Dr. Lori Navarrete Location: CEB 133 Call Number: 97638</p> <p>(You may register yourself for this course beginning Jan. 3, 06 or email information to Lori and she will register you on Jan. 3, 06.)</p> <p>* Note - This is a traditional semester course; it begins Tuesday, January 17, 2006.</p>
<p>Seminar in Advanced Curriculum Development for English Language Learners (Modular Course)</p> <p>ESP 717J-TS6 3 Credits</p> <p>This course is a critical study of current curricular models for educating ELLs in schools today. TESL competencies will be examined relative to language proficiency levels, state standards, and curriculum alignment.</p> <p>Dates: Feb 3, 4, 10, 11, 24, 25; March 3, 4</p> <p>Time/Days: Four Weekends Fridays (4:30-8:30 p.m.); Saturdays (8:00 a.m.-4:00 p.m.)</p> <p>Instructor: Elizabeth Adler-Coleman</p> <p>Location: CBC C224 Call Number: 73097</p> <p>(You may register yourself for this course beginning Jan. 3, 06 or email information to Lori and she will register you on Jan. 3, 06.)</p>	<p>Diagnostic and Prescriptive Assessment for Diverse Learners in Inclusive Settings (Modular Course)</p> <p>ESP 709-TS6</p> <p>This course will address educationally relevant diagnostic and prescriptive teaching procedures for students with disabilities and/or at-risk for disabilities, including those who are second language learners.</p> <p>Dates: March 24, 25, 31; April 1, 21, 22, 28, 29</p> <p>Time/Days: Four Weekends Fridays (4:30-8:30 p.m.); Saturdays (8:00 a.m.-4:00 p.m.)</p> <p>Instructor: Dr. Lori Navarrete</p> <p>Location: (F) CEB 240, (S) CEB 209 Call Number: 97538</p> <p>(If you try to register yourself for this course you may be rejected due to prerequisite requirements. Dr. Navarrete will waive the prerequisite requirements for Fast-track TESL students. Send her your name, SS# and course request via email, and she'll register you.)</p>
<p>Luci Blood, Fast-Track TESL Series Coordinator, CCSD-ELLP Phone: 799-2137 ext. 5092, email: lzb@interact.ccsd.net</p>	<p>Lori Navarrete, Fast-Track TESL Series Coordinator, UNLV, Phone 895-2966 Email: navarret@unlv.nevada.edu</p>

(This brochure can be accessed at: www.ccsd.net/ellp/Resources/TESL/course_offerings.htm)

Clark County School District
 English Language Learner Program – SPRING INSTITUTE 2006 – JANUARY - MAY
 Schedule available online at www.ccsd.net/elp (Resources)

Sierra Nevada #	Course Title	Date	Days	Time	Location	Instructor	Area of Instruction	Limit
PED 546A	Making the ESL/Bilingual Connection: Electrifying Brain-Compatible Learning	Feb. 2-3-4	Thurs. Fri. Saturday	4:30 – 8:30 pm 8:00 am – 5:00 pm	Silvestri MS	Connie McFarland	TESL/Bilingual K-8 Methods	35
PED545A	Using Readers Theater in the ESL/Bilingual Classroom	February 7-9-14-16	Tues. Thurs.	4:30-8:30 pm	Kay Carl ES	Reta Troxell	TESL/Bilingual K-8 Methods	35
PED 570A	TESL Methods and Materials for Reading in the Content Area (2 credits)	Feb. 23-24-25 Mar. 2-3-4	Thurs. Fri. Saturdays	4:30 – 8:30 pm 8:00 am – 5:00 pm	D. Petersen ES	Katherine Steen	TESL/Bilingual K-8 Methods	35
PED 582C	Strategies for Struggling Readers: Comprehension and Assessment	March 6-8-13-15	Mon. Wed.	4:30 – 8:30 pm	Doris French ES	Dottie Kulesza	TESL/Bilingual K-12 Methods	35
PED 587B	Sorting Across the Curriculum for the ELL/Bilingual Teacher	March 7-9-14-16	Tues. – Thurs.	4:30-8:30 pm	Hewetson ES	Reta Troxell	TESL/Bilingual K-8 Methods	35
PED 579	Respecting Ethnic and Cultural Heritage in the ESL/BIL Classroom	March 11 & 18	2 Saturdays	8:00 am – 5:00 pm 8:00 am – 5:00 pm	NE Region Conference Room	Greta Peay	TESL/Bilingual K-12 Curriculum	35
PED 571A	Teacher Expectations and Student Achievement-Implications in the ESL/Bilingual Classroom	March 23-24-25	Thurs. Fri. Saturday	4:30 – 8:30 pm 8:00 am – 5:00 pm	Dondero ES	Clara Miranda	TESL/Bilingual K-12 Methods	35
ED 528C	Application of Second Language Theories for ELL/Bilingual Teachers	March 28 & 30 April 4 & 6	Tues. Thurs.	4:30-8:30 pm	Priest ES	Robyn Covey	TESL/Bilingual K-12 Theory	35
PED 529A	SIOP for the Bilingual Classroom (2 credits)	April 17-19-24-26 May 1-3-8-10	Mon. Wed.	4:30 – 8:30 pm	Jydstrup ES	Shawn Nielsen	TESL/Bilingual K-12 Methods	35
PED 541B	Language Acquisition Theories	April 22-29	2 Saturdays	8:00 am – 5:00 pm	Griffith ES	Regina Marshall-Smith	TESL/Bilingual K-12 Theory	35
PED 550	Effective Vocabulary Strategies for a Diverse Population	May 6-13	2 Saturdays	8:00 am – 5:00 pm	NE Region Conference Room	Greta Peay	TESL/Bilingual Curriculum	35
PED 582E	Strategies for Struggling Readers: Interest, Attitude, Motivation	May 15-17-22-24	Mon. Wed.	4:30 – 8:30 pm	Jacobson ES	Dottie Kulesza	TESL/Bilingual K-12 Methods	35

Registration Procedure: THESE CLASSES HAVE BEEN APPROVED BY CCSD FOR SALARY GROWTH

Registration for all classes will take place online through Pathlore on Interact, Professional Link. **PLEASE NOTE: YOU CAN ONLY ACCESS PATHLORE FROM A DISTRICT COMPUTER. YOU WILL NOT BE ABLE TO ACCESS THE WEBSITE FROM HOME.** The minimum class size is 15, classes with fewer than 15 registrants will be canceled. If you are enrolled and do not show up or cancel, a **NO SHOW** will be entered on your district transcript. **TUITION/FEES:** Please bring two checks or money orders to registration. If taught by a CSD teacher, you will write a **\$60.00 check or money order** payable to Sierra Nevada College to receive one graduate level credit, and a **\$40.00 check or money order** payable to **CCSD** for instructional fees. Tuition and fees must be paid at the time of registration. If the class is taught by an administrator, you will be writing only one check to Sierra Nevada College. Fees for the **SIOP** or any 2-credit classes will be **\$120.00 to Sierra Nevada College**, and **\$80.00 to CCSD** for instructional fees.