

**NEVADA DEPARTMENT OF EDUCATION  
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION  
APRIL 30, 2021**

**Meeting Locations:**

*Due to the circumstances created by the COVID-19 pandemic, the Commission on Professional Standards in Education ("Commission") will meet via videoconference. In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 1, and extended indefinitely by the [State of Emergency Directive 029](#), there will be no physical location designated for this meeting. The meeting will be livestreamed on the [Nevada Department of Education Website](#).*

**COMMISSION MEMBERS PRESENT:**

President Esparza  
Commissioner Fair (left at 9:23am)  
Commissioner Drum  
Commissioner Ackeret  
Commissioner Wenger  
Commissioner West  
Commissioner Carvalho  
Commissioner Stokes

**COMMISSION MEMBERS NOT PRESENT:**

Commissioner Davis

**DEPARTMENT STAFF PRESENT:**

Jeff Briske, Office of Educator Licensure  
Jolene Borges, Office of Educator Licensure  
Mike Arakawa, Office of Educator Licensure  
Karl Wilson, Office of Student and School Supports  
Blakely Hume, Office of Student and Schools Support  
Cindi Chang, Office of Standards and Instructional Support

**LEGAL STAFF PRESENT:**

Deputy Attorney General Greg Ott

**PRESENTERS:**

Dr. Monica A. Beane, Client Relations Director, Educational Testing Service  
Dr. Renee Cantu, Executive Director, Jobs for Nevada's Graduates  
Michele Cody, Jobs for Nevada's Graduates

**AUDIENCE IN ATTENDANCE:**

Via Livestream

**Agenda Item #1 – Call to Order; Roll Call; Pledge of Allegiance**

President Esparza called the meeting to order at 9:01 a.m.  
Roll call attendance was taken as reflected above. It was determined a quorum was met.  
The Pledge of Allegiance was led by Commissioner Drum.

**Agenda Item #3 – Commissioner Introductions**

Jeff Briske and President Esparza welcomed the new Commissioners and asked them to re-introduce themselves and give their backgrounds.

### **Agenda Item #2 – Public Comment #1**

**Public Comment via email** from Melissa M. Burnham, Ph.D., Dept. Chair and David Crowther, Ph.D., Depart. Chair at the college of Education & Human Development, University of Nevada, Reno:

Commissioners,

We are writing to respectfully request your consideration of a NO vote on the subsection of R026-20 pertaining to inclusion of the ELAD endorsement in all teacher preparation programs in the state.

While we agree that all teachers should ultimately work toward receiving the endorsement, this has already been addressed in the NAC requiring ongoing professional learning on ELAD for teachers. We also agree that teachers must have knowledge of appropriate instruction for our English Learners and have thus integrated the ELAD methods course into our elementary, special education, and early childhood teacher preparation programs. However, requiring all programs to integrate the full 12-credit sequence is not advisable for a number of reasons, briefly outlined below:

- 1) In a time of teacher shortages, this mandate would **add an additional semester of coursework** to an already-overburdened series of requirements for elementary, secondary, special education, and early childhood preparation programs. Adding an additional semester of coursework will reduce the number of teachers we can prepare in a given year.
- 2) In a time of high student debt and low pay for beginning teachers in the state of Nevada, adding an additional 12 credits of mandatory coursework would **add to the debt burden** many of our beginning teachers bear.
- 3) Requiring additional credits for “traditional” teacher preparation programs while allowing for competency-based institutions to integrate content into their existing coursework is **inherently unfair to the public institutions of higher education in our state**, which rely on credits, not competencies.
- 4) It is likely that we will **lose students** in our dual 4-year degree programs, including NevadaTeach (secondary STEM) and Pack Teach (secondary non-STEM). We are currently able to recruit students from their Liberal Arts and Science degree programs by offering a second 4-year degree in teaching without adding to the total credit requirements of their respective programs. Adding an additional 12-credits of mandatory coursework will likely make these dual-degree programs less attractive.
- 5) It is likely that we will **lose students** in our Elementary dual licensure program due to the increased number of credits required. We currently have dual licensure as the only option for students interested in Elementary Education (Elementary & Early Childhood; Elementary & Special Education; Elementary & ELAD). The dual licensure program, which has been designed to create well-rounded beginning teachers who are prepared for 21<sup>st</sup> century students, will likely need to be replaced with separate, single-license-focused programs.

The proposed mandate to include the 12-credit ELAD endorsement within each of our teacher preparation programs will have a negative impact on the programs within our institution. **We implore you to consider a NO vote on the changes to NAC 391.557 (Section 5 of R026-20).**

**Public Comment via email** from Lorna James-Cervantes, School Associate Superintendent on behalf of English Mastery Council:

This public comment is being presented on behalf of the English Mastery Council by Lorna James-Cervantes, Chair of the English Mastery Council. The English Mastery Council created the ELAD

endorsements' requirements to ensure all students in Nevada receive a fair, equitable, and appropriate education. The endorsement requirements were written to ensure that all classroom teachers are prepared to meet the needs of English language learners who make up the largest and fastest-growing student group in the state of Nevada. A change in the language of the regulation would result in a watering down of teacher preparedness expectations and a continued product of teachers graduating Nevada institutions of higher education ill-prepared to meet all students' growing and fundamental needs. Although we can support ARL students receiving ELAD course content integrated support, we cannot support traditional preparation programs integrating course content. The English Mastery Council will support moving forward with the language initially proposed by the EMC and presented to and approved by the State Board of Education on July 16, 2019.

**Public Comment via email** from Molly Appel, Ph.D.

My name is Dr. Molly Appel. I am an Assistant Professor of English at Nevada State College. I also hold a Masters degree in Teaching English to Speakers of Other Languages, and I serve as the secondary education advisor for English at Nevada state. I am writing to express my extreme concern and opposition to section 5, which amends NAC 391.557 to ultimately require four additional courses to teacher education programs.

At NSC, we are committed to preparing highly qualified teachers to serve the children of Nevada. The faculty at NSC are skilled in meeting the unique needs of our predominantly first-generation and non-traditional student population (they are parents, full-time essential workers, veterans). Our students are precisely the future teachers you want for Nevada.

The change you are proposing would create a financial roadblock for these students that would be a significant detriment to their graduation. Finding ways to cover the cost of an additional 12 credits – not to mention the costs involved in committing the time for an additional semester (childcare, work coverage, etc). – would be a dealbreaker for many of our students, who are already pushing against the odds to earn their degrees. Additionally, a number of state-based scholarships that our students rely on to cover their tuition - such as the Millenium Scholarship – only provide them with 8 semesters of aid. Your proposed change would require a full additional semester that our students would have to pay out of pocket. This would be an enormous deterrent for students to ultimately pursue a teacher education degree.

I encourage you to consider other ways that our outstanding faculty will be able to address the important content you seek to incorporate through this change.

**Public Comment via email** from Wesly Torres-Lopez, student at Nevada State College: I am writing to oppose section 5, which amends NAC 391.557 to require four additional courses to teacher education programs. You will be placing an unwanted burden on an already taxed student demographic by requiring four additional courses. I work full-time to pay for three classes a semester. As a part-time student, I have a hard enough time meeting ends meet to pay for my tuition and only imagine how strenuous these additional classes will be on the intended students. By adding four classes, essentially another semester, to a driven educational program, you ask hopeful students and future educators to place a hold on their dreams and further strain their limited resources. I have complete confidence in the Educators at NSC and encourage you to trust them to address this important content with a “Students-First” mentality and in an empathic manner.

Thank you for your continued support of first-generation students.

**Agenda Item #4 – Approval of Minutes for February 19, 2020 Meeting**

**Motion:** Commissioner Drum moved to approve the February 19, 2020 minutes. Commissioner Carvalho seconded the motion. **Motion carried unanimously via roll call.**

**Agenda Item #5 – Secretary’s Report, Jeff Briske, NDE.**

Jeff Briske gave the Secretary's Report to the Commission. He reported that he is the newly promoted Director of Educator Development, Licensure and Family Engagement and our Superintendent of Public Instruction has appointed him to Secretary to the Commission, replacing former Director Jason Dietrich. With big shoes to fill is an understatement. Jason was completely immersed in making Nevada a better place for PreK-12 education.

Jeff Briske also wanted to welcome the new Commissioners again and welcome everyone else back to the business of the Commission. He went on to announce the vacancies on the Commission, those being the University Dean, and Secondary Teacher Representatives. Termed-out positions, are Early Childhood teacher rep, Elementary Teacher Reps, K-12 Administrator Rep as well as a Parent Representative. NDE has secured some of those nominations and is seeking additional nominations for the Governor's appointment. Mr. Briske hopes to fill the vacancies within the next couple of meetings and thanking those who have termed-out to continue until a new Commissioner is appointed. We do want to hold elections for President and Vice-President at a future meeting after we are able to seat more Commissioners.

President Esparza also wanted to note the extensive work, streamlining and innovation that Jason Dietrich brought to the Department of Education. His work was invaluable and how grateful we are to his service and dedication and innovation.

**Agenda Item #6 – Alternative Route to Licensure program area adoption (Information/Discussion/For possible action). Jeff Briske**

Mr. Briske presented the Alternative Route to Licensure (ARL) application from iteachNEVADA to become a qualified provider for a special education generalist program and to share recommendations from the ARL review team. iteachNEVADA has a long-standing relationship with the Nevada Department of Education as well as several districts in Nevada going back to 2016 when they were first approved by this body as a qualified provider for elementary and several secondary programs. Since then, iteachNEVADA has helped over 200 individuals find teaching positions in Nevada schools and continues to work with these teachers until they reach a standard license. Their current enrollment pool is 42% male, 46% non-white with an average student age of 36, who are making career changes into the teaching profession. Per NAC 391.461, the review team consisted of two members from the Commission; President Esparza and Commissioner Ackeret, the Secretary to the Commission; Jason Dietrich, and two employees from the Department; Christine Furst, Licensure Analyst, and myself. After careful evaluation of the application, the review team has determined that this provider does meet the requirements in NAC 391.461 to be a qualified provider **AND** that this program does meet the licensure requirements of a special education generalist as delineated in NAC 391.363. Therefore, it is the review team's recommendation to the Commission to approve iteachNEVADA to offer a special education generalist program in the State of Nevada.

President Esparza opened the floor to questions.

No questions.

**Motion:** Commissioner Carvalho moved to approve. Commissioner Wenger seconded. **Motion carried unanimously via roll call.**

**Agenda Item #7 – Educational Testing Service (ETS) testing updates (Information/Discussion). Jeff Briske and Dr. Monica A. Beane, Educational Testing Service (ETS) Client Relations Director**

Educational Testing Service (ETS) offers the Praxis tests for educators for many jurisdictions including Nevada. These tests measure educator core knowledge and competency as part of licensing requirements. Item 7 consists of two reports: ETS's development of the Praxis Test at Home model in response to the pandemic and ETS's regenerated tests. Of note for this and item 8, Nevada regularly sends representatives, who are experts in their field, to participate in multi-state test reviews and standard settings of regenerated and new tests. There is no action needed from the Commission on this item, but the Department does want to share these reports.

Presentation given by Dr. Monica A. Beane, Client Relations Director, ETS Professional Educator Programs

President Esparza thanked Dr. Beane and followed up with question of her own, before opening the floor to questions from the Commission. President Esparza wanted to know more about the proctors and their monitoring during the Praxis Tests. Dr. Monica Beane responded that it is transparently published on the website, so the candidates are aware of what is expected. When candidates are considering using this option, they have a full understanding of what is expected, and they prepare for that. When they register there is a listing of pre-checks to register for the assessment along with the test taker's minimum computer criteria. Once the test session goes live, the proctor is controlling the candidate's computer to make sure there are no other applications running or sharing of the information with someone else. There are a lot of security measures to make sure the test is secure and reliable. The feedback from candidates has been overwhelmingly positive.

President Esparza also asked if they are going to collect data to see if there is an increase in the pass rate for the replacement tests launching in September 2021? Monica Beane, ETS, responded, yes, that is the plan and in preparation to that launch, they do have that data collection process in place that can analyze the data.

President Esparza would also like the Commission to come back and see that the Pass rate increases.

President Esparza opened the floor to questions. Commissioner Drum just wanted to say she appreciated the addition of the online monitored assessments and that she has heard some positive feedback and doesn't see this leaving any time soon. It is a great addition.

Dr. Monica Beane, ETS, also added that this will become a permanent fixture in their program.

**Agenda Item #8 – Educational Testing Service (ETS) new tests (Information/Discussion/For possible action). Jeff Briske and Dr. Monica A. Beane, Educational Testing Service (ETS) Client Relations Director.**

ETS has developed new Praxis tests that align with Nevada licensure areas. For these new tests, the Commission has the option to adopt or not adopt.

Presentation given by Dr. Monica A. Beane, Client Relations Director, ETS Professional Educator Programs

President Esparza opened the floor to questions. Commissioner Wenger asked why the Japanese has two (2) required tests versus one (1) that was required? Due to her understanding the PLT 7-12 was the same thing as the World Language and now there is a content test available. Dr. Monica Beane answered that Nevada currently requires candidates to take both the PLT and the Praxis World Language Tests specific to that language. This aligns with the existing practice for license areas that have a specific language test for that language.

**Motion:** Commissioner Stokes moved to approve to adopt. Commissioner Carvalho seconded. **Motion carried unanimously via roll call.**

**Agenda Item #9 – ETS test review findings and recommendations (Informational/Discussion/For possible action). Jeff Briske and Dr. Monica A. Beane, Educational Testing Service (ETS) Client Relations Director.**

Several months ago, the Commission deferred the adoption of the Reading Specialist test and instead requested a Nevada specific test review. The Commission has the option to adopt or not adopt this test.

Presentation given by Dr. Monica A. Beane, Client Relations Director, ETS Professional Educator Programs

President Esparza asked Dr. Bean to give a little more context for the new Commissioners. She wanted to know what the benefit of would be this special endorsement? Jeff Briske answered. There are several reading teachers in classrooms, this test would not affect those reading teachers. This test is only for the Lead Reading Specialist. Who may function as a District Leader or a District Trainer. Those are the people we want to make sure are at the top of their game. And this test would measure it.

Dr. Monica Bean wanted to refer back to the NAC. This test allows those to work as School reading specialist.

President Esparza opened the floor to questions. Commissioner Stokes asked are these reading specialist required to have these endorsements to teach, especially for the Rurals? Jeff Briske responded this would not be for current licensed specialists this only applies for those are applying for a new specialist license. If adopted. Commissioner Stokes asked that is this is going to be a new regulation is there a consideration that our Rural friends could enter into this particular endorsement. Mike Arakawa answered there is a provision within NRS, NAC for licensed educators to be assigned outside of there area of endorsement, at least for a period of time becomes necessary in order to fill high need areas.

President Esparza asked if we could get some context for the Commissioners? How the establishment of the reading specialist came to be? Mike Arakawa responded that he does not have the history on the establishment of the reading endorsement but can find out and get back to the Commissioners. President Esparza mentioned how she wants all Commissioners to have conversation, discussion, get clarified.

Commissioner Ackeret asked if this has any relation/correlation with Grade 3 strategists that are in schools and if there is the thought to require the Grade 3 specialists within each school to have this endorsement? Mike Arakawa responded that he is not aware of any impending requirement for Grade 3 specialist to hold such a license, but he can speak to NDE Grade 3 program staff if this their intent or how they feel about the future? He will get that information to the Commissioners during the next scheduled meeting.

Commissioner Stokes requested to have one more meeting before taking this to action. Until he could fully understand what is expected. So, this action does not put the Rural areas at a disadvantage. President Esparza asked all Commissioners what do they need from Nevada Department of Education? President Esparza would like to see some past minutes, data collection. Jeff Briske stated that NDE can get the information requested by next meeting. President Esparza wanted to confirm that the Commissioners would receive an email, before the next Commission meeting, all information pertaining to Agenda item. Such as minutes, data collection and history. Jeff Briske agreed to have all information requested available prior to next meeting.

This agenda item will be tabled till the next Commission meeting. President Esparza recommended to have a pre-meet to discuss any questions they might have prior to the next Commission meeting.

**Break from 10:30am – 10:46am**

**Public Comment for Agenda Item #10**

**Public Comment via email from Dr. Sharolyn Pollard-Durodola, Professor of English Language Learning, UNLV**

The ELAD endorsement allows PreK-12 teachers to build their knowledge of second language acquisition development with supporting strategies and a practicum in which they must plan and deliver instruction for an ELL child with feedback from a field supervisor before they are actually in the field. The five courses allow teachers to understand how bias can impact assessment practices, how the WIDA CAN-Do descriptors can be used to develop instruction that stimulates second language development during content teaching, and how to use specific strategies to support ELLs' emerging language abilities. With the increasing number of Long-Term ELLs nationally - and in Nevada -who have never developed a strong English language base to support their academic learning, the ELAD endorsement can prepare pre-service

teachers with appropriate skills before they are actually in the field. ELLs in Nevada continue to require robust instructional support which teachers in general may feel they are not prepared to provide for without a targeted focus on improving practitioners' knowledge and abilities.

The ELAD courses should be taught as stand-alone course units, as originally proposed by the English Mastery Council, and not simply embedded in general education courses. Embedding course content means that not all pivotal concepts will be taught because you cannot teach everything within a general education course that has its own objectives and priorities. I do not believe that any consideration of solely embedding content in general education courses will obtain the quality of instruction that pre-service especially need.

**Public Comment via email from Dr. Linda Quinn, UNLV:** We appreciate the opportunity to address the Committee. Thank You.

Let us begin by acknowledging our agreement that teachers should know how to support English language learners, providing opportunities to all students which celebrate multilingual learning. To that end, we would like to address the proposed amendment to R026-20. The current elementary, secondary and Alternative Route to Licensure (ARL) programs in the Department of Teaching and Learning at UNLV offer coursework that meets requirements of the endorsement pursuant to NAC 391.327 but not as an initial licensure requirement. We would like clarification on whether ELAD courses for an endorsement are to be required prior to initial licensure.

We are concerned that if teacher education candidates will be required to take an additional six credits of coursework prior to being able to apply for an elementary license and 12 credit hours of coursework prior to being able to apply for a secondary license there will be two negative impacts on teacher education candidates in elementary and secondary undergraduate and ARL programs. The first negative impact would be the additional cost to teacher education candidates, and the second negative impact would be extending the time to complete licensure requirements by an additional semester, which would slow down the pipeline of eligible teachers. It is also possible that by adding additional credit hours required for completing a plan of study for licensure there could be a decrease in the number of candidates seeking teacher licenses in Nevada. We encourage the Commission members to consider the existing approaches to preparing teacher education candidates in their readiness and self-competence in helping English language learners that are already present in the courses that are required in the undergraduate and graduate programs in the Department of Teaching and Learning. Additionally, a certificate for an ELAD endorsement is offered by the department for teachers as they begin their professional careers. Thank you for your time and consideration.

**Public Comment via email from Maria B. Roberts, Associate Dean for Academic and Professional Programs, UNLV:** I begin by acknowledging that the demographics of our schools have changed and we, at the University of Nevada, Las Vegas, agree that we must work together to ensure all students receive teachers who have the knowledge and skills necessary to help them be successful, however we need clarification on the timeline to complete the process of including the courses in the curriculum. To that end, we would like to address the proposed amendment to R026-20.

More explicit direction is needed to ensure all entities have the same understanding of the timelines and process for incorporation of the ELAD coursework into the educator preparation curriculum, both the regular programs and the ARL program.

Our current elementary, secondary, early childhood, special education, and Alternative Route to Licensure (ARL) programs at UNLV offer coursework that meets requirements of the endorsement pursuant to NAC 391.327 but not as an initial licensure requirement. We would like clarification on whether ELAD courses for an endorsement are to be required prior to initial licensure. If they are, then we would also appreciate a timeline for inclusion of the courses to be complete. Thank you for your service to our schools, for your time and your consideration.

**Agenda Item #10 – Public Hearing and Possible Adoption of Proposed Amendments to R026-20: NAC 391.202 Endorsement to teach computer technology-based applications and computational thinking ([NRS 391.019](#)); NAC 391.237 Endorsement to teach English language acquisition and development; endorsement as professional teacher of English as second language; endorsement as specialist in English language acquisition and development ([NRS 385.080](#), [391.019](#), [391.032](#)); NAC 391.253 Endorsement to teach pupils who are participating in the Jobs for America’s Graduates program: Authorized activities; qualifications ([NRS 391.019](#)); NAC 391.461 Application for approval to become qualified provider; review; conditions of provisional approval; term of validity; renewal; approval to offer program for different area of licensure; annual evaluation ([NRS 391.019](#)); NAC 391.557 Requirements for application for approval of course; development and maintenance of manual by Department to provide assistance ([NRS 385.080](#), [391.019](#), [391.037](#), [391.038](#)) (*Information/Discussion/For Possible Action*). Jeff Briske and Mike Arakawa.**

Michael Arakawa stated that this was originally heard at the February 19, 2020 workshop. Mr. Arakawa gave an overview of the process of proposed regulations with Chief Deputy Attorney General Greg Ott available for questions for the new Commissioners as well as a refresher for continuing Commissioners. Afterwards Mr. Arakawa asked if the Commission decides not to move a portion of the draft regulation, do they have the option to table the regulation separately for further discussion for review or is it dead? Chief Deputy Attorney General Ott answered that they can but may need to go back to LCB to get another R# and start the process over again. Mr. Arakawa followed up with if the Commission adopts this in part but, would the removal of certain sections constitute a substantive change requiring the Commission to conduct another public hearing. Mr. Ott stated that while the Legislative Counsel Bureau (LCB) is the master of this process and can overrule him if they wish, he does not believe so, the public has been notified.

Michael Arakawa then stated he would review proposed regulation R026-20 and start with NAC 391.202. This section of the regulation proposes to change the name of the existing endorsement in Computer Technology-Based Applications and Computational Thinking, to Introduction to Computer Science. It will also allow this endorsement to be added to any level of educator license, including a business and industry license. Cindi Chang, Education Programs Professional for Computer Science, Nevada Department of Education was called to testify. She stated that work on changing this regulation started during the 2017 Legislative Session, when regulations were passed creating K-12 Computer Science standards. Refreshed endorsements were also passed related to Computer Science. The first one is computer technology-based applications and computational thinking and the second one is called Advanced Computer Science, which supports the CTE pathway of instruction. These two endorsements are primarily focused for the secondary educators. These proposed changes will better align this endorsement with the other computer science endorsements and will open the endorsement to all K-12 teachers. Although it is not required for elementary teachers to obtain this endorsement in order to teach elementary computer science, this change will allow those elementary teachers who desire to receive this endorsement. Additionally, there are no changes to any of the coursework.

President Esparza opened the floor for questions from the Commission.

With no questions from the Commission, Michael Arakawa moved to NAC 391.237. This is the regulation that prescribe the academic requirements in order to obtain an English Language Acquisition and Development (ELAD) endorsement. He mentioned that we received numerous public comments related to this section (section 2), along with sections 4 and 5 of R026-20. In Section 2 contains two major changes. First, it specifies dates by which all educator preparation programs that are approved by the Nevada Department of Education must embed the ELAD coursework within each of their programs of preparation. Elementary and early childhood programs would have to have this coursework embedded by July 1, 2021, and secondary and junior high or middle school programs would have to do so by July 1, 2022. This section



also contains proposed language that would allow a teacher who completed a program of preparation in which this coursework was not embedded, for example someone who completed their preparation prior to passage of the proposed changes, or someone who was prepared in another state, to still obtain an ELAD endorsement by completing all of the required coursework.

Karl Wilson, Education Program Supervisor for Nevada Department of Education was called to testify. He stated that the English Mastery Council was established by the Legislature in 2013. Among the charges they have was to look at Educator Preparation and ensure the needs of English learners are being met in the State of Nevada. The English Mastery Council determined that Nevada's English learners, too often, were in classrooms where the teachers were not prepared to meet the needs of students. The English Mastery Council developed a series of recommendations. One was to change the content of what was in the TESL endorsement which was on file with Nevada to become the ELAD endorsement including a practicum experience. The English Mastery Council, based on research and data, recommended to COPS and the Nevada State Board of Education that all educators shall receive training in how to better serve English learners, designing and delivery of instruction, conducting assessments, and selecting appropriate curriculum materials. That proposal went to COPS in Spring 2015. At that point in time, COPS chose not to approve the recommendation from the English Mastery Council that all teachers be required to receive the ELAD endorsement as part of their initial teaching preparation and asked the English Mastery Council to revise its recommendation. The follow up recommendation was that all teachers who are already in the system with a standard teaching license should be required as part of the recertification process to participate in 3-credit hours related to the ELAD coursework or services for English learners. That was adopted and is currently in NAC. The companion piece was that all newly trained educators, coming through Nevada System of Higher Education, should receive coursework related to the ELAD endorsement to ensure that they are better prepared to meet the needs of English learners across the state. That is the component we are looking at today. It is a question that the English Mastery Council has identified as a question of equity that aligns with federal and judicial opinion that educators who serve English language learners need to be trained and have the preparation to serve those students. And to ensure that teachers receive the support they need to understand the linguistic, academic and cultural needs of English learners in their classroom. That is the context of the presentation, COPS referred the 2015 recommendation to the State Board of Education, which reviewed that proposal in Fall of 2015 and asked the English Mastery Council to meet with the representatives of Colleges and Universities that would be impacted. At that time Dr. Sharolyn Pollard-Durodola who was the chair of the English Mastery Council, and NDE's Blakely Hume traveled across the state to meet with representatives of the different colleges/universities to talk about both opportunities and challenges in implementing the ELAD endorsement as part of preservice teacher preparation. After those meetings Dr. Pollard-Durodola meet with the State Board of Education, in July of 2016. The State Board of Education recognized that there would be challenges in the implementation of the requirement. The State Board did approve the proposal that all future educators coming through the Nevada System of Higher Education should receive the coursework required for the ELAD endorsement, but no regulation was enacted requiring that.

President Esparza opened the floor for questions from the Commission.

Commissioner Carvalho mentioned how she has always been concerned, here in Clark County, that we don't have enough teachers. That has always been a high priority in her decision making. She believes the endorsement is a good thing. It should be required for certain people; she just does not think the state should be the one to require it. It should be a school district decision. And the school district makes it for those who will be teaching it. Another semester of school for the educator is a lot, money wise especially and it may turn those away from teaching. She thinks it's not a bad thing, but the state should not be making the decision and that we should not be making it a blanket requirement for everyone when it is not necessary. We should rely on our local school districts to make the call. She would vote against it and feels the Commission should take out Section 2 and whatever related sections that need to be taken out and move forward with Computer Science. That would be her position at this time.

Commissioner Drum agrees with Commissioner Carvalho. Adding student debt and time to complete the requirement for our future educators would be a burden. She believes it should not be something for the state to decide but should be a county/school district decision.

Commissioner Stokes asked if the English Mastery Council was for/against the section and was advised that they are in favor of this proposed change. Commissioner Stokes went on to say that this section should not be at state level but for district level to decide. He did agree that as soon as a teacher gets their initial license they should then be trained for their specialty.

President Esparza then had a question for Karl Wilson. She wanted to know the population that we serve throughout the state. What is the percentage of second-language learners we have in the state of Nevada? Karl Wilson answered in about 8 years the English language learners has gone up and down. Most recently with COVID we had a drop not just in EL enrollment but in general enrollment. But we have averaged about 70,000 English learners across the state of Nevada, which is about 16% of our students who are English learners across grades K thru 12. It is not just educators that are assigned as English Learner Specialist (or ESL) that need this training. English learners are in Math, Science and English Language Arts classes and so forth. Every one of those students goes into a classroom and needs to have access to the curriculum that is being taught. So, teachers in the content areas need to have the training and be able to understand the needs of their students and to design instruction in such a way that it both builds linguistic or language development and academic content at the same time.

President Esparza went on to give her insight on this matter. Often times they have teachers coming in that do not have this preparation to serve all students and it really falls on the Building Administrators to provide that kind of professional development and often times she has teachers with the best intention and they tell her that they don't know what to do. They cannot teach the content and the language at the same time. So, as a Building Administrator it would be very helpful if teachers had that type of training. She knows there is additional coursework they will have to take and knows it is an additional cost. It is an equity issues for students to be able to have a teacher that can teach language and content at the same time. We don't have the luxury anymore to separate kids. We don't have the luxury of personnel to shelter them as much so often times students who come to us from other countries, who maybe don't have those basic skills, are placed in a classroom. It would be helpful to have those teachers who came in prepared and ready to do it simultaneously. I know the reason why we looked into this with the English Mastery Council is because other states across the nation require it and it is part of their preparation and programming.

Commissioner Stokes then asked that during the discussion the Commission has had on this topic has there been any indication from the Universities that they might be willing to modify their curriculum for teacher preparation programs? Or an introduction to ELA training for the teacher preparation programs? Karl Wilson stated that when we listened to the report from Chair Durodola, English Mastery Council, that was one of the challenges that came up most frequently in terms of the total number of hours in the bachelor's program at the Colleges/Universities. Some have found ways to incorporate those hours within their program. Others have not been successful in doing it.

Commissioner Wenger wanted to understand how many Universities and prep programs have integrated this kind of coursework? Is it just a couple that have not been successful? Jeff Briske responded that NDE would have to survey those institutions to give an accurate information. We can have that completed and presented at a later meeting. Jeff Briske answered that NDE would have to survey those locations and bring that information back at a future date. He does know that some institutions have embedded the content of the ELAD endorsement.

Michael Arakawa moved to Section 3 (NAC 391.253) which would allow applicants for a Jobs for America's Graduates (JAG) license to substitute experience in certain areas in lieu of a baccalaureate degree. It would also allow the Executive Director of Jobs for America's Graduates to grant an exemption

from some of the requirements for an endorsement in this area, if the applicant was going to be employed in certain areas of the state that have a shortage of JAG instructors.

**Presentation given by Dr. Rene Cantu:** JAG is a nonprofit that was created by the state of Nevada to empower the historically most underserved students in Nevada to graduate and find a career pathway. The key to our success over the past years has been a product of the quality, talent and passion of our teaching faculty; we call them JAG Specialists. The changes proposed firstly to allow professionals from other fields (such as case managers, probation officers and trainers) to enter the JAG classroom. Their years' experience would be considered in lieu of a baccalaureate coupled with our own intensive JAG training to ensure that every JAG classroom across Nevada has a well-trained faculty member to teach the course. The second element addressed in this proposed change to regulation for the JAG Special License would make it easier for us to hire and train faculty members in the most remote regions of Nevada where JAG has programs. These include places like McDermitt, Round Mountain, West Wendover and Panaca. These changes are appropriate for the JAG license because the content that is taught may be appropriately and effectively delivered by individuals who enter the classroom from these related fields. As you know, Nevada is facing a significant teaching shortage as was so powerfully demonstrated in the presentation by Data Analytics. To get to average, Nevada must hire an additional 10,000 teachers. This is happening at the same time as we have the oldest teaching faculty in Nevada, and many are close to retirement. Hence the attraction of new talent is vital. We are requesting the changes to the regulations to ensure that we can attract and retain qualified teaching faculty and to attract new talent into our faculty ranks. We thank you for your time and consideration. And I would be glad to answer any questions you may have.

President Esparza thanked Dr. Cantu and opened the floor for questions from the Commission. Commissioner West wanted to get on record that he supports Dr. Cantu and the success of his program has been phenomenal and speaks for itself.

Commissioner Carvalho loves hearing about programs like this and thinks it is wonderful.

President Esparza wanted to make a full disclosure that she has a JAG program at her school, and it has been amazing. And, she would say that almost 100% of those students in the program have graduated.

Michael Arakawa moved to section 4 and 5 which work in conjunction with Section 2 to implement the inclusion of the ELAD coursework within programs of preparation within Nevada. Section 4 amends NAC 391.461 which governs our Alternative Route to Licensure programs and Section 5 amends NAC 391.557 which governs the traditional preparation programs within the traditional colleges and universities within the state. The change is to add the requirements discussed under section 2.

President Esparza stated that she received an email from Brian Zeiszler and will read it into the record as public comment with permission from Chief Deputy Attorney General Greg Ott. Mr. Ott agreed that this would be appropriate.

**Public Comment:** Received at 11:44am. My name is Brian Zeiszler, I was and currently listening to the COPS meeting this morning and wanted you to know that Great Basin College, in Elko, Nevada, has added the ELAD endorsement and have been graduating students since 2018 with this endorsement. Our students enjoy these courses it has really helped to address ELA needs in the rural areas that we serve. All of the other institutions with the exception of UNR, I believe, have now embedded this endorsement in their programs. Students at UNR have the option of adding the endorsement but it is not required like it is in our elementary and secondary programs.

Public comment received via email to clarify previous public comment from Maria B. Roberts, Associate Dean for Academic and Professional Programs, UNLV: We are IN FAVOR of the ELAD endorsement, we just need more specifics for a timeline to incorporate the remaining courses into our programs.

During the reading of the previous public comment, Dr. Sharolyn Pollard-Duradola emailed Commission staff and asked if she could call in to address the Commission. The question was referred to Chief DAG Greg Ott, who advised that since the public notice for the meeting specified email as the only vehicle for public comment, any deviation from that process would constitute a violation of open meeting law. He stated that the commenter could be afforded a reasonable amount of time to compose and send an email, which Dr. Pollard-Duradola did.

Public comment received via email from Dr. Sharolyn Pollard-Durodola, Professor of English Language Learning, UNLV: When the state makes a decision about how to move forward, it must keep in mind that most teachers provide instruction to ELLs during their subject area learning. Most school districts do not use pull-out or teach-in models provided by ESL specialists. Most districts require their general education teachers to provide 2nd language learning but most teachers do not have the preparation to do this.

Commissioner Carvalho thinks the Commission should put in a vote to see where they all stand. Can we vote on R026-20 but still take out or delete sections? Is that possible? President Esparza deferred to Chief Deputy Attorney General Ott about taking out certain sections while voting. Mr. Ott responded that Yes, we can take certain sections out and pass the remaining sections of the regulation. It would then go through the remainder of the regulatory process which in turn will close out the process for this regulation. The sections which were removed can be adopted at a later date or amended. He recommended starting the process over for those sections with filing for an “R” number, getting language from LCB, holding a workshop, then coming to the hearing.

**Motion:** Commissioner Carvalho moved to approve R026-20 with the exception of Sections 2, 4 and 5. Commissioner Stokes seconded. **Motion carried unanimously via roll call.**

**Agenda Item #11 – Public Hearing and Possible Adoption of Proposed Amendments to NAC 391.0896; Temporary regulation relating to education; allowing school districts having an enrollment of 9,000 pupils or more to employ emergency substitute teachers during a state of emergency declared pursuant to NRS 414.070. Jeff Briske and Mike Arakawa.**

Mike Arakawa gave an introduction to the three types of regulations to the new Commission members and to refresh the memory to the Commission members.

NDE is proposing changes to NAC 391.0896, which governs qualifications and employment of emergency substitute teachers. During the COVID precautions over the past year. A number of Nevada school districts have found it hard to meet the demand for substitute teachers. This regulation as written allows any district with a student population of less than 9,000 pupils to hire emergency substitutes to serve within their district. The larger districts were at a disadvantage during the pandemic because of the way the regulation is written. Governor Sisolak signed an emergency regulation in November 2020 allowing school districts with enrollments of 9,000 or more pupils to hire emergency substitute teachers during the state of emergency enacted pursuant to NRS 414.070. This emergency regulation expired in February 2021, which meant our large urban districts were no longer able to employ emergency substitute teachers.

At the request of school districts throughout the state, the Department has drafted some proposed changes to NAC 391.0896 which would allow any school district, during a state of emergency, declared by the Governor pursuant to NRS 414.070, to hire emergency substitute teachers during the period during which the emergency exists. Section 11 of the proposed regulation gives additional leeway in the event a state of emergency is terminated during a school year. If that was to happen the school districts would be able to continue to employ the emergency substitute teachers, hired during the state of emergency, until the end of the school year, as needed. If the Commission was to adopt these changes, the temporary regulation would

remain in effect until November 1<sup>st</sup>. And if the Commission wanted to make this permanent it would have to start the process to make this a permanent regulation after July 1 of this year.

Commissioner Carvalho asked if background checks are done? Michael Arakawa answered yes, they are subjected to the same background check requirement as any other licensee and will not be issued a license until that background check is complete.

Commissioner Ackeret asked that the only requirement is to pass a background check and hold a high school diploma or equivalent, that's the only requirement? Michael Arakawa responded that is correct.

President Esparza asked if this only applies to large districts, is this applicable to rurals as well? Michael Arakawa responded the way the regulation currently exists in NAC rural districts or any districts having a student population of less than 9,000 people may employ a substitute teacher at any time. It changes nothing for the smaller districts but it changes quite a bit for the larger urban districts.

Commissioner Carvalho asked if there was a specific request from the school districts for this provision? Mike Arakawa answered it was his understanding that both Washoe and Clark County **had** spoken to Superintendent Ebert about the possibility of doing something like this. But he does not have direct knowledge. It was conveyed to him by Department leadership.

Commissioner Drum asked whether the restrictions on employment for an emergency substitute would continue to apply. Mike Arakawa answered none of the requirements or restrictions as far as the acceptable employment for an emergency substitute has changed. The only thing that has changed is eligibility within various districts. So whatever limitation that is already in place with this regulation will remain.

Commissioner Wenger asked if the rural districts could hire emergency substitutes whenever needed and the regulation changes would be for the larger districts, like Washoe and Clark can only hire during **a** state of emergency. Mike Arakawa confirmed.

Commissioner Stokes mentioned that these substitutes could be tapped for potential teacher candidacy, who might have all the right attributes and attitudes. He would like to see some type of credit given for this experience for them.

President Esparza asked what the actions are to go forward. Michael Arakawa answered the action is to approve or not approve the regulation as written. The other action as brought up by the Commission on making this permanent the Department would be happy to facilitate.

**Motion:** Commissioner Drum moved to adopt as written. Commissioner Wenger seconded. **Motion carried unanimously via roll call.**

#### **Agenda Item #12 – Future Agenda Items. Jeff Briske**

Jeff Briske had a few items that the Commission has left for the Department to bring back at a future meeting: context/history of the Reading Specialist Endorsement, for which he will invite Dr. Monica Beane back as well; a survey of the Prep Programs to determine if they are currently teaching the ELAD endorsement outside of the prep program, offering coursework as four separate courses as listed in NAC 391.237 as part of the prep program and if they are offering coursework embedded throughout the prep program.; the Department would like to bring to the next meeting a summary of bills that are in the current legislative session and if adopted in the 81<sup>st</sup> Session will affect the regulation work of COPS. We will have Agency regulations that have been waiting for Public Workshop and we will give a brief summary of those as well. We will bring the Commission a report about around a new Grade Band structure for Nevada. Former Director Dietrich did bring it up at the February 19, 2020 COPS meeting. Finally, we could hold elections if there are enough new Commissioners that have been appointed.

President Esparza agrees with the future agenda items.

**Agenda Item #13 – Public Comment #2**  
None.

**Agenda #14 – Adjournment**  
The meeting adjourned at 12:37P.M.