

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
JUNE 22, 2022
9:00 AM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Room 114
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	Livestream	n/a	<u>Link</u>

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

Commissioner Jennifer Davis
Commissioner Jordan Wenger
Commissioner Maria Roberts

In Carson City:

Commissioner Richard Stokes
Commissioner Jamie Hawkins

Virtually:

Commissioner Sherry Mitchell
Commissioner Meredith Freeman
President Aaron West

COMMISSION MEMBERS NOT PRESENT:

Commissioner Christina Tucker
Commissioner Kenny Belknap
Commissioner Andre Ponder

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE)
Anabel Sanchez, Education Programs Professional, EDLiFE
Ronika Johnson, AA III, EDLiFE

In Carson City:

None

Virtually:

None

LEGAL STAFF PRESENT

Senior Deputy Attorney General David Gardner (Virtually)

AUDIENCE IN ATTENDANCE

In Las Vegas:

Michelee Crawford, Principal, Clark County School District
Grant Hanevold, Chief Education Officer, Clark County School District
Shartriya Collier, Associate Dean, Nevada State College

Carson City:

Kim Redding, President, Nevada Speech Language Hearing Association
Wendy Bailes, Nevada Speech Language Hearing Association
Nikki Murphy, Speech Language Pathologist
Nancy Kuhles, NSHA Coalition Co-Chair
Kate Schum, Human, Resource Manager, Washoe County School District

Virtually:

Members of the public could view the meeting live via livestreaming.

1. CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

President West called the meeting to order at 9:00 a.m. Roll call attendance was taken as reflected above and quorum was established. The Pledge of Allegiance was led by Commissioner Stokes.

2. PUBLIC COMMENT #1

1. Nancy Kuhles Nevada Speech Language Association, provided public comment regarding NAC 391.370. *(A summary of the statement is available in Appendix A)*
2. Grant Hanevold, Clark County Public School District, provided public comment regarding NAC 391.036. *(A summary of this statement is available in Appendix A)*
3. Dr. Kimberly Thaggard, Western Director for iteachNEVADA, provided public comment regarding NAC 391.036. *(A summary of this statement is available in Appendix A)*
4. Huda Hassan, Career Technical Education Coordinator provided public comment regarding NAC 391.036. *(A summary of this statement is available in Appendix A)*

3. APPROVAL OF MAY 18, 2022, MINUTES

Motion: Commissioner Wenger moved to approve the May 18, 2022, meeting minutes. Commissioner Davis seconded the motion. **Motion carried unanimously.**

4. PRESIDENT'S REPORT

President West announced that the commission has new members. Andre Ponder, Superintendent of Mineral County, and Meredith Freeman, a parent representative from Clark County. The School

Administrator member position is currently vacant but should be appointed by the Governor's office soon.

5. SECRETARY'S REPORT

Jeff Briske, Director, Office of Educator Development, Licensure and Family Engagement. Director Briske thanked the Commissioners for attending to hear the public workshops. Attainment of quorum ensures that any that are approved can be moved forward to meet the Legislative Council Bureau deadline of June 30.

6. ALTERNATIVE ROUTE TO LICENSURE PROGRAM MODIFICATION

(Information/Discussion/For possible action)

Director Briske announced that the Department received a program modification request from the Clark County School District to change their Alternative Route to Licensure program requirements. This change requires candidates to take the Praxis Core exam at the end of the program. Commissioner Wenger referred to the information on the Clark County website and questioned how this change would impact the traditional route to licensure for educators.

Director Briske restated how the ARL pathway for the Clark County School District is requesting to move the Praxis Core from the beginning of their training to the end of their training, allowing the current regulation to be in alignment with current regulation.

Commissioner Stokes moved to approve CCSD's request to modify their alternative route to licensure program requirements. Commissioner Davis seconded this motion. Motion passed unanimously

7. 9:05 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENT TO NAC CHAPTER 391.XXX SPECIAL LICENSE WITH AN ENDORSEMENT AS A STUDENT TEACHER RESIDENT: QUALIFICATIONS; AUTHORIZED EMPLOYMENT; TERM OF VALIDITY; AUTOMATIC INVALIDITY. *(Information/Discussion/For possible action)*

Director Briske referred to the [supporting documents](#) for this item and announced the requirements of the student teacher resident license new regulations. The requirements are to be enrolled in a teacher preparation program, complete at least 90 credits and be eligible for student teaching. Student teachers can apply for the license at a reduced fee. Section 2 states they must be employed as a student teacher resident, will hold a license, maintain enrollment, be supervised by both the cooperating teacher and faculty from the teacher preparation program. Section 3 allows a district or charter school to pay the student teacher resident and exempts them from testing and renewal requirements. Section 5 prohibits additional teaching endorsements. Section 6 states the license will be valid for one year and is non-renewable. Section 7 describes the conditions where the license would become invalid.

Commissioner Hawkins questioned section 3 regarding the district or schools may provide a salary to the holder of the license. She asked if that means any student teacher would then be paid for their internship if this is regarding covering a class or teacher?

Director Briske mentioned the idea behind the student teacher resident licenses would be for student teachers to have their own classroom from day one to the last day of the school year. While being supervised by a Cooperating Teacher. Student teachers could be paid by districts as a long-term substitute and would also be provided with a stipend from the Department.

Commissioner Wenger asked Director Briske if she is correct in understanding that student teachers would have their own classroom.

Director Briske explained that the program would begin with a small pilot program in which approximately 30 students are in this program. This pilot is called NevadaFORWARD and was mentioned at May's meeting. This license will not be in effect until a public hearing through the state board and legislative commission. Data will be needed to come back to see if this program is worth going through and expanding.

Commissioner Wenger mentioned a concern with student teachers having their own classroom and questioned the supervisory experience. She further questioned what it would look like and how much time the student teachers would spend with their supervisory teacher.

Director Briske mentioned this agenda item is just approving the license at this time. The Student Teacher Resident License would not be ready until January. Student teachers would need to have a substitute license like any other substitute in the classroom. The requirement for a substitute is 60 credits and they are supervised very closely by the cooperating teacher.

Commissioner Davis stated that long term substitutes go into the classrooms and don't have that close supervision from the cooperating teacher. She mentioned they graduated with their degrees, but they haven't done their student teaching because they can't afford to not be paid and how this program will help remove a lot of barriers the student teachers have currently.

Commissioner Roberts stated that these students have been in the education program for 3.5 years before they become residents. It would not be their first time doing an internship. In addition, teachers who are already done with their coursework will only have an internship to complete.

Anabel Sanchez stated that the student teachers would get experience by completing an apprenticeship-type structure. That structure is how this proposed NAC is in reference to the student-teacher resident licenses. Cooperating teachers would be with the participants from day one. The classroom is set up by the student teacher and the cooperating teacher guides the student teacher step by step with lesson planning and instructional recommendations. It would be considered a collaboration between the cooperating teachers and the student teachers.

Commissioner Mitchell asked what evaluation tool will be used?

Director Briske responded we are currently in discussion with the districts and at this moment. The regulation has not been implemented. We would need time to write the regulation on how the program would function. This item is just to approve the licenses and expand the program, as the Commission is starting early now since this will not be approved until fall.

Commissioner Freeman moved to forward the special license with an endorsement as a student teacher resident regulation to a public hearing. Commissioner Davis seconded this motion. Motion passed unanimously

8. 9:10 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.370- QUALIFICATIONS FOR TEACHING PUPILS WHO HAVE SPEECH AND LANGUAGE IMPAIRMENTS. (*Information/Discussion/ For possible action*)

Director Briske opened the [public workshop](#) to amend the Speech Language qualifications regulation NAC 391.370. Director Briske announced that this regulation was split into two regulations with different effective dates. The first regulation will become effective upon final adoption. The second regulation will become effective October 1, 2026. This second regulation eliminates the bachelor's degree pathway for licensure. Additional language in section 3 in both regulations and section 4 of the second regulation clarifies expectations of required exams and licensure renewal.

Commissioner Wenger moved to forward the qualification for teaching pupils with speech language impairments regulation to public hearing. Commissioner Hawkins seconded this motion. Motion passed unanimously.

9. 9:15 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.319- ENDORSEMENT TO SERVE AS A SCHOOL PSYCHOLOGIST: INTERNSHIP IN PSYCHOLOGY AND NAC CHAPTER 391.XXX ENDORSEMENT TO SERVE AS A SCHOOL PSYCHOLOGY ASSISTANT (*Information/Discussion/ For possible action*)

Director Briske opened [public workshop](#) to amend the school psychology intern regulations to create a new regulation for a school psychologist assistant. Director Briske announced that section 6 removes old language and replaces it with new language describing the school psychology intern requirements. This language has also changed the provisional endorsement period to be from 2 to 3 years, bringing this license in line with all other provisional licenses. This new regulation will establish the school psychology assistant. Section 1 lists the qualifications, Section 2 provides some exceptions, Section 3 does not allow additional teaching endorsement added, Section 4 states licenses are valid for 5 years and are renewable. ([NRS 385.080](#))

Commissioner Stokes moved to forward the regulation to public hearing. Commissioner Wenger seconded the motion. Motion passes unanimously.

10. 9:20 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.057 – PROVISIONAL LICENSURE: QUALIFICATION. AUTHORIZED EMPLOYMENT; TERM OF VALIDITY; AUTOMATIC INVALIDITY;

REINSTATEMENT AND REPEAL OF NAC 391.0573 – PROVISIONAL LICENSURE: AREAS OF INSTRUCTION TO TEACH CERTAIN PUPILS; CATEGORIES OF INSTRUCTION TO TEACH SPECIAL EDUCATION TO CERTAIN PUPILS, NAC 391.0575 – PROVISIONAL LICENSURE: REQUIREMENTS TO APPLY FOR INITIAL LICENSE TO TEACH SECONDARY EDUCATION OR TO TEACH PUPILS ENROLLED IN EARLY CHILDHOOD EDUCATION OR KINDERGARTEN AND GRADES 1 THROUGH 12 IN SPECIFIC AREA, AND NAC 391.0577 – PROVISIONAL LICENSURE: REQUIREMENTS TO APPLY FOR INITIAL LICENSE TO TEACH ELEMENTARY EDUCATION, TO TEACH PUPILS IN PROGRAM OF EARLY CHILDHOOD EDUCATION OR TO TEACH SPECIAL EDUCATION TO PUPILS IN PROGRAM OF EARLY CHILDHOOD EDUCATION OR IN KINDERGARTEN AND GRADES 1 THROUGH 12 IN CERTAIN CATEGORIES. (INFORMATION/DISCUSSION/FOR POSSIBLE ACTION)

Director Briske opened [public workshop](#) to amend the provisional alternative route to licensure (ARL) regulation [NAC 391.057](#) and remove [NAC 391.0573](#), [NAC 391.577](#), [NAC 391.575](#). Director Briske explained that this license will be changed from provisional to alternative to clarify the difference between a provisional license and an alternative license. Section 1 removes the competency exam requirements to obtain the ARL license, Section 2 removes requirements for major, minor, and competency exam. Section 3 (e) describes the requirements to convert to a standard license which includes the completion of two full years of teaching, effective evaluations, and completing all academic requirements for a standard license. New language moves the exam requirements to be completed at the end of the ARL license. NAC 391.057 states that candidates must also complete all academic requirements to obtain a standard license.

Commissioner Wenger asked where that provisional license for a traditional teacher would be held and how are the two licenses different?

Director Briske responded any license can be a provisional license if it has provisions. The current NAC that is written gives anyone who applies for a license, a one-year provision for coursework if a student is short six credits. There is a two-year provision for testing and a three-year provision to complete the parent involvement and family engagement course.

Commissioner Freeman moved to forward the proposed amendments to NAC 391.057, NAC 391.0573 and NAC 391.577, and NAC 391.575 to public hearing. Commissioner Stokes seconded this motion. Motion passed unanimously.

- 11. 9:25 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.111 – LICENSE TO TEACH MIDDLE SCHOOL OR JUNIOR HIGH SCHOOL EDUCATION: QUALIFICATIONS; REQUIREMENTS AND RECOGNIZED SUBJECTS FOR ENDORSEMENT; EXCEPTION, NAC CHAPTER 391.120 – QUALIFICATIONS FOR A LICENSE; QUALIFICATIONS FOR A LICENSE WITH AN ENDORSEMENT IN CAREER AND TECHNICAL EDUCATION, NAC CHAPTER 391.125 – ENDORSEMENT FOR RECOGNIZED FIELD OF TEACHING, FIELD OF SPECIALIZATION OR AREA OF CONCENTRATION, AND NAC CHAPTER 391.XXX – ENDORSEMENT TO TEACH MIDDLE SCHOOL OR SECONDARY EDUCATION.**

MIDDLE SCHOOL AND SECONDARY EDUCATION LICENSES
(Information/Discussion/For possible action)

Director Briske opened [public workshop](#) to amend the qualifications to teach middle school. NAC [391.111](#). NAC [391.120](#) outlines the qualifications for an educator to teach career and technical education (CTE). NAC [391.125](#) provides the qualifications for an educator to teach secondary. A new regulation in NAC 391, a holder of a license to obtain a middle school or secondary endorsement through examination.

Commissioner Freeman moved to forward the license to teach middle school or junior high school education regulations to public hearing. Commissioner Davis seconded this motion. Motion passed unanimously.

12. 9:30 A.M. Workshop to Solicit Comments on Proposed Amendments to NAC Chapter 391.1301 – Comprehensive majors and minors recognized by Commission.
(Information/Discussion/For possible action)

Director Briske opened a Public Workshop to amend the comprehensive majors and minors' regulation NAC [391.1301](#). This language has been moved to the Business & Industry/CTE regulations.

Commissioner Wenger moved to forward the comprehensive majors and minors' regulation Public Hearing. Commissioner Stokes seconded this motion. Motion passed unanimously.

13. 9:35 A.M. WORKSHOP TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.036 – TESTS OF COMPETENCY REQUIRED FOR INITIAL LICENSURE; EXEMPTIONS; FAILURE TO COMPLY, NAC 391.420 – BUSINESS AND INDUSTRY ENDORSEMENT: PROGRAM AREAS FOR WHICH ENDORSEMENT MAY BE ISSUED, AND NAC 391.425 – BUSINESS AND INDUSTRY ENDORSEMENT: QUALIFICATIONS FOR RECEIPT AND FIRST RENEWAL. *(Information/Discussion/For possible action)*

Director Briske opened the [public workshop](#) for amendments affecting NAC [391.036](#), NAC [391.420](#) and NAC [391.425](#) regarding exam requirements and Business & Industry (B&I) / CTE license endorsement. These amendments to NAC 391.036 allow applicants to use exam scores completed within 10 years of the application. The proposed change to NAC 391.420 would allow a Business & Industry / CTE license holder to add certain endorsements to their license. NAC 391.425 allows additional pathways for currently licensed B&I or CTE teachers to add certain additional endorsements.

Commissioner Stokes moved to forward the tests of competency required for initial licensure regulations to Public Hearing. Commissioner Roberts seconded this motion. Motion passed unanimously.

14. FUTURE AGENDA ITEMS (*Information/Discussion*)

Director Briske suggested updates from the Educational Testing Services regarding multi-state test reviews and possible adoption. There will be discussions on competency testing, emergency substitutes, and substitute regulations.

15. PUBLIC COMMENT #2

The was no public comment.

16. ADJOURNMENT

Commissioner Belknap moved to adjourn the meeting. Commissioner Roberts seconded.
Motion carried unanimously. The meeting adjourned at 10:13 A.M.

APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

1. Nancy Kuhles NSHA, provided public comment regarding (Item#8) NAC 391.370. *(A summary of the statement is available in Appendix A)*
2. Grant Hanevold, Clark County School District, provided public comment regarding NAC 391.036 *(A summary of this statement is available in Appendix A)*
3. Dr. Kimberly Thaggard, Western Director for iteachNEVADA, provided public comment regarding NAC 391.036. *(A summary of this statement is available in Appendix A)*
4. Huda Hassan, CTE Coordinator provided public comment regarding NAC 391.036. *(A summary of this statement is available in Appendix A)*

ITEM A1: NANCY KUHLES

Summary of Public Comment:

Provided Public comment regarding NAC 391.370

Dear Director Briske, President West-Guillen, and Members of the Commission on Professional Standards in Education,

For the record, my name is Nancy Kuhles. I am a Speech-Language Pathologist and Co-Chair of the Nevada Speech-Language-Hearing Association (NSHA) Coalition to Address Personnel Shortages. On the Commission on Professional Standards in Education agenda, Item#8, I would like to address NAC 391.370, the proposed changes that would update qualifications for this license, removing the bachelors level degree pathway by 2026 and delineate licensure renewal requirements.

On behalf of the NSHA/NV Coalition to Address Personnel Shortages, I am in support of the

the proposed change of licensing qualifications for speech-language pathologists to a master's degree or higher in Speech-Language Pathology, to hold an ASHA Certificate of Clinical Competence (CCC) or a standard or provisional license from the Nevada Speech-Language, Audiology and Hearing Aid Dispensing Board; or a person who holds a license or certificate, issued by another state, as a speech-language pathologist with an endorsement to teach students who have speech and language impairments.

- This change to licensing qualifications will not affect licensees who hold a license in effect on the date the new regulation becomes effective (NRS 391.019; 3 (c))
- This change will align licensure with professional recognized standards (ASHA)
- This change will remove a two-tiered system of services to children and youth needing speech and language services in Nevada
- This change in personnel standards makes the educational success of school-age children and youth with speech, language, and hearing disabilities a top priority

Nevada school districts seek Medicaid reimbursement for speech-language pathology services provided in districts and charter schools. Children and youth who receive Medicaid-eligible speech-language pathology services must receive them from speech-language pathologists who meet Medicaid qualified provider requirements. These Medicaid qualified providers are master level speech-language pathologists holding a Certificate of Clinical Competence (CCC) from ASHA or a license from Nevada Speech-Language Pathology, Audiology and Hearing Aid Dispensing Board. Lesser qualified providers must have a SLP Medicaid Supervisor, and practice “Under the Direction of” the supervisor’s license, posing a personnel impact, workload impact and fiscal impact.

If speech-language pathology services are provided via telehealth/tele practice and Medicaid reimbursement is sought, services must be provided by a Medicaid qualified provider.

- Master’s level speech-language pathologists help a school districts’ and charter schools’ ability to access Medicaid funding to support the provision of a wide range of services needed to educate students with disabilities and ensure compliance with IDEA requirements

The proposed change to licensing qualifications for speech-language pathologists to a master’s degree or higher in Speech-Language Pathology will not affect licensees who hold a license in effect on the date the new regulation becomes effective in 2026, will align licensure with professional recognized standards, will help districts and charter schools’ ability to access Medicaid funding, will not cause a loss of providers of speech and language services and will remove a two-tiered system of services to children and youth needing speech and language services in Nevada.

The NSHA/NV Coalition to Address Personnel Shortages supports the proposed regulation change to NAC 391/370 to update qualifications for this license, removing the bachelor’s degree pathway by 2026 and delineate licensure renewal requirements. The NSHA Coalition to Address Personnel Shortages kindly requests your consideration to approve the proposed regulation change to NAC 391.370.

Thank you for your time.

Sincerely,
Nancy
Nancy Kuhles, M.S. CCC-SLP; F-ASHA
NSHA/NV Coalition Co-Chair
Nkuhles119@gmail.com; 775.772.4831

ITEMA2: GRANT HANEVOLD

Summary of Public Comment:

Provided public comment regarding NAC 391.036

Greetings,

I apologize for being long-winded during my in-person public comment. I have a tendency to do that. I would like to share my final comments; however, and my recommendations for the commission to consider moving forward.

The biggest short term issue, as I see it, is that there are currently dozens of early childhood and special education teachers (mostly teachers of color) who may not pass the Praxis before their provisional license expires over the course of the next school year. We have to provide some alternative for these teachers while the state sorts out its testing requirements. At minimum, allow them to remain till the end of the next school year. Removing them mid-year is in the best interest of no one, particularly the students and families.

For longer term solutions please consider:

- A) Removing the requirements all together for Praxis Core (like every other state west of Colorado, except California)
- B) Continue to require the Praxis II, which is the subject area competency test - one that actually correlates to the subject the teacher is teaching
- C) Consider alternative coursework as a demonstration of competency (like California)

The link below is to a short video depicting the story of two educators, Maria, and Nora, who have had their struggles with the Praxis Core. I ask that you take two minutes to view the video. There are dozens of teachers in CCSD that are in the same predicament. I'm hopeful we can do something to ensure these educators, with documented success in the classroom, will not be removed while the state sorts out the competency requirement.

ITEM A3: DR. KIMBERLY THAGGARD

Summary of Public Comment:

Provided public comment regarding NAC 391.036

Good morning, President West-Gullien, Members of the Commission and Nevada Educational Leaders,

For the last sixteen months the Nevada teacher pipeline has consumed the majority of my working days. As the Western Director for the EPP iteachNEVADA, teacher vacancies are my business, but as a former teacher and principal this pipeline has become my mission.

My first steps did not involve data---even though I know we all love the data---rather I spent a majority of time talking to teachers, principals and HR directors across the state to determine the greatest barriers to licensing talented, willing individuals---many who were already serving as paraprofessionals, aides, and substitutes in Nevada's schools.

iteachNEVADA's data shows that the largest barrier, by far is cost...which is why many candidates choose iteach. The second barrier is passing the required CORE exam.

The test is by far the biggest topic of discussion when I speak with iteach candidates. Career changers, with years of experience in their field lament about the fact they have not sat before a standardized test in over twenty years. Bilingual candidates will call, elated they passed the reading and mathematics portion of the test, but will need to make a third attempt at writing. At iteach, we are able to give our candidates free test preparation, but this is not a luxury all potential candidates enjoy. Apprehension, fear, and doubt are all emotions expressed to me regarding the CORE. For some candidates it turns them away from the ARL process entirely.

As a researcher I know that qualitative data does not always provide enough weight to justify a legislative vote so I will offer you some quantitative data iteachNEVADA ran last week:

- Currently, we have 303 candidates enrolled in our program across the state.
- That is enough teachers to fully staff some of the small districts in NEVADA, and the solution to approximately 20 % of the vacancies in Nevada's largest district.
- 62, or 20 % of our iteach candidate pool are African American
- Of those African American candidates, only 3 have passed and submitted all 3 sections of their CORE to iteach.
- 36, or 12% of that candidate pool are Hispanic/Latino
- Of those Hispanic/Latino candidates, only 7 candidates have passed and submitted all 3 sections of their CORE to iteach.

I find this data interesting when I know 100 % of iteachNEVADA candidates have a bachelor's degree with a 2.5 GPA or higher from an accredited college or university, with the state average GPA of an iteachNEVADA candidate being a 3.01.

To me it begs the question: what is the CORE exam telling us about how talented, smart, prepared, or dedicated someone is, that their undergraduate degree does not already tell us? At the risk of being presumptuous I assume members of the board are degreed individuals, and I believe most of us would argue getting through our undergraduate studies was no small feat. Many of us may even still be paying for this four-year experience, both figuratively and literally.

I also wonder if we have considered the other measures that go into determining whether a teacher candidate is a good fit for a school, for a classroom. I have been fortunate to work with some of the finest principals and former principals in the state of Nevada through iteach, including the two who are giving testimony with me today, and I would fully trust their judgement in an interview process to ensure that they are staffing the best teachers they can find. I also trust the HR directors we work with everyday who vet the backgrounds, recommendations, and work or life experience of these individuals.

As a former principal I can tell you right now that a warm body, responsible for little more than ensuring a classroom does not devolve into chaos, is not good enough for Nevada students. I know that this board and the HRs I work with across the state would agree.

But for the good candidates, no the GREAT, candidates such as the Latina paras who have worked as aides in kindergarten classrooms for years building curriculum and lessons, or the substitutes that stuck with us and taught through the ups and downs and challenges of COVID, and for the bus drivers and paras who have displayed the ability to connect with students year after year. For these degreed candidates, let's consider the barrier the CORE presents and how it truly contributes to determining the effectiveness of an educator.

The iteach founder Dr. Diann Huber gave testimony at the April COPS meeting and I concur with her sentiments and urge the Commission on Professional Standards to allow a conferred undergraduate degree to fulfill the demonstration of basic skills in reading, writing, and mathematics requirement.

Highest regards and thanks,
Dr. Kimberly Thaggard, Western Director for iteachNEVADA

ITEM A4: HUDA HASSAN

Summary of Public Comment:

Provided Public comment regarding NAC 391.036

Hi, We were advised to enter our public comment (below) for the commission meeting tomorrow via email, in case we were not able to come in person.

This public comment is entered by Huda Hassan , CTE Coordinator, Ted Milano, EMT instructor and Cathleen Perdok Aviation instructor at Pinecrest Academy of Nevada- requesting the removal of PRAXIS exams as a requirement for CTE teachers with provisional licenses. These exams are designed to measure the skill and content knowledge of teachers teaching core subjects and does not directly relate to any content or subject taught by CTE instructors.

These instructors come directly from the industry with years of firsthand experience and knowledge of their craft. These are highly specialized people. Our EMT instructor has 22 years of field experience, 16 years as an EMS Instructor, two very successful years setting up and teaching this program at the Sloan Canyon campus. He is now required to take an English, Math and Reading PRAXIS test, in order to be able to maintain his license which in no way measures his capability as an EMT instructor. Similarly, our Aviation instructor has 15 plus years of flying experience and almost 8 years of teaching Aviation to students in class. She also recently had to go through the PRAXIS and found the whole idea and process to be so discouraging and irrelevant that she was ready to quit.

Our CTE teachers, with their skill sets are hard to find as it is and with the number of courses they have to take, just to maintain their Business and Industry license, is already more than enough. It takes them years to complete them. Moreover, they are continuously honing their skills through various training programs related to their fields.

On top of that, the added burden of the cost of these exams is enough to make them want to leave this profession and go back to the industry. \$150 to take all three tests and \$90 every time there is a retake, which is a lot to ask when you are on an average teacher salary.

We were told that this Commission is always interested in removing barriers to licensure while maintaining a quality teaching workforce. We, therefore, request you to please remove this unnecessary hurdle in the way of our CTE teachers' success so that we are able to provide uninterrupted quality education and training to our students.

Thank you so much!

Huda Hassan

Ted Milano

Cathleen Perdok