

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
MAY 16, 2025
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	YouTube Live Stream w/captions	n/a	Link

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

President Amy Dockter-Rozar
Commissioner Kenny Belknap
Commissioner Jason Ginoza
Commissioner Christina Hollowood
Commissioner Joseph Morgan

In Carson City:

Vice President Shartriya Collier
Commissioner Hope Blinco
Commissioner Michele Haugen
Commissioner Jamie Hawkins
Commissioner Derild Parsons

Virtually:

Commissioner Jordan Wenger

COMMISSION MEMBERS NOT PRESENT:

Commissioner Meredith Freeman
Commissioner Christina Tucker

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Dr. Dayona Turner, Education Programs Professional, EDLiFE
Geri Mendiola, Administrative Assistant III, EDLiFE

In Carson City:

Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE)
Dr. Jackie Nygaard, Educations Programs Professional, EDLiFE
Heidi McEntire, IT Technician, Information Technology

AUDIENCE IN ATTENDANCE

In Las Vegas:

None

Carson City:

None

Presenters:

Dr. Shanon Taylor, Interim Department Chair of Educator Preparation, University of Nevada Reno

Dr. Winship Varner, Data and Assessment Coordinator, University of Nevada Reno

Dr. Jackie Nygaard, Education Programs Professional, EDLiFE

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

Vice President Collier called the meeting to order at 9:16 a.m. Roll call attendance was taken as reflected above and a quorum was established. The Pledge of Allegiance was led by Commissioner Hawkins.

2. PUBLIC COMMENT #1

There were no public comments in Carson City or Las Vegas.

3. VICE PRESIDENT'S REPORT

Vice President Collier welcomed everyone in attendance to the Commission on Professional Standards in Education meeting. Vice President Collier acknowledged several events that the Commission was excited to celebrate in May such as Asian Pacific American Heritage, Jewish American Heritage, Speech-Language-Hearing, Mental Health Awareness, National Physical Education and Sport Week, National Teacher Appreciation Week, State Employee Appreciation Week, School Principals' Day, School Lunch Hero Day, Cinco de Mayo, National Teacher Day, National Bike and Roll to School Day, National School Nurse Day, Mother's Day and Memorial Day. Vice President Collier thanked Commissioners, Meredith Freeman, Joseph Morgan, and Jordan Wenger for their service on the Commission. She welcomed the new Commissioner appointed by the Governor, Christina Hollowood from Clark County School District and asked her to introduce herself to the Commission.

Commissioner Hollowood introduced herself to the Commission. Commissioner Hollowood is a Special Education Teacher at Sierra Vista High School and has been a teacher in the Clark County School District for 20 years. She expressed that she looks forward to working with the Commission.

4. SECRETARY'S REPORT

Jeff Briske Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE) stated that he and the Department have been busy with the legislative session negotiating bills and amendments with sponsors and reviewing fiscal notes. Director Briske assured the Commission that there will be an agenda item on the August meeting agenda to discuss the Commission's charge writing regulations in response to bills that were adopted and signed into law.

5. APPROVAL OF FEBRUARY 19, 2025, MINUTES (*Information/Discussion/For possible action*)

Vice President Collier asked the Commission if they would like to discuss the February 19, 2025, minutes. No discussion was made regarding the February 19, 2025, minutes. Vice President Collier entertained a motion to approve the February 19th meeting minutes.

Motion: President Rozar moved to approve the February 19, 2025, meeting minutes. Commissioner Hawkins seconded the motion. Motion carried unanimously.

6. COMPETENCY EXAM ADOPTIONS. (*Information/Discussion/For possible action*).

The Commission considered adopting updated replacement exams. Director Briske explained that on a regular cycle, Educational Testing Service (ETS) completes a multi-state test review of their exams. The exams that have been updated, regenerated, or replaced during the cycle are:

1. Family and Consumer Sciences 5122/5123
2. Secondary Social Studies 5081/5581
3. Middle School Social Studies 5089/5589
4. ParaPro Assessment 1755/5758 Reading and Writing and 5759 Mathematics
5. Education of Young Children 5024 is being replaced by Early Childhood Education: Foundational Knowledge and Content 5534

The Department recommended the adoption of the replacement titles. Commissioner Haugen asked in terms of the exam date of last administration and new test availability, will Educators have the option to select one or the other. Director Briske explained that there is a one year overlap for the exams. The Department will accept those who have registered for the old exam for up to one year and anyone can register for the new exam. Vice President Collier asked the Commission if there was any further discussion. Vice President Collier entertained a motion for the Commission to adopt the updated replacement Competency Exams.

Motion: Commissioner Morgan moved to adopt the updated replacement Competency Exams. Commissioner Belknap seconded the motion. Motion carried unanimously.

7. COMPETENCY BASED LEARNING – UNIVERSITY OF NEVADA, RENO (*Information/Discussion*)

The Commission heard a presentation from the University of Nevada, Reno (UNR) on how Competency Based Learning is incorporated into UNR's Educator Preparation Program. Director Briske explained in consideration of the Nevada Portrait of a Learner and PreK-12 competency based learning; the Department wanted the Commission to hear how competency-based learning is incorporated into our educator preparation programs. Director Briske invited Dr. Shanon Taylor, Interim Department Chair of Educator Preparation and Dr. Winship Varner, Data and Assessment Coordinator, from UNR to provide a presentation to the Commission. This is the second university to present, and the Department will have additional providers present at future meetings.

The purpose of the presentation is for the Commission to learn about the programs and consider how Competency Based Learning may be an option when reviewing regulations for educator preparation especially as it relates to practicum and clinical field experience. Director Briske welcomed Drs. Taylor and Varner.

Dr. Taylor described UNR's pathway to recruit individuals into education through a variety of programs such as Dean's Future Scholars, Collegiate Academy, the Pathways program is an agreement UNR has with Truckee Meadows Community College (TMCC), Western Nevada College (WNC), Great Basin College (GBC), which allows UNR to transfer students from these institutions into UNR's teacher education programs. The Pre-Service educator programs include Early Childhood education, Elementary education program, Special education, and the Dual-degree program. The Graduate Programs also prepare teachers and are available for first time licensure and for teachers who plan to add another endorsement to their license. The Collegiate Academy Advanced Preparation program is new and popular among UNR's secondary teachers which allows teachers to get additional training which will then allow them to serve as those instructors of record in high schools for classes that are dual enrollment, but teachers would also get a master's degree to advance their own education.

Dr. Taylor noted that UNR is currently accredited by the Association for Advancing Quality in Educator Preparation (AAQEP). Being accredited by AAQEP encourages teacher education programs to do a deep dive on what they are currently doing and looking at how best practices are being met and then what changes can be made. Dr. Varner reiterated that it was a good experience with AAQEP figuring out what UNR was doing well, how we have been able to account for our student success over multiple years and to use that data to improve. Dr. Taylor continued by stating that as UNR moves forward they are looking at how they can align what they are doing to meet accreditation along with including efforts towards looking at Competency Based Learning and including Portrait of a Learner in our programs.

Dr. Taylor noted that UNR would like to move forward and expand their current competency-based learning by undergoing the university assessment process which involves identifying courses within UNR's programs which students are acquiring and then demonstrating skills in what UNR calls fundamental proficiencies which are quantitative reasoning, communication skills, and critical thinking. UNR would identify courses and portrait where the students first acquired their skills, where they are practicing these acquired skills and where these skills are being mastered across the board which would demonstrate a growth process. UNR would like to align these acquired skills with the measure in AAQEP and connect student learning outcomes in the courses to program learning outcomes. High Leverage Practices (HLP) are a set of key practices all educators should know and master to address the needs of a diverse student population. Educator programs at UNR will implement the components of Nevada's Portrait of a Learner into teacher preparation coursework to familiarize pre-service teachers with Nevada's Portrait of a Learner so that once they are in Nevada classrooms as practicing teachers they are able to use the Nevada's Portrait of a Learner. UNR will be actively reviewing Nevada's Portrait of a Learner with the goal to embed this within UNR's preparation coursework. Nevada Portrait of a Learner aligns well with UNR's teacher preparation courses and much like HLPs, students will be able to examine their own growth as a learner within a pre-service teacher education program then in turn will be able to implement this concept in their own classrooms.

Dr. Taylor continued to explain the impact UNR has made in the state of Nevada. Through UNR's data collection the data identified that English language, math skills and tests were higher in Title I students when taught by graduates of UNR. Students and families across Nevada including rural areas have received counseling services through UNR's Downing Counseling Center. Students in UNR's Dean's Future Scholar program are more likely to graduate and twice likely to earn dual credits in high school. This program has served the needs of Nevada students and helped move them through the pathway to college education and potentially teacher education. UNR's collection data has also confirmed that 81% of its students are from within the State of Nevada with a 95% Praxis CORE pass rate. UNR's Collegiate Academy is an online program that provides advanced preparation for teachers across the State of Nevada. Dr. Taylor asked the Commission if there were any questions.

Commissioner Hawkins asked UNR that through HLP is there field work or incentives for pre-service educators to stay in the State of Nevada post-graduation. Dr. Taylor explained that with all of UNR's teacher preparation programs there are multiple practicum experiences that are completed prior to educators going into internship. These practicum experiences vary so that educators get exposure to the variety of school settings.

Commissioner Haugen discussed that she is a proud UNR alumni who completed the IETP. She asked UNR if there are any plans to make the more specialized areas available at the bachelor's degree level so that the district could get educators into these most needed specialized areas. Dr. Taylor explained that UNR now offers an accelerated master's program that would meet the needs of educators for specialized areas of education of Early Childhood Special Education and Autism.

Vice President Collier thanked both Dr. Taylor and Dr. Varner for their presentation.

8. SCHOOL PSYCHOLOGY REGULATIONS. (*Information/Discussion*)

The Commission considered and discussed possible updates to the school psychology regulations in NAC 391.315-319. Dr. Jackie Nygaard, Education Programs Professional at the Nevada Department of Education reported to the Commission on the work of a committee convened to revise the Nevada School Psychology Regulations contained in the Nevada Administrative Code (NAC) Chapter 391, Sections 315-319. Dr. Nygaard continued to explain that while there have been minor regulatory adjustments in recent years addressing internships and competency testing, these regulations have not undergone substantial revision since 1999. After 25 years, the current framework no longer adequately reflects contemporary practices, standards, and research in school psychology.

Our workgroup has collaborated through both virtual and in-person sessions to develop recommended regulatory updates that align with modern evidence-based practices, current educational and psychological research, and today's educational environment. The committee met on May 1st to review the initial draft based on our collective recommendations. Additional revisions were subsequently reviewed by the workgroup in the following days.

These revised regulations will ensure Nevada's school psychologists possess appropriate qualifications, training, and scope of practice to effectively support student learning, mental health, and development within our current educational context.

We combined four regulations into NAC 391.315 in an effort to streamline regulations. The text in black is what is currently codified in NAC. The blue font and red strike through are updates from regulations that are not yet codified/written into NAC. The additional colors are from subsequent drafts to consider for today's discussion as recommended by the workgroup.

NAC 391.316-317 are recommended to be repealed as they are not necessary with the new language requiring candidates to complete an approved program.

NAC 391.318-319 are recommended to be repealed as they are now incorporated into NAC 391.315.

NAC 391.XXX is here for illustrative purposes only as this was a recent regulation passed by the Commission in September of last year for school psychology assistants. This will remain a separate NAC apart from the school psychologist NAC. Vice President Collier asked the Commission if there were any questions or discussions.

Commissioner Wenger expressed that she appreciated the iterations on the first, second, and third drafts of the regulation update. She would also like to note that the Commission did not have a discussion regarding the Psychology Assistant and noticed that there was no renewal requirement. Commissioner Wenger asked if the Commission would have this discussion at a future date. Director Briske reiterated that the purpose of the workgroup was to review and update the school psychology regulation and that the School Psychology Assistant NAC was mentioned for illustrative purposes only. There was a change for the School Psychology Assistant license and that it can be renewed for five years. This change was made in the temporary regulation. Director Briske assured the Commission that the Commission can revisit the School Psychology Assistant NAC in a future meeting.

Vice President Collier moved this agenda item to a future meeting for a workshop.

For informational purposes only, Christy McGill, Deputy Superintendent announced to the Commission that the Nevada Medicaid just approved a State Plan Amendment to include school psychologists in the ability to bill Medicaid for items such as identification purposes and stabilization for health services. The Department will be closely looking at this license and working with Medicaid to ensure appropriate billing.

9. REPORTING OUT OF FIELD REGULATIONS (*Information/Discussion*).

The Commission considered and discussed possible repeal to the reporting requirements for exceptions to teach out of field in NAC 391.146-158.

Director Briske explained that as the Department continues its review of regulations, they found that The above mentioned NAC is duplicative of NRS 385A.220-230 and is not needed. Further, NAC 391.146 defines "exception" to teaching out of field. While we do not specifically collect "out of field" information from Local Education Agencies, during the collection of the Licensed Personnel Report, we do use this information in conjunction with an Out of Field canned report in our licensing system (OPAL) to generate Out of Field data, thus we do not need LEAs requesting waivers for educators who teach out of field. Director Briske assured the Commission that this regulation was discussed with

NDE's deputy attorney general to ensure that repeal of this NAC will not leave a gap. It will not because the NRS is newer and more detailed than the NAC proposed for repeal.

Vice President Collier asked the Commission if there were any questions or discussion regarding Reporting Out of Field Regulations. There were no further questions or discussion, and the agenda item was moved to a public workshop at a future meeting.

10. NEW REGULATION FOR REMOVAL OF, OR UPDATES TO AN ENDORSEMENT (Information/Discussion)

The Commission considered and discussed a possible new regulation that would allow the Department to remove endorsements that no longer exist from licenses, change the name of endorsements on licenses, and provide for a transition period when additional requirements are needed to keep an updated endorsement on a license.

Director Briske noted as the Department continues to review regulations, we found a gray area where regulation is not clear what happens to endorsements that no longer exist. These endorsements are mainly in our Business and Industry areas but could be in other areas as well.

Section 1 allows the Department to remove an endorsement when the endorsement no longer exists and there are no options to transition into another endorsement.

Section 2 allows the Department to change the name of an endorsement when there is a name change or when an educator can be transitioned, without additional coursework, into another endorsement that can teach in the same assignment.

Section 3 allows an educator a transition period if there is a transition pathway into a new endorsement that has additional requirements.

Vice President Collier asked the Commission if there were any questions or discussion. There was no further discussion from the Commission therefore Vice President Collier moved this agenda item to a public workshop at a future meeting.

11. NAC 391.367 QUALIFICATIONS FOR TEACHING ADAPTED PHYSICAL EDUCATION TO PUPILS WHO HAVE DISABILITIES. (Information/Discussion)

The Commission considered and discussed updates to qualifications for an adaptive physical education endorsement by allowing an additional pathway for the endorsement.

Director Briske stated that today the Department would like to create another logical pathway for a person to obtain an adaptive physical education endorsement. There is one pathway in section 2(d) is to have a degree in physical education or special education and completed coursework, practicum and student teaching. The Department would also like to add that a person could also have a license in physical education or special education with the additional adaptive physical education coursework requirements.

Vice President Collier ask the Commission if there any questions or discussion on this agenda item. There was no further discussion, therefore Vice President Collier moved this agenda item to a public workshop at a future meeting.

12. NAC 391.057 AS AMENDED BY R118-22 PROVISIONAL LICENSURE: QUALIFICATIONS; AUTHORIZED EMPLOYMENT; TERM OF VALIDITY; AUTOMATIC INVALIDITY; REINSTATEMENT. (*Information/Discussion*).

The Commission considered and discussed updates to allow another pathway to change endorsement areas for an Alternative Route to Licensure due to employer staffing needs.

Director Briske explained that there were two bills introduced this session that would allow “stacked ARL licenses”. After talking with the sponsors, we were able to amend the bills to direct the Commission to streamline the ARL process for changing endorsements due to employer staffing needs.

Director Briske noted that amending the current ARL regulation would solve the issue by allowing a streamlined process for educators whose assignment is changed. The educator preparation provider would issue a new acceptance letter to the educator who will then apply for an additional endorsement that allows them to teach in the new assignment. No background check will be necessary, and the educator can continue to teach in the new assignment while the licensure process is being completed.

Director Briske described that currently the way the regulation reads is if a teacher is in an elementary assignment with an elementary ARL license, then October 1 comes around and the principal has to eliminate the elementary position but has an open position for a generalist, what the educator would need to do is omit their ARL license, pay another \$200.00, complete a background check and wait four to six weeks for the license to be approved. In the meantime, there will be no teacher for that specific school. What this amended regulation would do is allow an educator to apply for an additional endorsement at the cost of \$70.00 with no background check and allow the educator to stay in that assignment so that there is no break in education for the school and students. Director Briske added that because he felt that this was at the discretion of the employer, there was added language in the regulation that if its due to an employer need then the school district should reimburse that teacher for the cost of the additional endorsement.

Vice President Collier ask the Commission if there were any questions or discussion. Commissioner Morgan thanked Director Briske for his work on this regulation and mentioned that in UNLV’s ARL program this same issue has come up fifteen times. Educators who are starting in one area and such as a generalist moving into an autism classroom, there is no clear process at this time to get those licenses update for candidates. Commissioner Morgan feels that this regulation streamlines the ability when there are critical employment needs and the ability to shift when employment needs shift within that first year makes sense. This regulation also allows a pathway for educators who start in a specific field but later would like to change to a different field of teaching. Commissioner Morgan appreciated that this regulation serves a problem of critical shortages that schools face. There were no further discussions and Vice President Collier moved this agenda item to a future workshop.

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

- Competency Based Learning for Educator Preparation Programs
- Counseling regulation updates
- Revisit temporary regulations
- Workshops
- Legislative updates

Vice President Collier asked the Commission if there were any future agenda items to be moved forward. There were no future agenda items noted.

14. PUBLIC COMMENT #2

There were no public comments in Carson City and Las Vegas.

15. ADJOURNMENT

Vice President Collier announced the next Commission meeting will be on Wednesday, August 20, 2025, and entertained a motion to adjourn the meeting.

Motion: Commissioner Morgan moved to adjourn the meeting. President Rozar seconded. Motion carried unanimously. The meeting was adjourned at 10:08 A.M.