

Commissioner Wenger stated the evaluation in the regular substitute role would be more in depth, especially in a long-term situation because we're asking them to serve in a classroom.

10. FUTURE AGENDA ITEMS (*Informed/Discussion*)

Director Briske stated he is currently working with the client relations director to come in and give us an update on the multi-state test reviews. Tests that were regenerated, or any new test. The Commission does have the option to adopt or not adopt the new tests and to set the cut scores. He stated that he was hoping to bring that person in at the May or July meeting since there isn't a Commission meeting planned for June. Additional future agenda items may be the possible Licensure updates for teacher residents, school psychology assistants, and school psychology interns, possible public workshops and public hearings, possible licensure updates for Teacher Residents, School Psychology Assistants, and School Psychology Interns, and a competency testing workshop to be held at a later time.

11. PUBLIC COMMENT #2

The was no public comment.

12. ADJOURNMENT

Commissioner Belknap moved to adjourn the meeting. Commissioner Wenger seconded.
Motion carried unanimously. The meeting adjourned at 11:15am

APPENDIX A: STATEMENTS GIVEN DURING PUBLIC COMMENT

1. Keeli Killian, Washoe County School District, provided public comment regarding (Item #7) NAC 391.180 and NAC 391.315.
2. Dr.Osvaldo Garcia, Clark County School District, provided public comment regarding (Item #8) NAC 391.036.
3. Grant Hanevold, Chief Education Officer for Public Education Foundation, provided public comment regarding (Item#8) NAC 391.036.
4. Jennifer Lopez Romero, C.C. Ronnow Elementary School, provided public comment regarding (Item#8) NAC 391.036.
5. Michelee Crawford, Clark County School District, provided public comment regarding (Item #8) NAC 391.036.
6. Diann Huber Ed. D, Founder and Strategic Advisor, iteach Nevada provided public comment regarding (Item# 8) NAC 391.036.
7. Laura Clewley, Clark County School District, provided public comment regarding (Item# 8) NAC 391.036.
8. Keri Altig, Coordinator IV for Clark County School District, provided public comment regarding (Item #7) NAC 391.180. And NAC 391.315.
9. Kate Schum, Human Resource Manager, Washoe County School District provided public comment regarding (Item# 9) NAC 391.0896.
10. Dawn Huckaby, Executive Director of Human Resources at Lyon County School District provided public comment regarding (Item#9) NAC 391.0896.

ITEM A1: KEELI KILLIAN

Summary of Public Comment:

Provided public comment regarding NAC 391.180 and NAC 391.315.

Good morning,

I am a current member of the American School Counseling Association, past president of the Nevada School Counselor Association. I'm submitting public comment in favor of the proposed changes to agenda item# 7 NAC 391.180 endorsement of a school counselor #3 & #4. I can speak confidently that most or all our school counselors are favorable to being exempt from the requirements of NAC 391.036. Specifically, the Praxis core academic skills for educator's test. We currently required to take the Praxis professional counselor test, which should suffice in addition to obtaining a master's degree in school counseling that meets licensure requirements. The past year the legislature passed SB 151 requiring school counselors and school psychologists to complete continuing education. As determined by the Commission on Professional Standards and Education, I would be in favor of keeping the current proposed PD requirement for suicide ethics, cultural competency diversity equity, and inclusion. I was able to attend the school mental health partnership meeting last Friday with The Department of Education. I see that it's been stricken from this draft, but there was a proposal to bypass the legislation in favor of using National Board. So, I just wanted everyone to know that the option of National Board for licensure renewal has been around for years.

It's currently written to obtain that certification through The National Board for Certified School Counselors. I'm just curious why we would bypass legislation in favor of using renewal requirements that we already have. So, if there's a discussion on that I'm happy to give more input. The National Board for Certified School Counselors is not a professional organization that oversees school counseling. That would be The American School Counseling Association. I'm in favor of keeping that, but also for this conversation. If it comes up or future conversations, I recommend that the Commission look into certifications that are already designated by our professional organization. Which is The American School Counseling Association, but there's nowhere listed for licensure renewal or endorsement. The American School Counseling Association has two designated certifications. One is to ask a certified school counselor, which demonstrates school council knowledge in designing, implementing, and assessing a school counseling program. And it's an application that is rigorous to try and get the certification, the most high-level achievement for school counseling would be from The American School Counseling Association and it's called Ramp, it is recognized as a model program. If the commission were to consider adding any certification, I would recommend that they look at that from our professional organization which is recognized as a model program. The model program recognizes that schools and counselors are committed to delivering comprehensive data informed school counseling programs aligned with the national model. Which also supports our evaluation.

ITEM A2: DR. OSVALDO GARCIA

Summary of Public Comment:

Provided Public comment regarding NAC 391.036.

Hello, I am Dr. Garcia, I am speaking on the behalf of agenda item# 8, Competency Testing. We are in favor of allowing teachers to take classes to remove the Praxis requirement. I oversee the world language instruction in Clark County School District and for us, we have teachers that are experts in the field. Some of course are not experts in English because sometimes they have English as a second language. When teachers have these requirements to test, sometimes we are creating barriers so that we are now eliminating teachers that could potentially be great teachers. I know since my supervisory role is to oversee the instruction, I see great instruction in world language. Some of these teachers have a lot of difficulties when it comes to taking a Praxis exam. Not only do they have to look at the test, but they also have to translate it on the fly. Imagine someone that is taking a timed test having to do double the work. We are in favor of having these classes in lieu of the Praxis to give them access to their career and the profession.

ITEM A3: GRANT HANEVOLD

Summary of Public Comment:

Provided Public comment regarding NAC 391.036

Good morning, members of the Commission my name is Grant Hanevold for the record. I am the Chief Education Officer at the Public Education Foundation. I've been there for the last two years prior to that, I spent 30 years with the Clark County School District and retired as region one superintendent. I am here to speak on item# 8 like the previous gentleman. Part of our work at the Public Education Foundation has been to help fill the void of teachers that we have in this state. Particularly not only are we short teachers in general, but we are short in diverse teachers. One of our efforts has been to work with support professionals who are currently working in Clark County School District. We surveyed 20,000 support professionals and found that 1400 plus wanted to become teachers. So, we started having conversations with these folks and I started meeting with these folks and getting to the root causes of what some of the barriers have been. The Praxis test kept coming back again and again, so I started digging a little deeper into the research to identify what's really going on with this Praxis test nationwide. What is the research telling us as a result of some of these tests? It's somewhat alarming that the research tends to show us that it is minorities tend to fail assessments at a significantly higher rate than our white population. Maybe we are not preparing our undergrads to get into postgraduates, I don't know where the barrier is, but all of the research says that you need to have teachers that look like the students they serve.

We clearly do not have that at Clark County, for example, 75% minority however 75% of the teachers are white. I've been working with a number of support professionals who want to move into these roles and unfortunately, some of them are struggling to pass. Particularly the math or the writing assessment. Like to previous gentlemen before me those that come here as a second language, or some of those folks that re-career in their thirties and forties and maybe haven't taken the algebra, or geometry that's tested on the Praxis. It's just so far off in their past that they don't have the skills they need to pass those tests. So, I wanted to share some information that I gathered in my own research. Allowing teachers to be certified on the basis of how they perform on the Praxis will guarantee that some low-quality teachers become certified. We know that's true because we have teachers currently in jobs in our state that are ineffective and they're there with a license. So having passed the Praxis does not obviously guarantee that they're going to be effective. But also guarantees that some high-quality teachers will not become certified. I can tell you that because I've been working with two teachers, in particular, one is an early childhood kids' program, autism teacher and another one is a kindergarten teacher both minority teachers, both at high-risk poverty schools. They have three years of above-average evaluations, yet both are looking to be removed from the classroom. One in January of 2023 and one in October of 2022. It's absolutely tragic to hear the stories of these folks that are missing this test by one or two points and yet are having such a positive impact on their community, and such a positive impact on the kids they serve. There's plenty of research out there, and some research I pulled from Hannah Scheck in 2005 found that there's essentially no difference between the effectiveness of teachers who had not passed the state licensure exam and those who had. Teachers who failed the licensure exam were more likely to be minorities and more likely to have taken an alternative route for a teacher's license. I'll talk a little bit about that as well because our work at the foundation, we've been working with all the pathways. One of the

prerequisites is to pass the Praxis I to get into an elementary education program. You have to pass the Praxis I, ironically to get into an early childhood kids' program or to get into a special education teacher program. You do not have to pass the Praxis I prior to entering the profession. So, the teachers I'm dealing with right now are people that have actually been in the classroom for three years. I dislike to even think about how many of the ARL teachers we've turned away who have not passed the test and how many people that wanted to be elementary education teachers that we've turned away because they haven't been able to pass the Praxis I. We're losing good people and the majority of those good candidates are minority candidates. In both Math and English Language Arts, the difference between those who passed and those who fail is negative. The difference is not statically significant, which means the Praxis I is essentially screening out some of the individuals who may be ineffective teachers.

It's also screening out those that are potentially effective. Supporters of testing anticipate that these measures will greatly enhance the quality of teachers entering the field. There are many skeptics who are concerned that standardized testing is a barrier that will limit the supply of good applicants, thus discouraging those who are actually qualified from considering a teaching career. We are in crisis; we know that The State of Nevada and Clark County in particular are in a crisis when it comes to teachers. We're looking at ways to get more folks into the classroom, and we don't need to lower the standards but remove some of these barriers or look at and consider some of these alternative routes for people that have demonstrated competency. The test is a good predictor of one thing, future test-taking performance, they have not found any strong evidence to support the relationship between a test-taker performance and the teacher's performance in the classroom. The most comprehensive study was conducted between 2005 and 2009 where 75,000 test takers of the Praxis I was assessed, of those African Americans made up 11% of the pool of applicants, and whites made up 80% of the pool of first-time Praxis test-takers. The first-time pass rate for the whites was approximately 80% the first pass rate for African American students was approximately 40%, which should be alarming on all kinds of levels. That data exists and what was more alarming to me is where I really kicked myself as I have been apart of this system in this southern Nevada for the last 33-plus years. The fact that I didn't take this more to heart when I was in the district really bothers me because now that I'm outside the district, I have more time to look at the specific data. We've known this for more than a decade and we're continuing to put barriers in front of some of our minority applicants. We would be better served if we search for more innovative approaches to improving teacher quality.

Thank you for your time.

ITEMA4: JENNIFER LOPEZ ROMERO

Summary of Public Comment:

Provided public comment regarding NAC 391.036

Good morning, my name is Jennifer Lopez Romero. I'm a kindergarten teacher, this is my first year as a teacher. I have previously worked as an assistant teacher for the resource room intermediate room and I'm here to tell you my story about the Praxis test. I'm from El Salvador, that is a small county in Central America, I came to this country when I was about 14 years old and had no English or anything. I went to high school, and I did my four years of high school here. During my high school years, I was more worried about learning the language my teachers were providing me. I didn't know about college until one teacher approached me and told me a little bit more about how the university and college were here in the United States. I decided to enroll myself in college for nursing but after my first semester, I knew that was not my passion or my dream. My dream as a little kid was to be a teacher. So, I decided to go into the teaching career, in my last year in college at CSN one of my professors asked me if I had taken the Praxis test and I didn't know what the Praxis test was. My professor explained to me what a Praxis was, so I took them, and I didn't pass them. I prepared myself with study books to practice online but I wasn't successful. The previous gentlemen mentioned it's hard to translate everything at the time while knowing that you must answer all these questions. I was able to be successful in my English classes because I had more time to prepare myself. I had more time to write essays and CSN teachers helped me with my writing. I prepared myself for every lesson before I go to the classroom to make sure I understand what I'm going to be teaching. What I'm going to be teaching I prepare the language and vocabulary because as you notice I have an accent and English is my second language. It's very hard to think that I'm about to give up my dream job because I haven't passed the Praxis exam. This is a little bit challenging writing is not my strongest, and I have to take classes. I have been preparing myself for it but just haven't been successful. It's a short amount of time that I have to write two essays, one essay takes me a week to make sure what I'm doing is correct. I have a translator at home, support of other professionals that I can use to help me with writing. Next year I'm going to be teaching a part of dual language program that we're going to have at school, I will be teaching Spanish and I'm worried that I may just do it for a year because my license is going to expire next year. I have a passion for teaching so I'm very worried about it, also my friends that are in the education field are working on their bachelor's degrees. So they're worried that they haven't passed the Praxis as well, so please take that into consideration. I love teaching, that's my goal because of these barriers, I had to start from zero again. So, I thank you so much for your time.

ITEM A5: MICHELEE CRAWFORD

Summary of Public Comment:

Provided Public comment regarding NAC 391.036

Hello, my name is Michelee Crawford thank you Commission for having me today. I'm here to speak on agenda item# 8. I am a school principal and also Jennifer Lopez's principal and how could you not want to advocate for this after being exposed to so many of these stories? I'm also a researcher who served in the Air Force and Army National guard where I researched discrepancies and barriers between representation. One of the research studies that I conducted was to identify why we do not have diverse teachers; I had a pool of about 1,700 teachers that I began with, and the biggest barrier was the Praxis test.

Mr. Hanvold mentioned that he didn't know why there were so many less people that passed the Praxis that were of color. There actually is a lot of research on that and it has a lot to do with ethics and race matching. So, students that have just one teacher because all of us from all backgrounds are students should be exposed to. But just one teacher by the time they hit fourth grade that looks like them and has experiences like them are 39% less likely to drop out of high school. The reason why that is according to the Economic Labor Institute which did a very extensive study on ACT and Star testing. It's because that teachers that have the same ethic or race matching have higher expectations for their students.

They give up on them not as fast as someone else would from a different culture or race. When we have teachers, future teachers that can't pass the Praxis it's really just part of the process of them not having been exposed to someone that looks like them. What we're doing here with Praxis is we're basically recreating the problems that we're having now.

I'm in the military and we have standards, and the standards are the lowest bar that we hold ourselves accountable for and if we meet the standards, that's a disappointment to what you want to achieve. I'm thinking about the standards of the Praxis and how we can't even pass the bar, I'm wondering what do we want to achieve? Are we achieving it? We want high expectations for our students and incredible teachers in the classroom. The Praxis is not the bar that is measuring holistically, we need alternative pathways so that we are able to show that we can be good teachers and have a measurement with that standardized test. Teachers' evaluations or whatever we think is fair that's another story to really measure. What we're doing right now is we're creating our future problems and we're continuing to do what's not right for our students. So, I would like to propose that if a teacher did not pass the Praxis that they have an alternative measure that means taking another course. That measures the same thing the Praxis does but provides the support so that they can use the curriculum to read through and answer it right in a timely manner. This will show all the competencies that the Practice does without the pressure. Thank you so much for allowing me to speak on agenda item# 8.

ITEM A6: DIANN HUBER

Summary of Public Comment:

Provided Public comment regarding NAC 391.036

Thank you for the opportunity to provide public comment on the Alternative Measures to Praxis. Earlier this year, I had the privilege to serve on a task force to identify alternative avenues by which applicants to teacher certification programs could identify and demonstrate basic skills in reading, writing, and mathematics. (NAC 391.036)

iteach, a teacher preparation program that is nationally accredited by the Council on the Accreditation of Educator Preparation, CAEP, currently is approved to offer teacher certification in multiple states: Texas, Louisiana, Hawaii, Nevada, District of Columbia, Florida, and Indiana. Each state is unique in its requirements not only for admission to a preparation program but for state licensure.

Most states required the demonstration of basic skills. While this can be shown through passing the Praxis Core test, which is a college admission requirement, many states hold that demonstration of basic skills in reading, writing, and mathematics is demonstrated by holding a conferred undergraduate degree.

I urge the Commission on Professional Standards to allow for holding a conferred undergraduate degree to fulfill the demonstration of basic skills in reading, writing, and mathematics requirement.

ITEM A7: LAURA CLEWLEY

Summary of Public Comment:

Provided Public comment regarding NAC 391.036

I am currently a licensed sub and hold a bachelor's in Educational Studies as well as a master's degree in Secondary Education. The timed and long Praxis exams are a big hurdle for me to fulfill a position to be a teacher in Clark County School District. This is the difficulty of passing the reading core and ELA content as well.

ITEM A8: KERI ALTIG

Summary of Public Comment:

Provided Public comment regarding NAC 391.180 and NAC 391.315.

Good morning,

I read through the potential changes to the NAC regarding school psychologists' license renewal and I am strongly opposed to the removal of the "...OR, hold a certificate of renewal for NCSP...". One of our recruiting efforts in the Clark County School District is that our state has reciprocity with the NCSP - meaning we do not have additional licensing requirements when holding the NCSP.

For those of us who have the NCSP, we are required to have 75 continuing education credits, every three years (10 of which are to be NASP approved), and in certain subject areas (e.g., ethics; equity, diversity, social justice, etc.). Those of us who have the NCSP already take these courses/ceus as part of the NCSP renewal process. Please oppose the striking through of the "...OR hold a certificate of renewal".

Keri

ITEM A9: KATE SCHUM

Summary of Public Comment:

Provided Public comment regarding NAC 391.0896

In reference to item #9 on the Agenda for COPS on April 20, 2022, please accept the following public comment:

Washoe County School District is in support of the current mockup of agenda item 9 related to emergency substitute teachers. We would like to thank the staff and other district practitioners who worked together to find common ground on this important measure. We ask that you adopt this framework as presented so we can get to work on filling our classrooms with the best and brightest substitute teachers available.

Thank you,
Kate Schum

ITEM 10: DAWN HUCKABY

Summary of Public Comment:

Provided Public comment regarding NAC 391.0896

Dawn Huckaby, Executive Director of Human Resources at Lyon County School District

Good morning, Commission,

I apologize that I had other commitments and could not attend the Commission meeting in person.

Regarding Substitute Emergency Substitute licenses, Lyon County School District has relied on emergency substitutes for our classrooms when no regular substitute licensed person is available.

This has become increasingly needed during the pandemic. Our current fill rates for our classrooms are hovering at 79%, which means that without our emergency subs, our current teachers must try to fill in and give up their prep time to support classes where we do not have subs.

LCSD is in support of emergency subs to have training in content areas to assist our substitutes to be better prepared to be in the classroom. We feel the training should not be about how much time is spent in training, rather than specific content be met. These subs work only when needed and may be assigned to different classes each day that they work. LCSD does not have the resources to report out every emergency sub and every assignment they took all year. Please consider the resources of rural districts, which is the original purpose of emergency subs. Our emergency subs pay for a license every year, which is a financial burden to them, especially when they are doing the work just to help out the school. Emergency subs are typically parents who volunteer in classes, they are not doing the job of an emergency sub in order to make a career of it. LCSD supports a three-year renewable license for these subs who come in to ensure there is an adult in every classroom when needed.

LCSD has a thriving Grow Your Own program, one of our best recruitment strategies as teacher prep program completers decrease throughout the nation. Because we have partnered with Western Nevada College and have high school graduates who also receive an associate degree upon graduation, we have some students who have the 60 credits required for a sub license upon high school graduation. LCSD has board policy GDD which limits those under 21 to be a substitute teacher in elementary through eighth grade and requires a substitute teacher to be 21 years to sub at the high school level. We support requiring a substitute teacher to be 21 to teach at the high school level.

Thank you for hearing our public comments.

Dawn Huckaby