

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION
APRIL 15, 2026
9:00 AM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Suite 210
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	YouTube Live Stream w/captions	n/a	Link

DRAFT SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

Commissioner Kenny Belknap
Commissioner Maria DeWeerd
Vice President Shartriya Collier
Commissioner Christina Hollowood
Commissioner Teresa Schultz

In Carson City:

Commissioner Hope Blinco
Commissioner Michele Haugen
Commissioner Derild Parsons
Commissioner Shanon Taylor

Virtually:

President Amy Dockter-Rozar
Commissioner Jamie Hawkins

COMMISSION MEMBERS NOT PRESENT:

Commissioner Toby Babina
Commissioner Rozane Deighan

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Jeff Briske, Commission Secretary and Director of Educator Development, Licensure and Family Engagement (EDLiFE)
Geri Mendiola, Administrative Assistant III, EDLiFE

In Carson City:

Jackie Nygaard, Education Programs Professional, EDLiFE

LEGAL STAFF PRESENT:

Deputy Attorney General Christena Georgas-Burns

AUDIENCE IN ATTENDANCE

In Las Vegas:

Katie Dockweiler, Clark County School District

Nic Ciccone, Clark County School District

Brian Hamilton, Clark County School District

RoAnn Triana, Clark County School District

Carson City:

Mary Pierczynski, Nevada Association of School Superintendents

PRESENTERS

Dr. Kenny Varner, Associate Dean, College of Education, University of Nevada, Las Vegas

Dr. Mark Kirkemier, Director of Educational Partnerships, Educational Testing Service

Heather Crabtree, Management Analyst II, EDLiFE

Carrie Boehlecke, Education Programs Professional, EDLiFE

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

President Rozar called the meeting to order at 9:01 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. PRESIDENT'S REPORT

President Rozar recognized activities and events celebrated in the month of April such as Financial Literacy Month, School Library Month, Month of the Military Child in which President Rozar highlighted that there were several schools recognized as Purple Star Schools in the recent month which is encouraging for all military families in Nevada. Additional activities recognized in the month of April were Autism Awareness, National Assistant Principals Week, National Library Week, Public School Volunteer Wee, and National Student Leadership Week.

4. APPROVAL OF FEBRUARY 18, 2026, MINUTES (*Information/Discussion/For possible action*)

President Rozar asked the Commission if there are any discussions regarding the February 18, 2026, meeting minutes. No discussion was made regarding the February 18, 2026, minutes. President Rozar entertained a motion to approve the February 18th meeting minutes.

Motion: Commissioner Belknap moved to approve the February 18, 2026, meeting minutes. Vice President Collier seconded the motion. Motion carried unanimously and the February 18th meeting minutes were approved.

**5. PRESENTATION FROM UNIVERSITY OF NEVADA, LAS VEGAS.
(Information/Discussion).**

The Commission heard a presentation from the University of Nevada, Las Vegas (UNLV) regarding how competency-based learning is incorporated into UNLV's educator preparation programs.

The UNLV College of Education's NVForward initiative serves as the nation's largest registered teacher apprenticeship, designed to innovate educator preparation in Nevada through a strong commitment to equity, access, and social justice. Operating as both a Hispanic Serving Institution (HSI) and an Asian American and Native American Pacific Islander Serving Institution (AANAPISI), the college seeks to reflect the students it serves by removing financial, geographical, and logistical barriers so that diverse students are taught by educators who look like them. Ultimately, the program views its preparation pathways—which span early childhood to special education—not just as routes to a license, but as a map to long-term teacher retention.

At the core of NVForward's academic approach is a philosophical shift toward Competency-Based Education (CBE). Moving away from traditional models where time is constant and learning is variable, the CBE model relies on mastery-based advancement, meaning that educators progress at a personalized pace once they truly know the content. This is facilitated by a hybrid "Earn While You Learn" apprenticeship model that combines 2,000 hours of on-the-job learning with 144 hours of academic coursework. This structure allows apprentices to rigorously apply academic theory in the classroom immediately while retaining their income, all with zero out-of-pocket costs.

To ensure participants succeed, the program offers specialized "concierge supports" tailored for working adults, including asynchronous or hybrid classes, administrative help with registration, and a dedicated guidance team to help when "life happens". NVForward's reach spans the entire state of Nevada, cultivating homegrown talent in both urban hubs like Las Vegas and rural, isolated communities like Elko. By effectively meeting statewide workforce needs and bringing stability to the teaching profession, the initiative positions itself as a vital engine for broader economic growth, operating on the principle that "teachers make all other careers possible".

Commissioner Shultz inquired if there were other educator positions in UNLV's program? Dr. Varner noted that teaching was the first occupation developed as an apprenticeship program. The program is currently active and expanding. Participants entering the program do not need to be paraprofessionals. Recruitment has included custodians, bus drivers, and office personnel. Newly registered apprenticeship occupations that are registered include Human Services Apprenticeship, School Counseling, Apprenticeship, and Teacher Leadership Apprenticeship. Commissioner Schultz asked what level of degree do participants graduate with after completion of the programs? Dr. Varner confirmed that the degree is a bachelor's degree and is the same degree that any teaching student at UNLV would graduate with. Commissioner Schultz asked if the School Counselor program was Council for Accreditation of Counseling and Related Educational Programs (CACREP) certified? Dr. Varner noted that UNLV's counselor program is CACREP certified however the program has not

started because UNLV is sorting out remote delivery issues that requires accreditation. What UNLV did start with at the current time is Human Services.

Vice President Shartriya Collier asked what is your primary funding source in order to provide zero out of pocket expenses to the apprentice? Program leadership reported that funding oversight is intentionally centralized within a small internal team. The team is responsible for identifying funding sources, managing funds, and ensuring compliance with funding requirements. Limiting participation in funding management reduces the risk of administrative errors. The team works closely with the Senior Vice Provost, whose responsibilities include financial aid and registrar functions. Upcoming regulatory changes, including Pell Grants becoming last-dollar funding effective July 1, will require adjustments to funding coordination processes.

Vice President Shartriya Collier requested information regarding key lessons learned from implementing an innovative teacher partnership model and considerations for entities exploring similar initiatives. Program leadership noted that organizational change is inherently challenging. Leadership clarified that participants earn the same degree and complete identical coursework, though delivery methods differ to meet varying student needs. Concerns centered on perceptions that alternative pathways might lower expectations. Leadership emphasized that innovation aims to remove unnecessary barriers rather than diminish professional standards. Initially, limited strategies existed to support current teachers while launching new pathways. Development of teacher leadership opportunities has helped address this gap by investing in existing educators alongside new program participants. Funding uncertainty remains a primary challenge. Financial planning requires ongoing projections to ensure sufficient resources for enrolled participants. Stabilizing funding models was identified as an important area for future improvement. Administrative systems required significant adaptation to support the new pathway model. Staff reported increased workload related to navigating registration, billing, and program logistics.

Commissioner Haugen expressed her gratitude for all the work that UNLV is doing in southern Nevada. President Rozar thanked Dr. Varner and UNLV for their partnership.

6. PRAXIS EXAMS WITHOUT A BRIDGE OPTION. (*Information/Discussion/For possible action*).

The Commission heard a presentation and were provided data by the Educational Testing Service to address an equitable solution for exams that do not offer the Praxis Bridge option. The Commission may adopt new passing scores or not adopt new passing scores.

Director Briske explained that this item was added to address an equitable solution for Praxis exams that do not offer a Bridge option.

Educational Testing Service (ETS) has designed learning modules for candidates to show competency if they miss the passing score by one standard error of measurement for the exams that have the Bridge option. The Bridge option was implemented for the most commonly used exams. ETS will not be retrofitting the Bridge option for the less frequently used exams that do not currently have the Bridge option. As ETS regenerates the non-bridge option exams, all exams will have the Bridge option in the future. Director Briske asked the Commission to consider updating the passing scores by minus one

standard error of measurement for the remainder of the exams that do not currently have a Bridge option and suggested that those candidates also provide their most recent effective performance evaluation for an alternative passing solution.

Director Briske invited Dr. Mark Kirkemier from ETS to share data showing how many educators would benefit going back three years from today if the Commission adopts an equitable solution for exams that do not offer the Bridge option. Dr. Kirkemier will also provide the Commission a summary of the direction ETS is moving to address a more competency-based approach with all their exams.

Dr. Kirkemier explained to the Commission that the Praxis assessment suite currently includes 20 exams with a Bridge option. Praxis Bridge is designed for candidates who score within one standard error of measurement (SEM) below the passing score. Instead of retaking the full exam, eligible candidates complete targeted professional learning modules addressing missed competencies and complete a knowledge check related to those competencies. The Bridge option focuses on demonstrated competencies rather than full retesting. Costs for the Bridge option is approximately \$50, making it a more affordable alternative to retaking an exam. There were 13,120 candidates eligible for Praxis Bridge (within -1 SEM). Of those eligible, 352 candidates initiated the Bridge process, and 260 candidates completed it becoming eligible for licensure who would not have qualified prior to Bridge adoption.

Participation rates among eligible candidates remain low. A retroactive eligibility component included candidates from prior years. Some eligible candidates may be unaware of the Bridge option. ETS and the Department are working together to pull eligible candidates from the database, sending direct communications through Praxis candidate accounts to increase awareness of the Bridge pathway. 73.9% of candidates who began Praxis Bridge successfully completed it. Only 26% of eligible candidates chose to participate. The participation gap was identified as an area for continued improvement. Going forward all new assessments will be Bridge-enabled. The program supports efforts to remove barriers while ensuring candidates demonstrate required competencies. Emphasis placed on preparing “just-qualified” candidates who are classroom ready. ETS is expanding toward competency-based, modular, and AI-supported educator assessments. New tools emphasize flexibility, professional dispositions, and real-world practice simulations. Nevada educators and preparation programs have opportunities to participate in pilot initiatives while receiving a \$50 gift card for supporting product development.

Commissioner Schultz asked if this is only for teachers or all educators and is the School Counselor Praxis exam included in the bridge-enabled list. Dr. Kirkemier noted the primary focus of the assessments discussed is on content and pedagogical exams required for teacher licensure. Current systems already include bridge-enabled assessment pathways for paraeducators. Overall, the focus remains on teacher licensure exams. The school counselor exam does not currently have bridge capacity.

Commissioner Schultz asked about the next steps for candidates who do not pass the Bridge assessment. Dr. Kirkemier explained that the data indicates that most individuals who do not receive a passing outcome did not fail the assessment but rather did not complete all required bridge modules. Non-passing results are generally linked to lack of completion not inability to meet assessment standards.

Vice President Collier asked about the discrepancy between eligible candidates and those who chose to participate. Dr. Kirkemier noted that there is a list that exists identifying candidates who have

qualified but did not participate. The Department is addressing logistical considerations related to data sharing permissions and consent requirement for communication outreach. Outdated or unused email addresses, candidates changing jobs or personal circumstances, and missed electronic notification may be factors contributing to low participation.

Commissioner Hollowood asked what about the general timeline required to complete the Bridge process. Dr. Kirkemier explained the Bridge module is not timed and is not proctored. Participants may access and complete the module according to their schedules. Completion time varies, but the module can typically be completed in less than one hour when completed in a single session.

Dr. Kirkemier closed his presentation by providing a preview of the direction ETS is headed. He detailed the organization's shift toward integrating ethical, AI-driven tools to enhance teacher preparation and competency. ETS is developing eight high leverage practice teaching modules aimed at paraprofessionals, alongside Praxis Practices, a next-generation performance assessment using AI simulations to help educators build in areas like managing virtual classrooms or navigating difficult parent meetings. These tools are designed for repeated engagement, allowing teachers to refine their skills over time to ensure they are student ready. Dr. Kirkemier also introduced Praxis Foundations, a suite of four components scheduled to launch this summer for candidates entering teacher preparation programs. This includes basic skill modules for reading, writing, and math, an "Adapt AI" literacy self-assessment, and simulations focused on the "durable skills" of communication, collaboration, and critical thinking. Additionally, ETS is piloting the Personal Skills and Qualities (PSQ) tool to assess educator dispositions, moving beyond what a teacher knows to focus on how they perform their duties. Dr. Kirkemier extended an invitation for Nevada teacher candidates to participate in this pilot, offering a \$50 incentive to support continued research into these high-quality professional tools.

President Rozar asked the Commission if there were any further questions. Vice President Collier thanked Dr. Kirkemier and expressed that she felt that ETS and Nevada's preparatory institutions were thinking in different ways and felt that both were not grounded in the realities of what students were experiencing. Now, she feels very mindful that both ETS and preparatory institutions are on the same ground and appreciate this work. President Rozar entertained a motion to change the passing score on all Praxis non-Bridge exams by -1 or one less SEM.

Motion: President Rozar moved to adopt the new passing score on all Praxis non-Bridge exams by -1 SEM. Vice President Collier seconded the motion. Commissioner Shultz voted nay on the motion. Motion carried.

7. PUBLIC HEARING R039-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.XXX –ENDORSEMENTS. (*Information/Discussion/For possible action*)

President Rozar announced Public Hearing for R039-25 at 10:17 a.m. The Commission considered a regulation relating to education; authorizing the Superintendent of Public Instruction to change the name of certain endorsements on licenses or to remove certain endorsements on licenses under certain circumstances; and providing other matters properly relating thereto. The endorsement would allow the Department, upon approval from the Commission, to rename or remove endorsements.

President Rozar asked the Commission if there are any questions or discussions regarding Public Hearing R039-25. There were no questions and discussions; President Rozar entertained a motion to move adopt R039-25.

Motion: Commissioner Belknap moved to adopt R039-25. Commissioner DeWeerd seconded the motion. Motion carried unanimously.

8. PUBLIC HEARING R070-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.252 – ENDORSEMENT TO TEACH JUNIOR RESERVE OFFICERS’ TRAINING CORPS PROGRAM. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing for R070-25 at 10:18 a.m. The Commission considered a regulation relating to educational; revising provisions relating to an endorsement to teach pupils in the Junior Reserve Officers’ Training Corps program; and providing other matters properly relating thereto. The regulation would allow the Department to issue an endorsement with a provisional certification and ensure that a person holds the endorsement for the assignment.

President Rozar asked the Commission if there were any questions or discussion regarding this agenda item. There were no questions or discussions from the Commission; President Rozar entertained a motion to adopt regulation 070-25.

Motion: Commissioner Schultz moved to adopt R070-25. Commissioner Belknap seconded the motion. Motion carried unanimously.

9. PUBLIC HEARING R097-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.223 – ENDORSEMENT TO PROVIDE AUDIOLOGICAL SERVICES; EXCEPTION. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R097-25 at 10:20 a.m. The Commission considered a regulation relating to education; requiring a person who provides audiological services to pupils who are at least 3 years of age but less than 22 years of age to have an endorsement issued by the Department of Education to provide those audiological services; exempting from this requirement current employees who provide those audiological services and who maintain continuous employment; and providing other matters properly relating thereto. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or discussion on this agenda item. There were no questions or discussions from the Commission. President Rozar entertained a motion to adopt R097-25.

Motion: Commissioner Schultz moved to adopt R097-25. Commissioner DeWeerd seconded the motion. Motion carried unanimously.

10. PUBLIC HEARING R101-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391 AND R100-24 – APPRENTICE LICENSE. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R101-25 at 10:21 a.m. The Commission considered a regulation relating to educational personnel; requiring a person who holds only a provisional special license with an endorsement as a registered apprentice to teach full-time for at least 1 year before applying for an initial license; and providing other matters properly relating thereto. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or further discussion on this agenda item. There were no questions or discussions therefore President Rozar entertained a motion to adopt R101-25.

Motion: Commissioner Belknap moved to adopt R101-25. Commissioner Schultz seconded the motion. Motion carried unanimously.

11. PUBLIC HEARING R105-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.276 – ENDORSEMENT TO SERVE AS MUSIC THERAPIST. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R105-25 at 10:22 a.m. The Commission considered a regulation relating to education; revising the requirements for the issuance of an endorsement to serve as a music therapist; revising the expiration date of such an endorsement; and providing other matters properly relating thereto. R105-25 would ensure minimum degree requirements and other conforming language. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or further discussion on this agenda item. There were no further questions or discussions from the Commission; President Rozar entertained a motion to adopt R105-25.

Motion: Commissioner Schultz moved to adopt R105-25. Commissioner DeWeerd seconded the motion. Motion carried unanimously.

12. PUBLIC HEARING R109-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.315 – ENDORSEMENT TO SERVE AS SCHOOL PSYCHOLOGIST: GENERAL QUALIFICATIONS; RENEWAL, NAC 391.316 – ENDORSEMENT TO SERVE AS A SCHOOL PSYCHOLOGIST: REQUIRED AREAS OF STUDY, NAC 391.317 – ENDORSEMENT TO SERVE AS A SCHOOL PSYCHOLOGIST: OPTIONAL AREAS OF STUDY, NAC 391.318 – ENDORSEMENT TO SERVE AS A SCHOOL PSYCHOLOGIST: REQUIREMENTS FOR PRACTICUM, AND NAC 391.319 – ENDORSEMENT TO SERVE AS PSYCHOLOGIST: INTERNSHIP IN PSYCHOLOGY. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R109-25 at 10:23 a.m. The Commission considered a regulation relating to educational personnel; interpreting the term : a person who is employed by a public

school in a position to provide support or other services” for certain purposes; reorganizing and revising the requirements to obtain an endorsement to serve as a school psychologist; repealing certain requirements to obtain an endorsement to serve as a school psychologist; and providing other matters properly relating thereto. R109-25 would comply with Senate Bill 277 and update contemporary practices, standards, and research in school psychology to address appropriate qualifications, training and scope of practice. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or further discussion on this agenda item. There were no questions or discussions therefore President Rozar entertained a motion to adopt R109-25.

Motion: Commissioner DeWeerd moved to adopt R109-25. Commissioner Hollowood seconded the motion. Motion carried unanimously.

13. PUBLIC HEARING R115-25 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.391 – ENDORSEMENT TO TEACH PUPILS IN A PROGRAM OF ORIENTATION AND MOBILITY, NAC 391.392 – ENDORSEMENT TO TEACH A PROGRAM OF ALTERNATIVE EDUCATION. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R115-25 at 10:25 a.m. The Commission considered a regulation relating to educational personnel; requiring an endorsement to teach certain programs for exceptional pupils; and providing other matters properly relating thereto. R115-25 would require a person to hold the corresponding endorsement. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or discussions regarding R115-25. There were no questions or discussions therefore, President Rozar entertained a motion to adopt R115-25.

Motion: Commissioner Taylor moved to adopt R115-25. Commissioner Schultz seconded the motion. Motion carried unanimously.

14. PUBLIC HEARING R014-26 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.136 – ENDORSEMENT IN MATHEMATICS AND SCIENCE: CONDITIONS FOR SUBSTITUTION OF COURSE WORK. (*Information/Discussion/For possible action*)

President Rozar announced Public Hearing for R014-26 at 10:26 a.m. The Commission considered a regulation relating to educational personnel; repealing provisions authorizing an applicant for an endorsement on a secondary license in a certain field of specialization or area of concentration to satisfy the requirement for a major or minor in the applicable field or area by providing evidence that the applicant has satisfied certain requirements; and providing other matters properly relating thereto. The Commission will consider repealing this regulation as the provisions for adding by exam are already included in regulation R119-22. The Commission may adopt or not adopt the regulation.

President Rozar asked the Commission if there were any questions or discussion. There were no questions or discussions from the Commission therefore President Rozar entertained a motion to adopt R014-26.

Motion: President Rozar moved to adopt R014-26. Commissioner Taylor seconded the motion. Motion carried unanimously.

15. PUBLIC HEARING R015-26 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391, REGULATION 011-24 – INTERIM ROUTE TO CERTIFICATION, SPECIAL EDUCATION ENDORSEMENTS. (*Information/Discussion/For possible action*).

President Rozar announced Public Hearing R015-26 at 10:27 a.m. The Commission considered a regulation relating to educational personnel; eliminating certain requirements for the conversion of an interim endorsement in special education to an initial endorsement; and providing other matters properly relating thereto. R015-26 would remove the 2-year requirement and 2 effective evaluations to convert an IRC endorsement to an initial endorsement as the endorsement holders may complete their coursework in less than 2 years. The Commission may adopt or not adopt this regulation.

President Rozar asked the Commission if there were any questions or discussion. There were no questions or discussions from the Commission; President Rozar entertained a motion to adopt R015-26.

Motion: Commissioner Schultz moved to adopt R015-26. Vice President Collier seconded the motion. Motion carried unanimously.

16. PUBLIC WORKSHOP R039-26 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.XXX – ENDORSEMENT IN TRAUMA INFORMED INSTRUCTION. (*Information/Discussion/For possible action*).

President Rozar announced Public Workshop R039-26 at 10:37 a.m. The Commission considered a regulation to create an endorsement in Trauma Informed Instruction. The Commission may approve or not approve moving this regulation to a Public Hearing.

Director Briske explained that this regulation was discussed in a past meeting when Great Basin College presented their program for this endorsement. This endorsement is a non-teaching, four course endorsement designed to prepare educators for trauma informed instruction. Educators must take the coursework in child and adolescent development, teaching self-regulation, trauma informed supports, and secondary traumatic stress prevention.

President Rozar asked the Commission if there were any questions or discussion regarding this regulation. There were no questions or discussions from the Commission; President Rozar entertained a motion to move R039-26 to a Public Hearing at a future meeting.

Motion: Commissioner DeWeerd moved to move R039-26 to a Public Hearing. Commissioner Schultz seconded the motion. Motion carried unanimously.

17. PUBLIC WORKSHOP R043-26 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.089 – QUALIFICATIONS FOR A LICENSE TO TEACH PUPILS IN PROGRAMS OF EARLY CHILDHOOD EDUCATION. (*Information/Discussion/For possible action*).

President Rozar announced Public Workshop R043-26 at 10:39 a.m. The Commission considered a regulation that would allow an elementary license holder to obtain an early childhood endorsement provisionally. The Commission may approve or not approve moving this regulation to a Public Hearing.

Director Briske noted that the Department has been working with the Regional Professional Development Programs (RPDPs) and other providers who are developing this coursework for our elementary educators when they identified significant roadblocks. If R043-26 is adopted by the Commission, it would remove the significant roadblocks.

Director Briske discussed there is a pathway for elementary license holders to add an early childhood endorsement. They would need to take four courses and complete a practicum if they do not already have experience teaching students under 6 years of age. The practicum requirement limits this pool of elementary teachers to only kindergarten teachers as it would be quite difficult to complete practicum if teaching full time. To be more responsive to immediate employment needs with the expected increase in early childhood seats, the Department is proposing changing the practicum requirement to a one semester credit practicum course requirement.

Updating the practicum requirement to a one semester course, the Department would be able to issue the early childhood endorsement provisionally. This would allow all elementary license holders to complete the practicum course requirement during the first year of teaching in an early childhood program. President Rozar asked the Commission if there were any questions or discussion regarding R043-26.

Commissioner Haugen expressed strong support and gratitude for this regulation and shared a personal experience when Commissioner Haugen, an Early Childhood Special Education licensed teacher at that time was denied an Early Childhood Educator position despite her specialized background, leading the school to hire a long term substitute teacher instead. Commissioner Haugen emphasized that having a licensed experienced Early Childhood Educator would be significantly better for student outcomes than relying on long term substitute teachers.

President Rozar asked the Commission if there were any further questions or discussions. There were none; therefore, President Rozar entertained a motion to move this regulation to a Public Hearing at a future meeting.

Motion: Commissioner Schultz moved to move R043-26 to a Public Hearing. Commissioner DeWeerd seconded the motion. Motion carried unanimously.

18. PUBLIC WORKSHOP R044-26 TO SOLICIT COMMENTS ON PROPOSED AMENDMENTS TO NAC CHAPTER 391.XXX – EARLY CHILDHOOD SPECIAL EDUCATION ENDORSEMENT FOR PUPILS AGES 3-8 INCLUSIVE. (*Information/Discussion/For possible action*).

President Rozar announce public workshop R044-26 at 10:42 a.m. The Commission will consider a regulation creating a pathway for Early Childhood Special Education license holders to obtain an Early Childhood Autism Endorsement. The Commission may approve or not approve moving this regulation to a Public Hearing.

Director Briske noted that one of the critical shortage areas is special education and more specifically autism. Currently, there are two pathways to obtain and autism endorsement for ages 3-21.

1. Complete a full autism preparation program; or
2. Generalist license holders can take four courses to obtain the autism endorsement.

To address the critical shortage area, the Department is proposing a new early childhood autism endorsement for ages 0-8. The pathway for this new endorsement would be to first hold an Early Childhood Special Education license, then take the four courses. This would allow Early Childhood Special Education license holder with the Early Childhood (EC) Autism endorsement to work in the four assignments: EC Special Education, EC Inclusion, EC Autism, and Primary Autism up to age 8.

President Rozar asked if there were any questions or discussions from the Commission.

Commissioner Taylor asked if Behavior Management has been added to the coursework. Director Briske noted that behavior management was highlighted from UNR and UNLV and that they may need to look at the ECSC endorsement to strengthen the endorsement with behavior management. One of the universities said they could either add a course, or they could adjust some of their current coursework to ensure behavior management is included for the ECSE license. That would be one pathway that could be discussed at a future meeting.

President Rozar asked the Commission if there were any further discussion, there were none and entertained a motion to move R044-26 to a Public Hearing.

Motion: Vice President Collier moved to move R044-26 to a Public Hearing. Commissioner Belknap seconded the motion. Motion carried unanimously.

19. COURSE OF STUDY APPROVAL FOR THE SCIENCE OF READING IN SENATE BILL 460 (2025) SECTIONS 39 AND 56.2. (*Information/Discussion/For possible action*).

The Commission heard a presentation for a microcredential course of study approval designed by the Department to satisfy the components of SB460 Sec. 39 and 56.2 for school administrators.

Heather Crabtree, Management Analyst II, EDLiFE and Carrie Boehlecke, Education Programs Professional, EDLiFE presented the course of study for the Science of Reading pathway for Administrators. Administrators demonstrate competency by clearly explaining the five pillars of the science of reading and connecting those pillars to effective classroom instruction. They analyze student literacy data, provide meaningful feedback to educators, and support teachers in implementing evidence-based instructional practices.

The first five administrator microcredentials are aligned with, but distinct from, the teacher microcredential pathway. While teachers collect and analyze data within their own classrooms, administrators evaluate instructional practices across multiple teachers, grade levels, or the entire school to support systemwide improvement.

Administrators participating in the pathway demonstrate knowledge of the five pillars of reading instruction by conducting classroom walkthroughs and observations consistent with SB 460 requirements. They collect and disaggregate instructional data, provide supportive and actionable feedback to teachers, and engage in ongoing professional reflection related to leadership practices and overall school outcomes.

Each microcredential emphasizes the use of high-quality, research-aligned literacy materials, differentiated literacy supports, supportive learning environments, and data-informed literacy instruction designed to improve student achievement.

The pathway culminates in a final microcredential requiring administrators to analyze how foundational literacy practices strengthen instruction across all five pillars of reading. Participants align literacy competencies with grade-level standards and demonstrate how school leadership teams support the implementation of science of reading practices throughout the school.

The initiative is designed to ensure that administrators are supported alongside teachers, and that required work aligns with their daily leadership responsibilities. Key program priorities include rigor, authentic demonstration of professional practice, high-quality evidence of applied expertise, measurable student impact, and embedded reflection throughout the process.

Participants must submit original work demonstrating competency-based learning. The presenter reported that submissions to date reflect authentic classroom and school practices, with minimal concerns related to artificial intelligence use.

President Rozar expressed her appreciation for the work and opportunity for the course of study for the Science of Reading pathway for Administrators. She noted that as principals, they are not the experts in every content area and being able to provide support and ensure there is quality and rigor is helpful at the building level.

Commissioner Schultz asked what is pushing principals to want to take the microcredential when it is not a requirement? Ms. Boehlecke noted that the microcredential is a requirement for teachers, administrators and paraprofessionals. Ms. Boehlecke emphasized that it is positive to have administrators be as informed as teachers.

President Rozar asked the Commission if there any further discussions on this agenda item; there were none, therefore President Rozar entertained a motion to approve the Science of Reading course for administrators.

Motion: Commissioner Schultz moved to approve the Science of Reading microcredential course of study for Administrators. Commissioner DeWeerd seconded the motion. Motion carried unanimously.

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

- Workshops and Public Hearings

21. PUBLIC COMMENT #2

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

22. ADJOURNMENT

President Rozar acknowledged the next Commission on Professional Standards meeting on May 20, 2026, and entertained a motion to adjourn the meeting.

Motion: Vice President Collier moved to adjourn the meeting. Commissioner Belknap seconded.
The meeting was adjourned at 10:59 A.M.