

**NEVADA DEPARTMENT OF EDUCATION  
COMMISSION ON PROFESSIONAL STANDARDS IN EDUCATION  
ALTERNATIVE ROUTE TO LICENSURE (ARL) PROVIDER APPLICATION  
SUB-COMMITTEE / REVIEW TEAM  
WEDNESDAY, OCTOBER 5, 2016**

**Meeting Locations:**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
Department of Education	9890 S. Maryland Pkwy	Las Vegas	Board Room (2 <sup>nd</sup> Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

**SUMMARY MINUTES OF THE MEETING**

*(Video Conferenced)*

**COMMISSION MEMBERS PRESENT**

**In Carson City:**

President Melissa Burnham

**In Las Vegas:**

Commissioner David Wilson

**DEPARTMENT STAFF PRESENT**

**In Las Vegas:**

Jason Dietrich, Director of Educator Licensure  
Christine Furst, Licensure Analyst  
Matthew Borek, Education Program Professional  
Kim Bennett, Administrative Assistant IV  
Paul Partida, Administrative Assistant III

**In Carson City:**

None

**LEGAL STAFF PRESENT**

None in Las Vegas or Carson City

**AUDIENCE IN ATTENDANCE:**

**In Las Vegas:**

Diann Huber, iTEACH Louisiana  
Andrew Rozell, iTEACH Louisiana  
Ann Kucera, Nevada Teachers  
Dave Saba, Nevada Teachers  
Patricia Cooper, Sierra Nevada College  
John Doak, Nevada Institute for Teacher Education  
Leslie Croft, Nevada Institute for Teacher Education

**In Carson City:**

Tom Reagan, Great Basin College  
Beth Bouchard, Sierra Nevada College  
Kelly Brown, Sierra Nevada College  
Anna Savala, Washoe County School District

**Agenda Item #1 – Call to Order:**

The meeting was called to order at 8:20 am.  
Commissioner Wilson led the Pledge of Allegiance

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

No public comment made in Las Vegas or Carson City.

**Agenda Item #3 – Discussion and Determination of Applicant Scoring Process:**

Jason Dietrich stated the application submission period closed September 22, 2016; six applications were submitted for review. They are in alphabetical order on agenda, and can be taken out of order within agenda item. The review team provided materials and scored by each member based on licensure and statutory requirements, discuss individual reviews by review team as to whether or not clarification by providers or to pass information on to the Commission for full vote for approval, or to pass to Commission for denial vote.

Approval, denial or pending.

**Agenda Item #4 – ARL Application Review: Review of Alternative Route to Licensure Provider Applications for Recommendation to Commission. Possible Recommendations Include Approval, Denial, or Pending Approval with Modifications:**

**1. Great Basin College (GBC):**

Tom Reagan represented GBC's initial application.

GBC has been partnering with rural districts for the last three years to provide Alternative Route to Licensing (ARL) services. GBC has been providing technical assistance and course work. It's at the point where the districts are not happy with doing Title II reporting, wants to promote this at college level, replacing postback program. Wants to build pool of ARL conditionally licensed teachers for employment in the fall, and wants to provide training prior to being in classroom. Their program is similar, has added ELAD endorsement, added intensive summer "boot camp" that will continue throughout first semester they are employed. This will also allow them, if not employed, to complete student teaching for initial licensure.

President Burnham asked for clarification on initial hire.

Commissioner Wilson understands they don't need to be hired.

Jason Dietrich states employment is after Professional Development (PD), if it's a district-based ARL program, they are placed in hiring pool after completion of their PD, they are able to be hired by a district at that point, but no requirement they are to be placed through that program.

Christine Furst asked if they will be verifying the elementary requirements for the 18 semester hours, 6 in mathematics, 6 in science, and 6 in social studies, will they be verifying at beginning of program before they enter?

Tom Reagan replies yes, require is Bachelor's degree and credits will be checked first.

Christine Furst asked about methods courses in Art, Physical Education, and Music, will they be outsourced?

Tom Reagan states yes, anticipating might only have 1 or 2 in the next few years that will need those, but when rural districts are in need they have members on staff to develop those courses. For financial reasons they will try to partner with in-state institutions.

President Burnham asked if rural district ARLs were being phased out.

Tom Reagan states yes, Pershing County, Humboldt County (will continue for Nevada Teach Scholarship Program through completion), Eureka County, Elko County, White Pine County, Lincoln County, and Nye County will be phased out.

President Burnham asks Jason Dietrich for process procedure for phase-out.

Jason Dietrich states if GBC ARL program passes COPS on October 12, 2016, we will notify rural districts in consult with Dr. Reagan to withdraw ARL programs that are no longer required.

Christine Furst asks about Parental Involvement and Family Engagement (PIFE) course in Early Childhood program.

Tom Reagan states 1 course currently approved by Nevada Department of Education (NDE) for PIFE is EDUC-323, will be applying for HDFS-202, Introduction to Families, to be an approved PIFE course through NDE.

President Burnham asks if GBC's request is successful re: PIFE course, would it be universally accepted across Nevada System of Higher Education (NSHE) Institutions with Common Course Numbering.

Jason Dietrich states that would be for discussion at a later date with PIFE representative Cynthia Santos.

Christine Furst asks about PIFE course for Generalist program.

Tom Reagan states there is EDSP-434, Community and Family Integration for the Transition of Individuals will be the course that has already been approved for some NSHE institutions, will also ask for that to be approved.

Christine Furst suggests that if they are not approved to add EDC-323 to those programs to make sure they are complete.

President Burnham summarizes they need an update on approvals for Early Childhood Education and Special Education PIFE courses making sure they are approved and sanctioned, otherwise the program will need to shift to include NDE-approved PIFE course.

**Motion:** Commissioner Wilson made a motion to accept the Great Basin College application and move forward to the full Commission on Professional Standards in Education (COPS) after the NDE has made a ruling on the PIFE coursework. Motion was seconded by Christine Furst. **Motion carried unanimously.**

Jason Dietrich will consult with Cynthia Santos and Tom Reagan on PIFE courses for COPS October 12, 2016 meeting.

## 2. Sierra Nevada College (SNC):

Beth Taliaferro Bouchard, Kelly Brown, Patricia Cooper represented SNC's renewal application.

President Burnham states they have existing program, looking to expand and make changes, SNC agrees.

Kelly Brown states proposed changes are the addition of a 2-credit practicum at beginning of program. Requesting they become optional due to cost consideration. Expanding secondary content areas to include physical science, social studies, music, foreign language (across the board), and

physical education. Thirdly, also requesting changes to testing requirements; having them take some of their testing requirements during coursework experience, reading, writing and math required for everyone prior to ARL license and for Secondary students the content exam in their specific content areas before getting standard licensure. Requesting they can have time period to get ARL and to complete Elementary 6/6/6. Now they are requesting that they have the time to get ARL, start working, and time while in teaching program to complete 6/6/6 before they are eligible for standard license.

President Burnham asked about General Science not on list on application, what are the backgrounds of those individuals?

Christine Furst states for secondary, Praxis test waives the content area.

President Burnham asked about program licensure areas we are allowed to approve.

Jason Dietrich states current ARL application doesn't list general science, however within the regulatory reference, any areas can be added by vote, if review team wants to approve can do so as desired. Kelly Brown states general science, as a content area, if you look at the correlation directory it enables teachers to teach up to 9<sup>th</sup> grade science only. The reason it wasn't on there initially was because it wasn't considered a comprehensive major, it might be a single subject. Very few individuals would come in with a bachelor's degree in general science, but they meet those requirements through bachelor's degrees in environmental studies, geology, geography, or lots of other content areas. It's a great way to allow individuals to have met the general science content areas to teach middle school levels.

Christine Furst asks about Music; only shows instrumental and vocal for secondary, which area are we going to go with? The application is not clear; there are two licenses that could be issued at the secondary level of music.

Kelly Brown states that SNC is requesting both areas, requested by school districts, mainly Carson City.

President Burnham asks if they are including Praxis before initial.

Kelly Brown says yes, requiring before initial ARL licensure, the Principals of Learning and Teaching 5624, is required during coursework experience prior to standard licensure.

President Burnham asks if it's the same music tests for both licenses.

Christine Furst states yes.

Christine Furst asks what they provide to us for applicants when they apply; certificate or letter.

Kelly Brown states they are currently providing a letter of eligibility.

Christine Furst recommends to list area they are eligible for.

Kelly Brown states that is in the application.

Jason Dietrich states Educator Licensure does not have any procedural problems with current practice.

**Motion:** Commissioner Wilson made a motion to accept SNC's renewal application and move forward to the full COPS. Motion was seconded by Matthew Borek. **Motion carried unanimously.**

### 3. Washoe County School District (WCSD):

Anna Savala represented WCSD's renewal application.

Anna Savala states changes proposed are adding early childhood, Spanish and French at the secondary level, and music. Changes to existing programs include updated preservice boot camp coursework, added elite teacher for more day-to-day support, updated evaluations for probationary employees from 3 times per year to 1 time per year, also added principal observations of their ARL candidates while they are doing their school-based experience.

President Burnham asks about Early childhood Birth to 2<sup>nd</sup> grade, mentioned lower sample programs listing only UNR, will others be added or just a sample?

Anna Savala states it's a sample; this is the institution that offers it.

President Burnham suggests updating wording to show current courses and will help if needed. Doesn't think that would preclude from approval, just need coursework which is approved by NDE to meet that particular licensure area.

Christine Furst states that is correct.

President Burnham asks which music needs to be specified.

Anna Savala states general K-12 music.

**Motion:** Commissioner Wilson made motion to accept WCSD's renewal application and move forward to the full COPS. Motion was seconded by Matthew Borek. **Motion carried unanimously.**

Commissioner Wilson asked Anna Savala how many students were going through ARL program in their district.

Anna states that the 2015-2016 school year they started with 19 starting in program and only 1 didn't continue, all them have effective evaluations. For the 2016-2017 school year they have started with 55 students.

### 4. iTEACH Nevada:

Diann Huber, President, and Andrew Rozell presented iTEACH Nevada's initial application.

Proposing they service districts to meet needs, asking for elementary and secondary English, Biological Science, Math, Physical Science, Social Studies and all level certification for Physical Education.

President Burnham asked in general application, course names equivalent to ours and then State requirement it meets on page 15 of general application, did you mean literally hours or credits?

Diann Huber states equivalent to Carnegie Hours, a university course would have 3 credit hours which would be equal to 45 seat hours. When we present hours, we are using an approximate estimate that we would fall in line with 3 credit hours/45 seat hours.

President Burnham asked does equivalent hours means 45 literal seat-time hours in Professional Learning, Learning Environment, Learner Development, Planning Instructions and Assessments, is that accurate?

Diann Huber states that is accurate.

President Burnham asked about initial 7 courses in 6 months is equivalent to a 21 credit college semester and working full time; would the hours be inflated or is that the expectation?

Diann Huber states as candidate progresses at self-paced and competency-based. Coursework is linear progression, demonstrates competencies before moving to next course, and is demonstration in competency prior to moving into the next course.

President Burnham asks if EDTC-5000 course approximates that it would take about 9 hours for candidates to get through the section of reviewing the program. Is that accurate? What are the Regulations that require 3 credit hours or equivalent?

Andrew Rozell states EDTC-5000 has equivalent hours of 3 hours. You mentioned 9 hours? President Burnham states, 9 literal hours, of the 45 seat time hours that are required or that are covered in that 3 credit class according to the syllabus in the back.

Diann states that Course 5000 is critical to the progress. Teacher certification is new to these individuals; it can be overwhelming and confusing. We ask our candidate to get into the certification to learn the nuances for certification in Nevada. Depending on their speed of reading and engagement, I think that's a good approximation of time spent to demonstrate competency in the area.

President Burnham asks if in the sequence of instruction, it mentions the asynchronous self-paced course, the instruction is not organized by weeks. It goes through the specifics such as the section 1 is program overview, 2 is progressing through the instructional material, 3 is fulfilling the field experience requirements, 4 is the interview process, and 5 is before the students arrive. The next paragraph states that it is intended to be equivalent to approximately 45 seat or contact hours with each section of study requiring 9 hours. It would be approximately 9 hours of time spent on the program overview, 9 hours on progressing through the instructional material, 9 hours on fulfilling the field experience requirements, 9 hours on the interview process, which may take more than that, and then 9 hours before the students arrive. That's the approximation that you are getting us for that course?

Diann states, yes.

President Burnham asks if the assessment to assess competency in that 45 clock-hour equivalent is a test at the end for each one of those components.

Diann Huber states, absolutely, the summative assessment in this course is designed to delve into and demonstrate complete mastery of each of the sections.

Christine Furst asks about K-12 Physical Education; for 42 semester hours, are you accepting those if they already have a degree in Physical Education?

Diann Huber states the only way to have 42 hours would be to have degree in Physical Education or pass Praxis 2 test in Physical Education. They do not offer the 42 hours.

Christine Furst asks if it is only the pedagogy side. Diann agrees that is correct.

President Burnham asks for clarification of supervision of candidates and how mentors are hired and do you have a local branch or any help from districts with regard to assistance with mentoring or candidate observation.

Diann Huber states their objective is coaching, evaluation, mentoring is critical to first year teacher, will hire local retired educators; will work closely with the HR departments in each of the districts. In each district, job description is included in the appendix of what is required of our supervisors. We do not ask anything of the district mentor. We hope that supervisor will coordinate with mentor; supervisor will be in the school throughout the school year. They will leave a copy of their evaluation with the campus administrator. They have found retention rate in 8 year study; lowest retention rate is 86%, highest 92% due to working with district to identify locals in the district.

Andrew Rozell states it would be based on needs, at this time they do not have a location in the state for observation, they train supervisors for equitable supervision.

President Burnham asks about online modules, is there a person on the other end, where are they located?

Andrew Rozell states 100% feedback from master of instructor would only hire individuals that are experts and licensed in Nevada.

President Burnham stated that they are given the shell of the course itself.

Andrew Rozell agreed.

Christine Furst is concerned with K12 Physical Education and lack of Physical Education programs out there. Unsure of how many candidates they'd see with the actual Physical Education degree with the 42 credits coming in. As far as the Elementary and Secondary, I have no concerns.

Andrew Rozell states they could move forward without Physical Education have an ongoing conversation to perfect the course if there are hesitations. They could come back before the COPS and re-present if needed.

President Burnham states it may not be within the scope of this body, more so recommendations, suggests looking within the state at what institutions do offer to meet 42 credits in Physical Education/Health Sciences program. Not an issue with the application, it is more a concern of if you will you find candidates.

Christine states yes, they are not offering 42 credits, but offering pedagogy. There is a lack of Physical Education programs right now, so they may not have many candidates coming in with the 42 credits in Physical Education.

Diann Huber states objective of program is to make teaching profession available to those that are interested, to remove financial barriers, and to prepare highly effective teachers. If only a couple apply, they would consider that a success.

President Burnham states her concern is trying to do this crosswalk of what is equivalent to 3 credit course when the regulation states that specifically, she struggles with given that it is not accredited by a regional institution, they would have to comply with hours of instruction time, for a 3 credit course there is 90 hours of outside time that goes with that, given courses presented, amount of equivalency is the same as asking student to take maximum amount of credits within a given semester.

Christine Furst asks President Burnham to clarify the 90 hours.

President Burnham states 1 credit course the expectation, the Carnegie Unit, is 15 hours of instruction and 2 hours a week total over 15 weeks of semester, 2 hours a week of outside reading, preparation for class, assignments which is 30 hours across the semester. Then the expectation is that student complete 135 hours per 3 credit course of outside of class time.

Andrew Rozell states coursework is 6 months long, which is about a third longer than a traditional semester it provides them with extra time. Due to being self-paced, provides flexibility to break down those hours, less daunting than a traditional college. When going through National Council for Accreditation of Teacher Education (NCATE) Accreditation, had vetted process as well and confirmed proposal we are providing. They have a partnership with GCU who audited courses and provided graduate course work credit to individuals who completed their program. Feel they have had third party evaluations for the amount of work they are asking candidates to do

President Burnham states NCATE Accreditation is wonderful for educator preparation, but not regional accreditation of an institution determining the credit hour. She wants to maintain standard of quality that is accurate for licensure.

Christine Furst asks about what certificates they will provide, will they be for alternative license or final license?

Andrew Rozell states for the Conditional License.

Christine Rozell requests certificates are modified to say the area and their name, also a final certificate at the end for standard license.

Diann Huber asks if they could get in by Friday if it would be acceptable.

Jason Dietrich states it would be acceptable to email certificates to him.

**Motion:** Commissioner Wilson made a motion to approve iTEACH Nevada's initial application to move forward to the full COPS upon receipt of requested modifications. Motion was seconded by Christine Furst. President Burnham voted abstention due to lack of clarity on the credit equivalency.  
**Motion carried.**

##### **5. Nevada Institute for Teacher Education (NITE):**

John Doak and Leslie Croft represented NITE's initial application.

John Doak states designed program known as Texas Institute for Teacher Education, goal is to prepare teacher candidates to address learner variability. Every child learns differently, specifically we prepare our candidates to address cultural, linguistic, and exceptional learning needs as they progress through the program so that no child is left behind regardless of any disabilities, goal is to meet and exceed grade level standards. To do that, the programs primarily focus on three aspects; first is diverse recruitment, secondly they focus on readiness specifically using the Universal Design for Learning (UDL) framework, which is research-based learning and teaching framework to help all students meet grade level standards. Finally focus on retention of the best teachers to remain in the profession, provides services throughout their career.

Christine Furst asks about NAC 391.095 the requirements for Elementary licensure, we did not see the coursework for the methods of teaching elementary subjects including mathematics, science, social studies, along with 9 credit hours of literacy and/or language arts. We did not see PIFE, did see they met area 4 with the classroom management and Section 4A special education.

John Doak states PIFE is in module 5, other coursework will be completed prior to admission to our program. Once admitted, we focus on classroom and behavioral management, special education, classroom assessment, teaching the English language learners and then methods and materials for all content areas. Once they complete that coursework, they begin their internship seminar as ARL teacher and during that internship they will complete additional performance based assessments.

President Burnham had similar questions on credits and methods; given this is for elementary K-8, they would need to have those credits.

Christine Furst states yes, the test does not waive content area for Elementary test.

John Doak states they require Praxis exam submittal as condition of admission then evaluate transcript and look for additional coursework as condition for their admission.

President Burnham asks if he could point that out on the application.

John Doak states it is on page 54; they also require the PLT prior to conditional ARL license issuance.

Christine Furst clarified they are requiring them to have 9 semester hours of the Elementary methods in math, science, and social studies as well as the 9 hours in the Language Arts as well as the 18 credits of the math, science and social studies before entering into program.

John Doak states yes plus Praxis exam.

John Doak further clarified most Bachelor degree programs will include those hours no matter the major is. Usually a typical BA degree will require at least 9 semester hours in English language arts that are done at the freshman and sophomore levels. Mathematics is usually included, college algebra, basic education requirements at most typical 4 year universities also include at least 2 years of laboratory science. We don't expect any difficulties in seeing those particular courses on our prospective applicants' transcripts.

President Burnham clarified the 18 credits the 6/6/6 credits

John Doak states they do provide the additional supplemental coursework through their program so that they have the curriculum to help them address learner variability. This coursework you typically don't see in University or College of Education programs.

President Burnham states that answers the question about the 18 credits of background in the 3 areas. I'm still missing 9 credits in methods of teaching literacy, specific to teaching in the elementary grades and then the 3 credits each in the methods for teaching mathematics, science and social studies.

John Doak states methods of teaching literacy are in ME534 and ME535 is Math and Science, we prepare candidates to teach both subjects simultaneously in an integrated fashion which heightens students' awareness of mathematical and scientific concepts. All coursework is aligned with state and national standards such as council for exceptional children, feels they have academically rigorous program, for all years.

President Burnham asks about page 47 stating application screening and selection process for candidates; due to this being elementary this isn't relevant.

John Doak withdrew those so they would proceed with elementary K-8. Later add special education and then the high need secondary areas.

Commissioner Wilson asks about page 7 where program design is outlined. The 9 semester hours required in Methods of Teaching Elementary Mathematics, Science, and Social Studies, asks to be walked through where it is explicitly outlined.

John Doak states ME534 on page 29 for Teaching Literacy to English Language Learners,

Commissioner Wilson wants to know specifically about Mathematics. I'll go one by one.

John Doak Mathematics are on page 35, under ME535.

Commissioner Wilson states it should be 9 semester hours, where is elementary science?

John Doak states it's integrated with math and science. ME535 also includes social sciences.

Commissioner Wilson doesn't see that numbers are matching up.

John Doak states most of coursework is take prior to admission to program.

Commissioner Wilson states that general requirement classes do not apply, specific to pedagogy providing that instruction. Is the primary type of candidate you are looking for to come into your program a candidate that has already started in a traditional program?

John Doak states some candidates who have started a degree in perhaps Early Childhood Education and then ended with a degree in Biology for example, very few who begin Elementary Education will go to graduate with Elementary Education, if they do, and they are already licensed at that point. They serve those transitioning into teaching as second careers; they look for specific coursework when they apply for admission.

Commissioner Wilson concerned with follow up, doesn't appear to be delineated with completed coursework, can cause confusion and frustration.

John Doak states they looked at 18 hours, asked for applicable NAC

Christine Furst stated it was NAC 391.095.

President Burnham states there are major holes in application for Elementary ARL program, we can table further questions given it doesn't appear to meet Regulation in NAC 391.095 at this time. She suggests denial of this application.

Commissioner Wilson willing to make that motion, also willing to provide reference materials for review process, which is public knowledge, to ensure standards are met. Greatly appreciates what program looks like and direction; they need to meet minimum qualifications as outlined by NRS.

**Motion:** Commissioner Wilson made a motion to deny NITE's initial application as written, but to invite them to make the necessary changes and come back at next application cycle. Motion was seconded by Christine Furst. **Motion carried unanimously.**

John Doak asked if technical assistance is offered.

Commissioner Wilson stated yes.

**6. Nevada Teachers of Tomorrow (NT):**

Dave Saba and Ann Kucera represented NT's initial application.

Dave Saba stated they started out as Texas Teachers in 2004 as an alternative last year certification program in the state. They have since become the largest teacher certification programs in the country. They have certified over 6,100 teachers in Texas, last year over 40,000 teachers, recruiting most diverse teachers, number 2 in the country for diversity of teachers. They are in good standing in Texas. They are in phase II of CAPE, recruiting in Florida.

**Elementary Program:**

Ann Kucera, program is performance and competency based, designed to prepare career changers for the rigors of what classrooms look like today. They are seeking licensure in the three areas of Elementary, Secondary, and Special Education Generalist. Programs are done in 3 phases, Phase I Classroom Readiness Training, during readiness training it is 89 clock hours of course work and field-based experiences and require candidates to complete training before seeking employment. Want them to feel comfortable going into classrooms and understand teacher roles along with classroom management, lesson planning, instruction, data, and basics on reading, so they are not unaware when stepping into classroom. After completion of Phase I, they move to employment seeking stage, they continue on to Phase II Excellence in Teaching and Learning. In that phase of training they begin to build on foundations, do a deep dive into Nevada Academic Content Standards, looking at previous standards and what is coming in following year. 135 clock hours in Reading Instruction, that includes research-based strategies for literacy development, content literacy in grades 4-8, children's literature, and case studies in field work in reading in K-8. They also had their methodology for mathematics, science and social studies which are 135 clock hours. All of the clock hours are content coursework. Then they have an additional 90 hours in that course in field based experience. Diversity Education also provided in that same section, which is also in Classroom Management Training. When they complete all this and are employed, upon employment they enroll in the Capstone experience Applied Teaching and Learning, that is the internship, they are assigned field supervisor and mentor on campus. Believe that field supervisor is there to provide outside guidance and coaching to work collaboratively with principle and mentor teacher, building support. New teachers need mentorship to help them work through issues. During the internship, they do a series of projects developed the around role of teacher, turning in lesson plans, create a project for their Family and Community Engagement, directly related to PIFE coursework.

President Burnham clarified that application is for Elementary, Secondary, and Special Ed Generalist

Christine Furst asked about 6/6/6, asks if 18 credits in math, science, and social studies are required up front.

Ann Savala states yes, they must also have official transcripts with at least a GPA of 2.50 and degree conferred.

President Burnham asks to have that noted as part of application that they have that content coursework.

Ann Savala states that they will.

President Burnham asks for walkthrough in Special Education (SPED) Elementary Program.

Ann Savala states in SPED they have several courses that are designed for SPED, has into course in classroom readiness training they have an introductory courses called Special Populations in the Classroom and Needs of all Learners. 1<sup>st</sup> course talks about population types that includes SPED, when they go to Phase II Excellence in Teaching and Learning they have a 12 clock-hour course with

6 field-based hours for educating children with special needs, Accommodating Instruction for all Learners, Inclusive Education, and Communication and Collaboration. All of the courses address SPED.

Christine Furst states they should have crosswalk to NAC's with qualifications for NAC 391.095.

President Burnham states there are several crosswalks that align to the NAC's on pages 2 and 3. Inquired about clarification on inclusion of coursework and field work hours.

Ann Savala states they are not included in course hours, outside of learning, hours they are on campus. In early part of field-based experiences, they observe more than interact in Phase I and writing reflection pieces their observations are very targeted and tied into what they are doing. In Phase II, field-based hours are project-oriented such as small group observations. They are sent in with specific tasks such as looking at what the teacher is doing, recording, and debriefing. We want them to see what it's like first hand.

President Burnham asks for generally how long it takes to get through Phase I.

Dave Saba states it varies a lot, some people take 1 to 2 years to complete, others complete in a couple of months if focused. On average most seem to start in January or February to start in school in September. That's our Texas program; this program will take a little longer due to additional required hours.

President Burnham asks if Phase II is taken in conjunction with Phase III while they are in the classroom.

Ann Savala states Phase II can be taken with Phase III if they haven't been employed yet, designed that if they are ready to go into classroom they can do so in Phase III, once they are employed they are enrolled into Phase III. They have people who plan on starting work at specific times, so they begin training to coincide with their schedules. Once Phase I of the program is completed, if they are ready and want to, they can do Phase II and Phase III together. If they want to do Phase II separately, they can do so, but once they are employed they are immediately enrolled into Phase III

Dave Saba states their normal program is 10 month program; here it will be at least a 12 month program due to the amount of coursework required. They encourage people to start at Phase II.

President Burnham asks if they need to finish in 3 years.

Ann Savala states yes, I believe it is part of enrollment agreement.

Jason Dietrich states an addendum was submitted that was mailed, which it is part of the enrollment agreement to finish in 3 years' time.

President Burnham likes field supervision and interaction with candidates module, do they do specific number of observations and do they need to be there, and how many candidates per supervisor do you generally see?

Ann Savala states they will be there at least twice during the fall semester, also dual role pre-observation conferences and post conference.

Dave Saba states they use part-time employed retired teachers and administrators from the state who average 25 teachers that they handle. Some full time people will have 40 to 50, generally it's around 25.

Ann Savala states that they are formally observed twice in the fall, once in the spring depending on recommendation of principal and teacher mentor. If, after the second evaluation, the principal and teacher mentor believe they need more support, we provide that. If they feel that they are doing well, we have one more observation to make sure they are still on track and then we meet collaboratively with that group at the end of the school year to get a recommendation for licensure or if they need more time.

President Burnham didn't see Nevada Constitution requirement.

Ann Savala states it's on first page after the application page in the number 5 "credential for submission of general licensure." It tells them they have to achieve that passing score. I realized after the bulk deliver had been sent that she had left out a paragraph that states teachers who are needing to correct deficiencies from initial conditional license related to Nevada Constitution and Nevada School Law will be provided or reviewed based on the 2016 Edition of Teachers Guide and will help with registration for exams. If they chose not to test and prefer course, will direct them to University of Nevada Reno (UNR) for their course EL791.

President Burnham asks about deficiencies by end of Phase III, are they told that they need to take care of those before completion?

Ann Savala states that they will not get sign-off to apply for full licensure with NDE unless they know the candidates are good to go.

President Burnham asks about staffing and hiring of retired teachers and administrators, do they have any local coordination or is it out of state?

Dave Saba states that they will have a location in Nevada with coordinators and advisors and district coaches.

President Burnham asks if the coaches will help to instruct or helping the students to get through the modules.

Ann Savala states yes, once assigned field supervisors, field supervisors respond to any types of questions on projects or coursework; also have online instructors that are versed in Nevada specific courses.

President Burnham asks if team coordinator or advisors have been constituted.

Dave Saba states it depends on approval or not. Already have job description out, have contacted brokers for possible sites. Will ramp up quickly and begin recruitment after approval.

President Burnham states it's nice to see letters from locals who haven't had experience with Texas Teachers or Florida. She is curious about what their experiences have been with this program and how it's been received.

Dave Saba states that the program is very well received in Texas where it's been around since 2004. Almost 95% of our districts continue to hire more teachers from us. We work with districts that have their own ARL programs. We are here to augment what is already being done in the state. As part of our 5-year renewal process with the state of Texas, we do a principal survey, 87% of the principals said our teachers were prepared for the classroom. We have a lot of letters of recommendations. An interesting thing about the program, the bulk of the tuition is paid only if the person gets a teaching position. For us, it is incumbent upon us to make sure we are recruiting the right people, build

relationships with districts providing great teachers, otherwise we cannot sustain because we have no one getting placed.

**Motion:** Commissioner Wilson made motion to accept NT's application to move forward to the full COPS, upon receipt of modifications to 18 hours of necessary coursework. Motion was seconded by Matthew Borek. **Motion carried unanimously.**

Jason Dietrich asks that all modifications to be sent to him directly, he will facilitate getting them to the members.

**Secondary Program:**

President Burnham asks about page 5, listing of tests that waive core subject area content, it lists more than what is being applied for.

Ann Savala states that they looked at the Praxis tests and different certification areas the tests covered, has methodology for all of the courses supplied. They are willing to resubmit if necessary.

President Burnham states that they need to know which programs are being approved to provide should this be approved and if they include more than the program licensure areas on the application. We need some clarification.

Jason Dietrich states if it is the wishes of this body to add any additional areas, it can be done so under the guise of the Superintendent of Public Instruction. In the past, we have allowed some additional areas. If it's not clearly denoted within the application, we can make a revision to the application should that be your wishes, otherwise we are fine to move forward.

President Burnham states we may need to have a larger discussion with COPS or Dr. Canavero for approval of the additional programs.

Jason Dietrich states those would be deferred back to COPS; it allows for an opportunity to do so and can be discussed at next COPS.

President Burnham we would talk amongst COPS to be added as appropriate secondary content areas.

Jason Dietrich states that if they'd like to move forward with it, that it could be part of the October 12<sup>th</sup> meeting of COPS.

Christine Furst asks for clarification on difference on the methodology course and not content area and then the content area test as far as the other coursework remaining the same.

Matt Borek asks if we add these areas would economics and geography fall under generic methods of teaching social studies in grades 7 through 12 class or is there a separate sequence for those?

Ann Savala states there is a unit inside and focus on units of desired areas. The person who does the whole composite does more work than those who do a sub-section, each is 45 hours.

Commissioner Wilson asks for assistance in how to phrase a motion and new areas.

President Burnham suggests they move to approve the ones they can for Biological Science, English, Math, Physical Science, Social Studies, and Spanish. They then table the others pending approval by COPS.

Commissioner Wilson states the other option would be to move the whole thing forward and have the discussion at that time. He's asking is to try to figure out how to get more applicants into areas that are high needs areas which haven't traditionally been high needs in the past.

Jason Dietrich states the statute is worded to give leeway to the Superintendent of Public Instruction. Historically, it has been COPS that has voted on in agreement to these areas of ARL programs falling in line with areas of licensure. Procedurally, we can move forward with already-approved application programs, it can be done or have discussion at COPS to allow for other areas to be added to application. This can be placed on the agenda prior to the vote for the ARL candidates. If that were to pass through the full body, then when we reached in to the agenda to pull up for a vote on this provider, it can then be put in as an entire package. Or move forward with existing and revisit the additional programs at a later date. This is up to President Burnham and the rest of you on this body.

Commissioner Wilson stated that one of the approved areas is Physical Science; it is simply a name or program?

Anna Savala stated that they looked at if they wanted to teach Chemistry in Nevada, what different licenses would make someone eligible to teach Chemistry. That's why that is in there.

President Burnham asks if there are two different areas of licensure.

Anna Savala states that is correct.

**First Motion:** Commissioner Wilson made a motion to accept NT's application and to move forward to the full COPS for approval in the following areas: Biological Science, English, General Science, Mathematics, Physical Science, Social Studies, and Spanish, pending receipt of modifications to the application. Motion was seconded by Christine Furst. **Motion carried unanimously.**

**Second Motion:** Commissioner Wilson made a motion to accept and move forward to the full COPS for discussion and approval in Chemistry, Economics, Geography, and History to full COPS. Motion was seconded by Christine Furst. **Motion carried unanimously.**

Jason Dietrich states we will agendize these areas of licensure prior to the vote by the full COPS so the motion could be made to approve all programs.

**Special Education Generalist Program:**

President Burnham asks Christine Furst about alignment to coursework requirements for Special Education. She is not intimately familiar with details through NAC.

Christine Furst states she reviewed with Matt Borek and Jason Dietrich and they didn't find Educational Psychology. Asks if it is embedded somewhere.

Ann Savala states it is embedded in Human Development and Learning Theories.

President Burnham asks if 24 hours covers both Human Development and Educational Psychology requirements.

Ann Savala answers yes.

Christine Furst concurs and states that would be sufficient in Special Education for one course to cover two areas just one time.

President Burnham asks if it is one 3 credit course with the expectation that it would be 45.

Christine Furst responds that it is not that specific; it says that as long as it's 30 semester hours with a course in each area.

**Motion:** Commissioner Wilson made a motion to accept and move forward Special Education Generalist to COPS for approval. Motion was seconded by Christine Furst. **Motion carried unanimously.**

**Agenda Item #5 – Public Comment #2:**

No public comment made in Las Vegas or Carson City.

**Agenda Item #6 – Adjournment:**

The meeting adjourned at 11:24 am.

**Department Follow Up:**

Jason Dietrich asked review team if they would prefer electronic submission moving forward, or continue with paper.

President Burnham prefers paper unless a PDF was organized into separate sections or links for ease of review.

Commissioner Wilson likes paper for first part of application for notations, etc. Supporting documents could be done in PDF format.

Jason Dietrich will draft process for this body to review prior to next submission period in April 2017 for a mix of electronic with links or well organized content and paper. He will work on it and bring it back to COPS.

NDE does maintain a full set of binders for historical purposes.