

# **Nevada State Teacher Recruitment and Retention Advisory Task Force**

**DRAFT Report – June 2022**



## Table of Contents

Executive Summary.....	3
Members.....	3
Recommendations.....	5
IV.    Conclusion.....	6
Task Force Meetings .....	6
Roles/Responsibilities .....	7
Task Force Membership.....	7
V.    References .....	8

## Executive Summary

The 80th Session of the Nevada Legislature passed Assembly Bill (AB) 276, creating the Nevada State Teacher Recruitment and Retention Advisory Task Force (Task Force). Pursuant to the bill, the Task Force must address the challenges with attracting and retaining teachers throughout Nevada. During even numbered years the Task Force must meet and report its findings and recommendations to the Legislative Committee on Education (LCE).

The second application for Task Force membership was released by the Nevada Department of Education (NDE) in November of 2021. Candidates submitted applications until January 2022. LCE members reviewed and appointed members from each school district located in a county during their February 2022 meeting. The current Task Force is comprised of seven reappointed members and 13 new members.

## Members

The Task Force is required to meet a minimum of four times per year for the purpose of addressing the challenges associated with attracting and retaining teachers throughout this State.

On or before February 1 of each even numbered year, the LCE shall select one or more teachers, as applicable, to serve as a member of the Task Force.

In accordance with NRS 391.492:

(a), One licensed teacher employed by each school district located in a county whose population is less than 100,000, was appointed by the LCE, as follows:

- Carson – Nicole Witkowski
- Churchill – Lance Lattin
- Douglas – Kristen Peck
- Elko – Tammie Smithburg
- Esmeralda – Linda Kile
- Eureka – Meridon Fortune
- Humboldt – Tamara McCord
- Lander – Sandra Ayers
- Lincoln – Sherry Spencer
- Lyon – Linda Flaherty
- Mineral – Travis Ryness
- Nye – Justin Petrillo
- Pershing – Thomas Brooks
- Storey – Viengkhone Peabody
- White Pine – Cherie Reid

(b) Two licensed teachers employed by each school district located in a county whose population is 100,000 or more but less than 700,000, were appointed by the LCE:

- Washoe – Maria Cristy Fernandez

- Washoe – Natalia Cui-Callahan

(c) Three licensed teachers employed by each school district located in a county whose population is 700,000 or more, were appointed by the LCE:

- Clark – Aaron Watson
- Clark – Antonio Gabarre
- Clark – Magdaline Wells

The work of the Task Force was supported by the following personnel and educational partners:

**Nevada Department of Education (NDE)**

- Jessica Todtman, Deputy Superintendent of Educator Effectiveness and Family Engagement
- Jeff Briske, Director, Educator Development and Family Engagement (EDLiFE)
- Kathleen Galland-Collins, Assistant Director, EDLiFE
- Anabel Sanchez, Education Programs Professional, EDLiFE
- Belinda Schauer, Education Programs Professional, EDLiFE
- KellyLynn Charles, Education Programs Professional, EDLiFE
- Michael Arakawa, Program Officer III, EDLiFE
- Rick Derry, Administrative Assistant II, EDLiFE

**WestEd**

- Mary Peterson, Co-Director, Region 15 Comprehensive Center at WestEd
- Alex B. Jacobson, Senior Research Associate, Region 15 Comprehensive Center at WestEd
- Andrew F. Morrill, Senior Program Associate, Region 15 Comprehensive Center at WestEd

**Attorney General’s Office**

- David Gardner, Senior Deputy Attorney General

**Nevada Department of Education (NDE)**

- Jessica Todtman, Deputy Superintendent for Educator Effectiveness and Family Engagement
- Jeff Briske, Director, Educator Development and Family Engagement (EDLiFE)
- Kathleen Galland-Collins, Assistant Director, EDLiFE
- Anabel Sanchez, Education Programs Professional, EDLiFE
- Belinda Schauer, Education Programs Professional, EDLiFE
- KellyLynn Charles, Education Programs Professional, EDLiFE
- Michael Arakawa, Program Officer III, EDLiFE
- Rick Derry, Administrative Assistant II, EDLiFE

The Task Force wishes to express appreciation to numerous presenters and the members of the Nevada Coalition for Recruitment and Retention, NSHE Teacher Pipeline Taskforce, and the Superintendent’s Principal Advisory (PAC) and Teacher Advisory Cabinets (STAC) for their expertise, advice, and willingness to share.

## Recommendations

NRS 391.496 clearly states that the primary responsibility of this Task Force is to make recommendations to LCE to address the challenges in attracting and retaining teachers in Nevada. To do this, the Task Force reviewed available data and research, as well as consulted with external experts and stakeholder groups. The result is a list of recommendations **divided by common focus areas and do a bulleted list**. Implementing many of these recommendations will require additional funding be invested in Nevada's K-12 education system. The Task Force realizes that education funding is dependent on Nevada's revenue, but we firmly believe that if the State is committed to addressing our chronic and pervasive educator workforce challenges, investments must be made.

Nevada is currently investing millions of one-time federal relief funds to provide scholarships and supports to recruit students, paraprofessionals, and others to become teachers. Investments in recruitment are meaningless if we cannot retain the teachers who are already working in our classrooms. In addition to complementing recruitment efforts with retention efforts, Nevada needs to invest in initiatives that make the State more attractive to out-of-state teachers, encourages current Nevada residents to pursue a career in education, and provide support for current and future educators so that they stay in the profession and continue to positively impact the students of this State. The recommendations listed below are possible solutions to expand the size and diversity of Nevada's teacher workforce.

Four stakeholder groups submitted recommendations to the Task Force for consideration. The NSHE Teacher Pathways Task Force (TPTF) is comprised of representatives from NSHE's four- and two-year institutions, representatives from the Nevada Department of Education, a rural school district superintendent, and the chief human resources officers from Nevada's two largest school districts (Clark and Washoe). The Nevada Coalition for Educator Recruitment and Retention (Coalition) is comprised of representatives, mostly Human Resources personnel, from each of the 17 school districts, plus the Nevada State Public Charter School Authority. The Coalition is charged with discussing solutions to decrease the number of educator vacancies in Nevada and making recommendations to NDE and TRRATF to assist in this objective. The Superintendent's Teacher Advisory Cabinet (STAC) and the Principal Advisory Cabinet (PAC) are each comprised of 30 members who provide feedback to the Nevada Department of Education (NDE) on initiatives and opportunities. STAC and PAC members not only provide insight from their experiences, but also gather feedback from peers to help inform the NDE.

All recommendations are numbered and sorted into the **previously described categories**. Each recommendation may also include a rationale, details regarding intent and implementation, expected outcomes, and a link to a folder containing research or evidence to support the recommendation.

**Will insert recommendations here**

## IV. Conclusion

Pursuant to AB 276 the Nevada Teacher Recruitment and Retention Advisory Task Force submits this report in fulfillment of its charge to identify challenges and develop recommendations regarding the recruitment and retention of teachers in Nevada. **The 15 recommendations** included in this report represent the collective input of Task Force members **and stakeholder groups** following nine meetings and an in-depth analysis of research, data, and current practices to support teacher recruitment and retention. The members of the Task Force acknowledge the support of staff from the Nevada Department of Education in developing this report.

### Appendix A

## Task Force Meetings

The Task Force held nine virtual meetings via video conference. Agendas, minutes, and supporting documents are located on the [Advisory Task Force Meeting Materials webpage](#).

<p>6/17/2021</p> <ul style="list-style-type: none"> <li>•Statewide efforts to address R&amp;R efforts</li> <li>•Clark County School District Exit Survey</li> <li>•Exit Survey Workgroup update</li> </ul>	<p>9/10/2021</p> <ul style="list-style-type: none"> <li>•Update on the NV School Climate Survey</li> <li>•Membership updates</li> <li>•Exit Survey Workgroup update</li> </ul>	<p>12/10/2021</p> <ul style="list-style-type: none"> <li>•NV Housing Division Presentation</li> <li>•Task Force Report planning</li> <li>•Exit Survey Workgroup update</li> </ul>	<p>2/11/2021</p> <ul style="list-style-type: none"> <li>•Update on Educator R&amp;R Initiatives</li> <li>•Impact &amp; feasibility</li> <li>•Possible recommendations</li> </ul>	
<p>3/23/2021</p> <ul style="list-style-type: none"> <li>•New Members</li> <li>•Review research</li> <li>•Impact &amp; feasibility</li> </ul>	<p>4/08/2021</p> <ul style="list-style-type: none"> <li>•R&amp;R Data presentation</li> <li>•NV Teacher Workforce presentation</li> <li>•Possible Recommendations</li> </ul>	<p>4/25/2021</p> <ul style="list-style-type: none"> <li>•NDE's R&amp;R efforts</li> <li>•Draft Recommendations</li> </ul>	<p>5/12/2021</p> <ul style="list-style-type: none"> <li>•Stakeholder Group presentations</li> <li>•Draft recommendations</li> <li>•Revise Task Force Report</li> </ul>	<p>5/18/2021</p> <ul style="list-style-type: none"> <li>•Review and Finalize Task Force Report</li> </ul>

The Task Force met nine times between June 2021 and May 2022. Due to the COVID-19 social distancing guidelines, and in accordance with the Governor's State of Emergency Directives, meetings of the Task Force were held virtually, with livestreaming for public viewing and in-person from the Nevada Department of Education Boardrooms in Carson City and Las Vegas. Public comment was accepted at each meeting via email and read into the record as applicable and in person when restrictions lifted. During these meetings members reviewed research, data, and other pertinent information provided by the experts at WestEd, Data Insight Partners, educator preparation programs, districts, and NDE personnel. Additionally, the Task Force sought

recommendations from various stakeholder groups working to address teacher Retention and Recruitment in Nevada.

## **Roles/Responsibilities**

As directed by NRS 391.492 the Task Force shall:

- Evaluate the challenges in attracting and retaining teachers throughout this state.
- Make recommendations to the LCE to address the challenges in attracting and retaining teachers throughout this state, including without limitation, providing incentives to attract and retain teachers; and
- On or before February 1 of each odd-numbered year, submit a report to the Director of the Legislative Council Bureau for transmission to the Legislature describing the findings and recommendations of the Task Force.

## **Task Force Membership**

Per Nevada Revised Statute (NRS) 391.494 to qualify for membership eligible teachers must:

- Be a licensed teacher with at least five consecutive years of teaching experience in a public school in this state;
- Be currently employed as a teacher and actively teaching in a public school in this state, and remain employed as a teacher in a public school in this state for the duration of the member's term; and
- Not be currently serving on any other education-related board, commission, task force, or similar governmental entity.
- On or before December 1, 2019, the Department shall prescribe a uniform application for a teacher to use to apply to serve on the Task Force.
- A teacher who wishes to serve on the Task Force must submit an application to the Legislative Committee on Education on or before January 15 of an even-numbered year. On or before February 1 of each even-numbered year, the Legislative Committee on Education shall select one or more teachers, as applicable, to serve as a member of the Task Force.

## V. References

- Aragon, S. (2016). *Teacher Shortages: What We Know*. *Teacher Shortage Series*. Education Commission of the States.
- Arizona Department of Education. (2017). *Comprehensive Needs Assessment Guidance, Tools, and Resources*. Retrieved from: [Arizona Dept of Ed Content Management System](#).
- Baker, D. B., Farrie, D., & Sciarra, D. G. (2016). Mind the Gap: 20 Years of Progress and Retrenchment in School Funding, Staffing Resources, and Achievement Gaps (Research Report No. RR-16-15). Retrieved from: [Educational Testing Services: Mind the Gap](#)
- Besnard, Denis & Hollnagel, Erik. (2014). *I want to believe: Some myths about the management of industrial safety*. *Cognition, Technology & Work*. 16. 10.1007/s10111-012-0237-4.
- Carver-Thomas, D., & Darling-Hammond, L. (2017, August). Teacher Turnover: Why It Matters and What We Can Do About It. Retrieved from: [Learning Policy Institute:Teacher Turnover Report](#)
- Education Commission of the States. (2005). Eight Questions on Teacher Recruitment and Retention: What Does the Research Say?. Denver, CO.
- Education Policy Center at American Institutes for Research (AIR). (2016). Creating Coherence in the Teacher Shortage Debate - What Policy Leaders Should Know and Do. Washington, D.C.: American Institutes for Research.
- Educators for Excellence. (2020). Educators for Excellence. Retrieved from: [2020 Voices from the Classroom: A Survey of America's Educators](#)
- Espel, E. V., Meyer, S. J., & Weston-Sementell, J. L. (2019). Factors related to teacher mobility and attrition in Colorado, Missouri, and South Dakota. Retrieved from: [Regional Educational Laboratory Central](#).
- Hammer, P. C., Hughes, G., McClure, C., Reeves, Ph.D., C., & Salgado, D. (2005). *Rural Teacher Recruitment and Retention Practices: A Review of the Research Literature, National Survey of Rural Superintendents, and Case Studies of Programs in Virginia*. Charleston: EDVANTA.
- Hayes, D., Borek, M., & Metcalf, K. (2018). *The Nevada Teacher Workforce Report*. Las Vegas: UNLV College of Education Faculty Publications.
- Hill, A., & Hirshberg, D. (2006). *Alaska Teacher Supply and Demand. 2005 Update*. Institute of Social and Economic Research, University of Alaska Anchorage.
- Lazarte-Alcala, N. R. (2018, December). *2018 Oklahoma educator supply and demand report: Trends, projections, and recommendations (Report)*. Oklahoma City, OK: Oklahoma State Department of Education.



Learning Policy Institute. (2018, August 24). Understanding Teacher Shortages: 2018 Update. Retrieved from: [Learning Policy Institute Understanding Teacher Shortages](#)

Levin, J., Berg-Jacobson, A., Atchison, D., Lee, K., & Vontsolos, E. (2015). Massachusetts *Study of Teacher Supply and Demand*.

Lindsay, J., Wan, Y., Berg-Jacobson, A., Walston, J., & Redford, J. (2016). Strategies for estimating teacher supply and demand using student and teacher data (REL 2017–197). Washington, D.C.: Institute of Education Sciences, National Center for Education Evaluation.

Maryland State Department of Education. (2019). *Root Cause Analysis Facilitator Guide*. Retrieved from: [Maryland Dept of Ed Resource Hub](#).

Papay, John P. and Bacher-Hicks, Andrew and Page, Lindsay C. and Marinell, William, *The Challenge of Teacher Retention in Urban Schools: Evidence of Variation from a Cross-Site Analysis* (February 2017). Retrieved from: [SSRN Electronic Journal](#)

Paris, D. (2017, September). Equity by Design: On Educating Culturally Sustaining Teachers. Retrieved from: [Great Lakes Equity Center](#)

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). Solving the Teacher Shortage: How to Attract and Retain Excellent Educators. Palo Alto, CA: Learning Policy Institute.

Quaglia Institute for Student Aspirations and Teacher Voice and Aspirations International Center. (2015). Teacher Voice Report: 2010-2014. Retrieved from: [Quaglia Institute for Student Aspirations Teacher Voice Report](#)

Responding to Teacher Shortages; Education Week Spotlight. (2019, March 26). Retrieved from Education Week: [edweek.org](#)

Smith, T. (2018). *Educator supply and demand in Illinois*. 2018 Triannual Report: Illinois State Board of Education

Sullivan, K., Barkowski, E., Lindsay, J., Lazarev, V., Nguyen, T., Newman, D., & Lin, L. (2017). *Trends in Teacher Mobility in Texas and Associations with Teacher, Student, and School Characteristics*. REL 2018-283. Regional Educational Laboratory Southwest.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the US*. Retrieved from: [Learning Policy Institute](#)

US Department of Education. (2019). 2019 TITLE II REPORTS. Retrieved from: [2019 TITLE II REPORTS](#)

Woods, J. (2016). Mitigating Teacher Shortages: Alternative Teacher Certification. Denver: Education Commission of the States

Zagorsky, J., Olsen, R., Hawley, J., & Gnagey, J. (2013) *Teacher Supply and Demand in Ohio*.

**Appendix C** recommendations from each of the stakeholder groups as presented to the Task Force

## **Appendix D**

Previous Task Force Recommendations – February 2021

- 1. The Legislature fund the implementation of an advertising campaign to promote the education profession in Nevada.**
  - a. *Purpose: Highlight positive impact of educators, illustrate the positive aspects of the profession, and create opportunities for students and educators to provide testimony and otherwise advocate for the profession.*
  - b. *Rationale: Nevada’s in-state educator preparation programs produce approximately 700 – 900 teachers per year in a state in which the largest district alone usually hires over 1000 teachers each year. The in-state supply of teachers is woefully short of the demand.*
  
- 2. LCE write a letter to district superintendents requesting districts ensure that potential employees are provided with information such as:**
  - *specific benefits to serving in their community*
  - *community services/resources*
  - *practicalities such as housing, pay schedules, resources etc.*
    - a. *Purpose: Ensure candidates for employment are provided information that will make the transition to the community less burdensome.*
    - b. *Rationale: Potential employees have the information necessary to make an informed decision regarding the realities of living and working in that location.*
  
- 3. The Legislature fund the development of a statewide education specific job openings website/repository.**
  - a. *Purpose: Support educators seeking positions with access to a list of education position openings from across the state.*
  - b. *Rationale: Currently, candidates for employment must search each district website for openings. A repository of teaching positions would provide one user-friendly, virtual location on which all districts post openings and provide district-specific information to help candidates select the location that best fits their needs.*
  
- 4. LCE write a letter to school district superintendents asking them to ensure that training/professional development on new programs/practices occurs prior to the implementation of those practices.**
  - a. *Purpose: Ensure that employees are fully trained on and knowledgeable of new programs/practices to ensure fidelity of implementation, reduce stress, allow time for strategic planning, and minimize resistance.*

5. ***The Legislature explore and fund a variety of evidence-based options and best practices, including mentoring programs, to support new and experienced teachers.***
  - a. *Purpose: Provide guidance and/or set statewide criteria for the supports to meet the unique/specific needs of new teachers (e.g., mentoring program components/criteria, reduced workload), and experienced teachers (e.g., peer assistance/coaching) to increase the retention of educators in Nevada.*
  
6. ***Old Language: The Legislature fund the implementation of a teacher hotline.***  
***New Language: The Legislature fund the implementation of an online platform for teacher support.***
  - a. *Purpose: Provide an avenue for educators to receive timely supports for immediate issues and concerns from experienced teachers to promote best practices.*
  
7. ***Require student teacher ratio calculations be reported at the school level and not as an average at the district level.***
  - a. *Purpose: Ensure that the ratio of students per licensed teacher are reported in a manner that is transparent, provides data to inform decisions that are equitable, and accurately reflects class sizes at each school.*
  - b. *Rationale: Members believe that districts are reporting a district wide average of students per licensed teacher while the actual class sizes vary greatly from school to school. This practice lacks transparency.*
  
8. ***The legislature fund the implementation of a study of class size/student teacher ratios that also includes data on the equitable distribution of high-needs students.***
  - a. *Purpose: Increase transparency regarding the equitable distribution of high needs students (e.g. special needs – including, but not limited to intellectual, language and behavioral needs)*
  - b. *Rationale: Teachers report that in some schools an overwhelming number of high-needs students are placed into one classroom rather than being distributed more evenly among teachers in the same subject/grade level. A study of this would reveal to what extent this is happening and provide data on which to base policy recommendations.*
  
9. ***The Legislature fund and implement a statewide school loan forgiveness program that prioritizes repayment of school loans for teachers in rural or traditionally hard to staff schools.***
  - a. *Purpose: Provide an alternative way for educators to find relief from school loans.*
  - b. *Rationale: Federal Student Loan Forgiveness programs are very difficult to successfully acquire, and school loan debt becomes overwhelming.*
  
10. ***Legislative changes to education policies/practices are funded adequately and the start dates of the new statutory requirements are implemented on January 1 immediately***

***following a legislative session to ensure that training/professional development on new programs/practices occurs prior to the implementation of those policies/practices.***

- a. *Purpose: Ensure that educators are fully trained on new programs/practices to ensure fidelity of implementation, reduce stress, allow time for strategic planning, and minimize resistance.*

**11. *The Legislature work with appropriate entities/developers to conduct a feasibility study and cost analysis for providing affordable or subsidized housing to educators in all areas across the state including, but not limited to rural and urban settings.***

- a. *Rationale: housing can be difficult to find in remote areas of the state and/or may be very expensive in other urban/suburban areas. This is a barrier to recruiting and retaining teachers in those schools.*

**12. *LCE select and fund third-party to develop, implement, and analyze the results of a statewide educator exit survey in consultation with the Task Force and districts.***

- a. *Rationale: Nevada does not have consistent data regarding why teachers leave schools/districts. A statewide survey developed in collaboration with education stakeholders and implemented by a third party would provide a consistent source of data for districts, policy makers, and other education partners for the purposes of informing continuous improvement efforts. Retention cannot be effectively addressed without knowing why educators leave.*

**13. *LCE select and fund a third-party to develop, implement, and analyze (in consultation with the Task Force) a statewide climate/working conditions survey of current employees.***

- a. *Rationale: One data gap identified by Task Force members is statewide data from educators regarding working conditions and school climate. A statewide survey developed with education stakeholders and administered by a third party will provide a consistent source of data for districts, policy makers, and other education partners for the purposes of informing continuous improvement efforts. It is the position of this Task Force that this data should in no way be used punitively against educational personnel, schools, or districts.*

**14. *The Legislature fund and require evaluators of teachers to receive Inter-Rater Reliability training on the Nevada Educator Performance Framework (NEPF).***

- a. *Rationale: Members report inconsistent scoring of teacher performance by evaluators. Additional supports are needed to ensure consistent implementation of the NEPF.*

**15. *The Legislature fund and create a task force to study the implementation of the NEPF.***

- a. *Rationale: Members believe that a study of the NEPF is necessary to determine the challenges and successes of NEPF implementation. To provide additional guidance and support.*