

**NEVADA DEPARTMENT OF EDUCATION
TEACHERS AND LEADERS COUNCIL (TLC)
NOVEMBER 28, 2018
9:00 A.M.**

MINUTES

Call to Order; Roll Call: Pledge of Allegiance Dr. Pamela Salazar, Chair

Members Present:

Las Vegas:

- Kathleen Galland-Collins
- Pam Salazar
- Theo Small
- Anthony Nunez
- Meredith Smith
- Margaret Marshner-Coyne

Carson City:

- Teri White
- Brian Rippet

Elko:

- Jim Cooney

Staff:

- Greg Ott – Deputy Attorney General
- Kristin Withey–Education Programs Professional
- Sylvia Figueroa – Administrative Assistant

Public:

Las Vegas:

- Brenda Larsen Mitchell
- Kenneth Belknap
- Stephen Augspurger
- Kim Mangino
- Alexander Marks
- Chris Day
- Lisa Rustand
- Mark Newburn
- Karen Stanley
- Jordana McCudden

Carson City:

- Jose Delfin
- Kirsten Gleissner
- Deanne Hicks

Public Comment #1

Carson City:

No public comment.

Elko:

No public comment

Las Vegas: Jordana McCudden, Teach Plus Fellow, represented several fellows working with Public Education Foundation alumni on improving the current teacher evaluation system. Her comments focused primarily on making evaluations more accurate and identifying teacher effectiveness. She stated that an evaluation system should have professional and instructional growth at its core and encourage teachers and administrators to work towards increased student outcomes by supporting teachers. The manner in which the current system has been implemented has placed a heavy emphasis on its use as a punitive tool. In order to see greater accuracy in the distribution of teacher ratings, there is a call to re-envision how the tool is administered. Ms. McCudden stated that she was looking forward to working on and developing an evaluation system that promotes excellence in the teaching profession.

Approval of Meeting Minutes for August 29, 2018 and October 17, 2018.

Member Collins presented the draft minutes from August 29th and October 17th, 2018. During the presentation of the October Minutes, she asked for clarification on the motion from Page 4 for the approval of the score ranges for teachers and administrators. During that motion, two members had voted no. One was Member Rippet, but Member Collins was unsure of who also voted no as they had not stated their name. Member Collins felt that it may have been Member Sanchez-Boyce and indicated that she would be contacted to verify. Member Collins also stated that Yvonne Chavez's public comment on the OLEP item was not recorded and that she would be contacted to go over her comments. Member Collins requested that the approval for the October 17th minutes be delayed until the following TLC meeting.

Motion

Member Smith made a motion to approve August 29, 2018 meeting minutes.

Member Nunez seconded the motion.

All in favor.

Motion passed at 9:15 AM.

Nevada Department of Education Updates

Member Collins acknowledged the public in attendance: Teach Plus Fellows; NEPF workgroups; Jordana McCudden and Kenneth Belknap from Clark County; Deane Hicks from Washoe and Connie Thompson from Elko.

Member Collins introduced the new Education Programs Professional, Dr. Kristin Withey, who will be doing NEPF work. She started on October 29, 2018 and comes from CCSD and UNLV. Dr. Withey has served in roles educating students in both general and special education settings ranging from pre-school through higher education. She has recently earned her PhD.

a. NEPF Field Tests Update

- i. Educational Audiologist Field Test – Member Collins and Dr. Withey met with Dr. Hornby-Daniels who is heading the pilot. There is concern regarding the performance level language. They are going to review and revise the language for each of the indicators making sure they have clear differences between levels 4, 3, 2 and 1. All audiologists in Clark County are participating in that field test.
- ii. Principal Supervisor Field Test – There were 16 principal supervisors participating in Clark, 1 principal supervisor participating in Washoe, 1 participating in Nye, and 1 in Humboldt.

b. NEPF Implementation Updates

- i. Recommendations were made regarding the score ranges at the last TLC meeting. Data regarding the score ranges were reviewed at the November 15, 2018 State Board of Education meeting. SBE had some concerns regarding the data range, suggesting that it might indicate lack of accuracy and reliability. They did not pass a motion to approve the score ranges during that meeting. The Senior Deputy Attorney General at the State

Board of Education meeting affirmed that because no action was taken, the score ranges would continue by default until a decision is made.

- ii. Member Collins invited Mark Newburn, Vice President of the State Board of Education, review what happened when the NEPF agenda item was discussed on November 15, 2018 and to discuss the concerns the SBE had regarding the accuracy and reliability of NEPF. Vice President Newburn restated that the original intent of the NEPF was to advance the profession, indicating that it had three parts: (a) the development of rubric to guide the evaluation of teachers as a tool to develop abilities, (b) an emphasis on the ability to identify and terminate underperforming teachers, and lastly (c) a desire to have an accurate distribution of what our teaching profession looked like across four categories. Vice President Newburn, referencing an article in Education Weekly, said that evaluation rubrics have caused principals to spend more time in teachers' classrooms, helped build an understanding of skill level of the teachers, and has given them tools to evaluate those teachers. He indicated that the second part of the NEPF, the ability to identify and start the process to eliminate teachers that are not going to be successful, also appeared to be working well, although he was unsure whether teachers are lasting long enough to get evaluated. The area with which the SBE took issue was with the final distribution. The system has four categories, but the data are grouped into a graph that has two categories wherein 98% are Effective or Highly Effective. To the SBE, the data looks like the entire evaluation and discussion process are not actually happening and they are not accurately utilizing all of the categories. That presents a problem as the 'Developing' category is the one about which the SBE cares the most. They want to be able to track the maturity of the workforce, the equitable distribution of novice teachers, and teacher transition from 'Developing' to 'Effective.' From SBE point of view, the graph is of no value. While the SBE has been concerned with the graphs for a number of years, they felt it was best to stay the course during the initial period of transition and implementation. One of the largest issues at the November meeting was that according to the SLG data, the graph presented at the meeting showed that children in the one-star schools performed at the same level as children in the five-star schools, which SBE knows to be impossible. The graph is clearly not accurate, and while seemingly harmless, can be used in a way to demonize the teaching profession and say all accountability in public education is a sham. Vice President Newburn's personal concern is that all three foci of NEPF are not compatible with each other. The fact that the 'Developing' category has a consequence is causing it to disappear from the graph. Principals are scoring brand new teachers as Effective, which Vice President Newburn felt was not improving the profession. He made a motion at the SBE meeting to ask TLC to come up with a set of recommendations to improve the accuracy of the graph in relation to the distribution of the four categories. He mentioned that he does not believe fault lies with TLC, but the concern was that the law was structured in way that had three incompatible elements. TLC has been asked to come up with new set of recommendations. The 2019 legislature will look vastly different than the 2011 legislature, especially regarding the culture around the purpose of teacher evaluation. He implored the TLC to determine what needs to be done to make it more accurate as it should look more like a bell curve because it is measuring human performance.

Questions and follow-up for SBE/Vice President Newburn:

- Member Smith asked if Vice President Newburn had spoken with Commission on Professional Standards (COPS) about his concerns because they are the ones charged with making those designations. She stated that in order to have an evaluation tool that's doing what it is supposed to be doing, principals cannot be evaluating all of the teachers the same and underscored the importance of differentiating between the experience level of teachers. Vice President Newburn answered no, they have not

- contacted COPS because the SBE looks to TLC as the NEPF experts and are looking to TLC for guidance to make the NEPF more accurate.
- Member Cooney asked if SBE wants to see an increase in the size of Ineffective and Developing categories. He asked what ideas the SBE has or if the TLC should move forward with legislation solution which is difficult but most effective. Vice President Newburn states that the SBE is open-minded to what needs to be done. He says that they are looking at a graph of human performance that should have a bell curve, but doesn't. His personal concern is whether a developing category should have a consequence or put teachers on a termination track by default. He stated that he doesn't know if he agrees, but is looking to TLC as the experts. More is known now about evaluating teachers nationally than in 2011. Vice President Newburn doesn't want to bias the Council with his area of personal concern, but asks that the TLC consider the national research to improve the NEPF holistically. His concern is that the data skew may be a tool to demonize teachers, and wants to help the TLC so that they can no longer do so.
 - Member Small commented great teaching does not happen just in 4 and 5-star schools, but also in 1-star schools. He said that recommendations can be given to SBE, but feels that it is up to districts to implement. He suggests that expecting a bell curve will limit the number of teachers that can be ranked in a given category, rather than provide representative data. Member Small says that the real onus should be on the districts and schools. Data is requested from districts, however TLC has little control of the LEA's implementation. While he acknowledges that evaluation system should be about growth, building the profession, and improving practice, there is no way to control what happens at district level. He indicated that he was unsure whether altering law would change practice. Instead he would like to solicit input from LEAs around the teacher evaluation ratings and look at other models for dismissal.
 - Vice President Newburn stated that the SBE recognizes the complexity and difficulty of the issue, however is looking for TLC to provide guidance and fix the issues. His sense was that a change in the law may be the best method to get change in the district, but leaves the recommendation to TLC. Stating that the issue is too challenging to solve will not be acceptable.
 - Chair Salazar indicated that the hope was to have recommendations for SBE at next meeting.
- c. Member Collins continued with NEPF Implementation Updates. She stated that no decision was made at the SBE meeting in November regarding the OLEP score ranges and that topic still needs to be broached with the State Board of Education. Member Collins continued to state that the Department has received emails regarding concerns with OLEP using the same score ranges. Specifically, a score of 4 is not attainable for some indicators on the Speech Language Pathologist and School Nurse evaluation tools, and thus the recommended highly effective range may not be valid for those groups.
- d. Language clean-up around R037-18 was presented and passed public hearing. The next step is to pass to the Legislative Commission.
- e. The NDE is in the process of finalizing data points related to the NEPF to be collected via the OPAL System. There are a variety of ways to input data, including a mass upload via districts, however the data itself will only be shared in aggregate.
- f. CCSD has placed a request to use alternate summative evaluation tool for administrators to be placed on SBE agenda for Dec 14th. NDE has received letters of support from NASS for CCSD's summative tools (administrator and teacher) to be utilized statewide. This request will also be placed on SBE agenda in December.
- g. Per NRS 391.485, local school boards must monitor the implementation of the NEPF within their own districts. Through a collaborative partnership with RelWest, the NDE is working to create a toolkit to monitor the implementation of the NEPF within districts as well as to develop a rubric to be utilized by the NDE to monitor this monitoring. It's being developed by an NEPF

- Monitoring Stakeholder group in an effort to roll out the toolkit in spring with training sessions and a field test of the tools the following school year.
- h. The NDE is collaborating with the School Leadership Network to support the work of principal supervisors. They are planning to help build that network and expand its reach. The intent is to look at the role of the principal supervisor in building capacity of school leaders and instructional leadership with a focus on equity. This project is still in its infancy, but Member Collins wanted to inform the TLC of its existence.
 - i. Future TLC Meeting Dates-
 - February 27, 2019
 - May 22, 2019
 - Member Collins reminded the TLC that recommendations must be presented to SBE by the March SBE meeting. Because of this, all recommendations must be finalized by the February 27 Council meeting, or an additional meeting should be held to make sure that timeline is met.

Chair Salazar opened discussion to members of the Council.

- Member Smith asked for clarification regarding the offices involved in the School Leadership Network (SLN) initiative. Member Collins responded that the SLN is an NDE initiative under the Office of School and Student Supports to help meet the needs of TSI and CSI schools. Because they have limited reach and funding, The Office of Educator Development and Support is discussing supporting the branch of that work focusing on building capacity of administrator supervisors.
- Member Small doesn't believe all agenda items are possible to complete today and requests a January meeting date.
- Chair Salazar reflected this concern and suggested the NDE organize a January meeting. She also asked Member Collins and Dr. Withey to address concerns regarding the OLEP score ranges within NDE.
- The NASS request for the use of statewide alternative tools may be on the next SBE agenda, whether consent or regular. Chair Salazar and Member Collins will attend the SBE meeting to support the request.

NEPF Library Program Goal (LPG) Rubric

Member Collins and Dr. Withey facilitated a meeting with Teacher-Librarians to develop a rubric for the mandated library program goals. While they found evidence of the use of such goals in other states, there were no available exemplar scoring rubrics. As such, the Teacher-Librarian workgroup developed their own rubric that mirrored the wording and structure of the rubric for the Student Learning Goals as well as the Goal Setting and Planning Tool for the development of Library Program Goals. See Agenda Item 5 handout for the proposed NEPF Library Program Goal scoring rubric.

Comments from Council Members:

- Member Small asked whether all other protocols, including the mid-cycle review, etc. would remain the same. Member Collins responded in the affirmative. While Member Small acknowledged that the Teacher-Librarian role varies greatly between districts, he stated that he felt that the option to utilize a Library Program goal allows Teacher-Librarians the opportunity to demonstrate their impact and advocate for their import.
- Member Collins responded by stating that the Library Program goal allows flexibility to focus on the needs of particular schools. She reminded the Council that historically, when Teacher Librarians were forced to utilize SLGs, they were required to do so with a focus only on certain classes, creating barriers to equitable access of other groups. The option of an LPG or SLG reduces this potential inequity.

- Chair Salazar reminded members that the original protocols had built in this option for an SLG or LPG to provide for the different library structures across the state and that the workgroup had simply completed the rubric delineations. She felt that the language aligned well with the SLG rubric for increased coherence.
- Member Nunez stated that he appreciates the flexibility speaking as a building administrator.

Motion

Member White made a motion for approval of NEPF LPG Rubric.

Member Marshner seconded the motion.

All in favor.

Motion passes at 10:10AM.

Agenda item # 8 moved up since quorum would be lost at 10:45AM due to Member White leaving early.

Agenda Item 6 will be moved to the January TLC meeting. Members are directed to look over the agenda items prior to the next meeting and return with any clarifying questions. The data will not explicitly be presented.

NEPF Data: State Board of Education Feedback from Nov 15 2018.

Chair Salazar commented on the national landscape: there have been two reports published recently relevant to the discussion. Both of these documents were shared at previous meetings.

- First is the [Rand Report](#) on Improving Teaching Effectiveness which provides an overview of the evolution of teacher evaluation systems. They noted that a punitive approach on evaluation does not improve student outcomes and that there has not been a high retention rate of newly hired teachers with such a focus.
- The second document comes from NCTQ ([Making a Difference: Six Places Where Teacher Evaluation Systems are Getting Results](#)). The first recommendation focused on the idea of a ‘developing’ category. The six districts from the report used differing levels of performance that allowed for the actual identification of “developing.” The label change recommended by TLC previously has not had any impact on ‘developing’ within the system. This bifurcation is still supported by legislative wording that has been maintained from the previous label. This needs to be shared with SBE and fixed through legislative action. The second recommendation put forth by the NCTQ article is that there is a strong focus on teacher and leadership growth, highlighting the importance of accurate observations and feedback and professional development linked to what educators need to know and be able to do as part of effective instruction. Additional similarities between the effective evaluation systems included the use of student surveys and multiple measures.
- Both articles find the same recommendations with increased attention to conversation and reflective practices and increased retention through a focus on growth and development. Although there is not direct correlation between teacher evaluation systems and student outcomes because of too many confounding variables, there is a correlation with professional development and learning. In addition, they highlight that policy levers may not have the greatest impact.

Discussion

- Member Smith asked if these articles could be posted in the minutes or material.
- Member Galland-Collins suggested that they could provide possible links in minutes but not the external source if it is not ADA compliant.
- Member White stated concern that there should be more time spent on these considerations brought forth to the SBE. In the short term, she suggested alteration of the legislation wording to remove punitive connotation of Developing, but suggested that it is important to have conversations with teachers and administrators regarding recommendations around the NEPF

- Member Nunez asked what the research says about student learning outcomes. He wondered if the use of an SLG as part of teacher evaluation is redundant since there is already the NSPF meant to spark conversation within schools around the topic and to mobilize additional resources and support to improve student growth outcomes. He suggests that while the TLC is considering alterations to the NEPF, they consider what benefit there is to having an SLG as part of the evaluation system.
- Chair Salazar clarifies that the current research used to say that there is little correlation between teacher evaluation and student outcomes relates to state test and graduation rates, rather than individualized student learning goals.
- Member Small commented that after looking at the current data (Slide # 11 from the SBE presentation - Agenda Item #8), he wonders why the ranges between districts vary so greatly. He asks TLC to identify the difference in implementation and reporting practice between all districts across the state. He also notes that the TLC needs to consider a way to collect data and report on those teachers who leave the district before the evaluation cycle is complete.
- Chair Salazar reminds TLC that the NDE has put together a task force to develop a monitoring rubric tool for districts to use that will be piloted in spring. Chair Salazar suggested that one of the recommendations to the SBE is that this work continue so that districts have a tool to highlight whether they have any practices and policies that may be inadvertently skewing their data. She reminded the council that Superintendent Jensen had spoken about the connotation of the 'developing' category at SBE meeting and that such a monitoring tool may help to more accurately utilize the 'Developing' rating.
- Member Collins felt that some of the causality of the mindset against the utilization of the Developing rating can be found in the NRS 391.725 where there is language to support consequences of its use.

Motion

Member Small made a motion that a recommendation is made to the SBE to remove Developing from punitive statute in NRS 391.725

Member Rippet seconded the motion.

- Chair Salazar and Member Galland-Collins clarified wording of motion: recommend to the SBE to change NRS 391.725 to remove developing from that statute so that it only pertains to the educators rated as Ineffective and not those people who are in the initial probationary period and rated as Developing.
- Member Nunez asked whether the change would only apply to probationary educators. Chair Salazar responded, 'Yes.' Member Nunez followed with a question as to whether there are enough probationary people in the state so that it will create the variability that has been called into question. If the concern is in a bifurcated system, and the system is changed for probationary teachers, are there enough probationary teachers to alter the graphical representation. He asks whether changing the law will change the way that districts actually operate. Member Nunez wanted to ensure that this recommendation will work towards the desired outcomes of improved score range representation.
- Chair Salazar reminds members that this suggestion will only be one of many; that it is not the one answer to the problem. She reminds TLC that the NCTQ report revealed that successful districts had a way to evaluate probationary teachers separately from the rest. She states that Nevada does not currently have this discrimination and should consider recommendations around this aspect. She also reminded members that TLC never intended to group probationary with non-probationary and that this would just be a fix to amend language that was previously overlooked.
- Member Smith clarifies whether probationary refers only to teachers new to the profession, or those who are new to Nevada but may have previous years teaching on other locations.
- Member Small states that because Nevada has a unique set of standards and evaluation system, it is fair to group teachers new to the state as probationary so that they will not be placed on a punitive track for a rating of developing or minimally effective.

Quorum lost. Member White left at 11:00AM, so no vote was taken. Member Collins to schedule a TLC meeting for early January during which the remaining agenda items will be discussed and recommendations can be made. Chair Salazar stated that remaining agenda items can be discussed but no actions can be made. She reminded all members to review the Rand and NCTQ Reports and suggested taking a look at other recent published materials, such as those from Aspen.

- Member Collins asked Greg Ott about whether links to these documents could be added to the draft minutes from October 17th
- Greg Ott replied that links could be added to the draft minutes before they are approved at the next meeting.
- Member Cooney suggested that as TLC develops recommendations around the NEPF, they consider whether NRS 391 is punitive for individuals on an alternative route to licensure.
- Member Collins clarified that it could be more difficult for alternative route professionals to reach the 'Effective' level based on the nature of their educational process, but that NRS does not specifically identify them or place them on a punitive track.
- Member Cooney reiterated that he would like TLC to consider whether there may be any unintended consequences for ARL individuals, or whether there needs to be language altered in consideration of this group moving forward.
- Member Collins restated that removing probationary from the NRS previously identified would help adjust that punitive impact for the ARL population as well.
- Member Collins also notified TLC members that there would be a doodle poll sent out today for a January meeting including the 9th and 23rd as well as other possible locations.
- Chair Salazar stated that RPDP staff would be allowed to present, but that the remaining agenda items would be discussed at the January meeting.. TLC members are asked to review items 6 and 7 independently. No presentation will be made at the January meeting, but members could pose clarifying questions to the next meeting as needed.

RPDP updates:

- Dr. Sara Negrete, Director of the North Eastern Nevada RPDP, stated that most trainings integrate the NEPF. NWRPDP is in their fifth year of offering a teacher academy during which they spend five days understanding qualitative differences across the indicators and score levels. This is the first year they have offered the opportunity for teachers to re-attend the academy if they had previously attended. They also offer workshops for districts upon request for new administrators or to refresh administrators.
- Karen Stanley, Administrative Consultant, Southern Nevada RPDP, on behalf of Dr. Chelli Smith, Director, explained that SNRPDP embeds the NEPF in all administrator and content professional development at the building level. They have continued work around the student learning goals, with robust discussion at the administrative and teacher levels, because Clark County shifted their due date for the SLG this year. They will continue to address the SLG as their teachers approach the mid-cycle review and mid-course corrections. They have worked with curriculum and instruction people within districts so that they can build a deeper understanding of levels of performance. They are working with the ELL department to provide an in-depth training in February around what the standards and indicators should look like at each level for this subpopulation. RPDP offers weekly trainings upon request in Clark County and visits their rural districts on a monthly basis.
- Kirsten Gleissner, Director, North Western Nevada RPDP, has completed two rounds of the Leading for Impact series for new administrators or for those who had not previously attended. They engaged in individual mentoring as a follow-up to this series and/or as requested across the region. Both Carson and Lyon are engaged in a year-long study regarding coaching and feedback for administrators. NWRPDP offers continued support for second- and third-year administrators in Washoe and incorporate the NEPF in new teacher and all content trainings.

Public Comment #2

Carson City:

Kirsten Gleissner, Director, NWRPDP: Provided thoughts in regards to items 8 and 9. She completed her doctorate around teacher evaluation having conducted individual interviews with administrators across northern Nevada. Some consistent recommendations included a three-year rotation cycle with a major evaluation completed the first year followed by minor evaluations during the subsequent two years. Another recommendation was to include a sliding scale for new professionals using the same rubrics, but allowing them to use a different type of numerical weight as they move through their probationary period. Member Collins posed a question regarding whether the administrators came solely from Washoe or other districts because Washoe uses an approved alternate system rather than the NEPF. Dr. Gleissner clarified that administrators from Washoe were not included; they came only from rural districts.

Jose Delfin, Associate Superintendent, Carson City School District: In light of the teacher recruitment and retention issues in Nevada, he supports the concept of having a developing status equate to getting another chance, rather than serving as a punitive designation. He suggested that if any teacher/administrator receives a developing rating, that it automatically triggers an educator plan of assistance. Per NRS, any teacher/administrator can request another evaluator if not feeling graded fairly. This gives all evaluated another perspective into what their instructional or leadership practices are. Since districts are not finding teachers or are losing teachers mid-year, many are experiencing year-long subs rather than using licensed personnel. He suggests that those numbers are increasing and calls for Nevada to attempt to retain educators via coaching in order to keep them. He suggests turning the NEPF into coaching conversation statewide.

Elko:

No public comment.

Las Vegas:

No public comment.

Adjournment

Meeting adjourned at 11:27 AM.