

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON INNOVATION AND EXCELLENCE IN EDUCATION
PROFICIENCY-BASED LEARNING SUBCOMMITTEE**

**October 16, 2024
3:00 PM**

Office	Address	Meeting Room
Virtual	Zoom Videoconference Link	Dial-In: 1-301-715-8592 Meeting ID: 845 3523 3292 Passcode: 145369

**SUMMARY MINUTES OF THE PROFICIENCY-BASED LEARNING
SUBCOMMITTEE MEETING**

MEMBERS PRESENT:

Jhone M. Ebert, Superintendent of Public Instruction, State of Nevada
Paul Johnson, Chief Financial Officer, White Pine County School District
Kali Fox Miller, Nevada PTA President
Anthony Nuñez, Principal, Cheyenne High School, Clark County School District
Malinda Riemersma, Teacher, Sonoma Heights Elementary School, Humboldt County School District
Alexa Walsh, Nevada Youth Legislature Representative

MEMBERS EXCUSED:

Dr. Gregory Koenig, Nevada State Assembly
Nicole Rourke, Director of Government and Public Affairs, City of Henderson

AGENDA

1. Call to Order, Roll Call

Chair Anthony Nuñez called the meeting to order and took roll for the Subcommittee Commission members.

2. Public Comment #1

There were no public comments provided.

3. Introduction of Agenda, Goals, Process and Deliverables (*Information and Discussion*)

Subcommittee members will situate their work within the Commission’s broader work between now and December 2024 and consider the deliverables to be produced.

- Nathan Driskell, Chief Policy Officer, National Center on Education and the Economy
- Janice Case, Regional Director, West, National Center on Education and the Economy
- Leah Moschella, Senior Designer, Leader Experiences

Nathan Driscoll and Janice Case were introduced as the Chief Policy Officer and Regional Director, respectively. Nathan Driskell outlined the agenda for the next four meetings, which include refining their thinking, discussing unresolved issues, and making policy recommendations. He emphasized that this is the first of four attempts to synthesize their discussions and that the recommendations are not yet at a sufficient level of specificity or granularity to be presented to the legislature or the broader public. The goal of the next meetings is to identify where they have it right or wrong and make the recommendations more specific.

4. Review of Policy Design and Implementation Considerations (*Information and Discussion*)

Subcommittee members will review the synthesis of their work to date and offer suggestions on how to refine and improve it in light of their research on Nevada and on top performing systems globally.

- Nathan Driskell, Chief Policy Officer, National Center on Education and the Economy
- Janice Case, Regional Director, West, National Center on Education and the Economy
- Leah Moschella, Senior Designer, Leader Experiences

Policy Design and Implementation Considerations

Nathan Driskell and Janice Case discussed the agenda for the meeting, which included a review of policy design and implementation considerations. They suggested that attendees might benefit from a brief refresh of the document being discussed before the meeting. The meeting was scheduled to reconvene at 3:20 Pacific time. Nathan Driskell then asked for feedback on the document, specifically asking what ideas still strongly resonate with the attendees and where they might have clarifying questions or concerns about the language.

Competency-Based Education and System Alignment

Anthony Nuñez emphasized the importance of monitoring student progress, especially in a competency-based system, to ensure equitable support for all students. Alexa Walsh highlighted the need for mastery of skills rather than just completion. Paul Johnson stressed the need for aligning statewide systems and structures to facilitate the new system of delivery, including updating the BAT dashboard and performance framework. Kali Fox Miller underscored the importance of maintaining flexibility while addressing the limitations of the education system, including teaching capacity and funding. Lastly, Paul Johnson suggested replacing "world class teacher" with "educator" to include both student and educator learners in the new system.

Incorporating Diverse Perspectives in Policy Making

The meeting discussed the importance of including various stakeholders, such as students, educators, businesses, community members, and parents, in the policy-making process for proficiency-based learning. Paul Johnson and Anthony Nuñez emphasized the need to incorporate perspectives from outside the education field. The consensus was that while a broader group should understand the rationale behind measuring new competencies, the core group responsible for designing rich learning environments should be educators and students. Their voices were deemed crucial in shaping policies that align with the realities of implementing proficiency-based learning.

Elevating Voices in Policy-Making Process

Anthony Nuñez, Janice Case, Paul Johnson, and Nathan Driskell discussed the importance of elevating voices in the policy-making process, particularly in relation to the competency-based pilot launched in Nevada. Janice Case emphasized the need to build on existing work and avoid creating the impression of new, separate initiatives. Paul Johnson suggested using the term "elevate" to indicate a more inclusive approach. Anthony Nuñez raised a concern about the sufficiency of the three-phase approach in the policy document, suggesting that something might be missing between phase one and phase two.

Discussing Implementation System and Competencies

Anthony Nuñez expressed concerns about the development of the implementation system and the need to understand the competencies and their relation to the current context. He suggested the possibility of needing another step to clarify these aspects. Janice Case and Jhone Ebert agreed with Anthony Nuñez's points, emphasizing the committee's role in shaping and informing the work, not just accepting it. Nathan Driskell suggested that the committee could offer additional implementation considerations to the network. Jhone Ebert proposed that the committee should define its North Star, which could include making a right turn in the current

work if necessary. Anthony Nuñez agreed with this idea, emphasizing the importance of understanding the competencies in the context of the current expectations and the portrait of a Nevada learner.

Aligning Group Work with Pilot Project

Janice Case proposed the idea of aligning the group's work with the ongoing pilot project, which is focused on personalized competency-based experiences. She suggested that understanding the pilot's progress could help the group better prepare to bring others along across the state. Anthony Nuñez agreed, suggesting that the group should now stress test their ideas against the work being done in the pilot. Paul Johnson raised concerns about the specificity of the standards and the grade levels, suggesting that this might be beyond the group's timeline. Nathan Driskell clarified that the group's output could range from establishing enabling policy to proposing new designs and pathways for resource allocation. The group agreed to further discuss these ideas and decide on their approach.

Competency-Based Education and Institutional Shifts

Anthony Nuñez expressed the need for a more granular approach to competency-based education, emphasizing the importance of aligning recommendations with other subcommittees. He also suggested that a fundamental shift in the institution might require legal expertise and comprehensive research to avoid unintended negative consequences. Nathan Driskell agreed to capture the new information and present it for further review. Paul Johnson disagreed with Anthony Nuñez's suggestion, arguing that the work doesn't end at the recommendations and that the group should see through the process. He proposed the group's ongoing assessment and evaluation as the recommendations are implemented.

Valuable Input and Future Meeting Plans

Anthony Nuñez proposed to close the current agenda item and open a new one, with the aim to discuss any additional analysis needed before the next full Commission meeting on October 29th. Kali Fox Miller suggested that the group should see the work through to completion, while Malinda Riemersma expressed her anticipation for the upcoming meeting on the 29th to see the progress made by other subcommittees. Nathan Driskell ended the conversation by stating that revised versions of the documents would be sent to each subcommittee for review and that all documents would be available online at the Commission's website.

5. Final Reflections and Next Steps (*Information and Discussion*)

Subcommittee members will discuss any additional analysis needed between now and the next full Commission meeting on October 29th.

- Subcommittee Chair

Subcommittee Deliverables and Long-Term Planning

Nathan Driskell and Paul Johnson discussed the need for better understanding of the deliverables for the subcommittee. Nathan Driskell explained that the document being iterated and refined would be integrated into other subcommittee groups to produce preliminary policy recommendations for the next legislative session. He also mentioned the development of a longer-term plan and Gantt chart for the final report of the Commission. Anthony Nuñez suggested considering the specific needs of student groups, particularly those receiving funding through Title III and special education. Nathan Driskell agreed to this and noted that this analysis would be integrated before the next legislative session.

6. Public Comment #2

There were no public comments provided.

7. Adjournment

The meeting was ended with Anthony Nuñez thanking everyone for their participation. Chair Anthony Nuñez adjourned the meeting.

DRAFT