



# Nevada's Commission on Innovation and Excellence in Education



August 28, 2024

A hand is shown reaching out from the right side of the frame, with the index finger touching a bright, glowing point of light. From this point, a series of colorful, swirling light trails in shades of blue, purple, and orange emanate, creating a sense of motion and energy. The background is dark with scattered bokeh lights in various colors, including blue, green, and yellow.

Where We've Been

Where We're Going

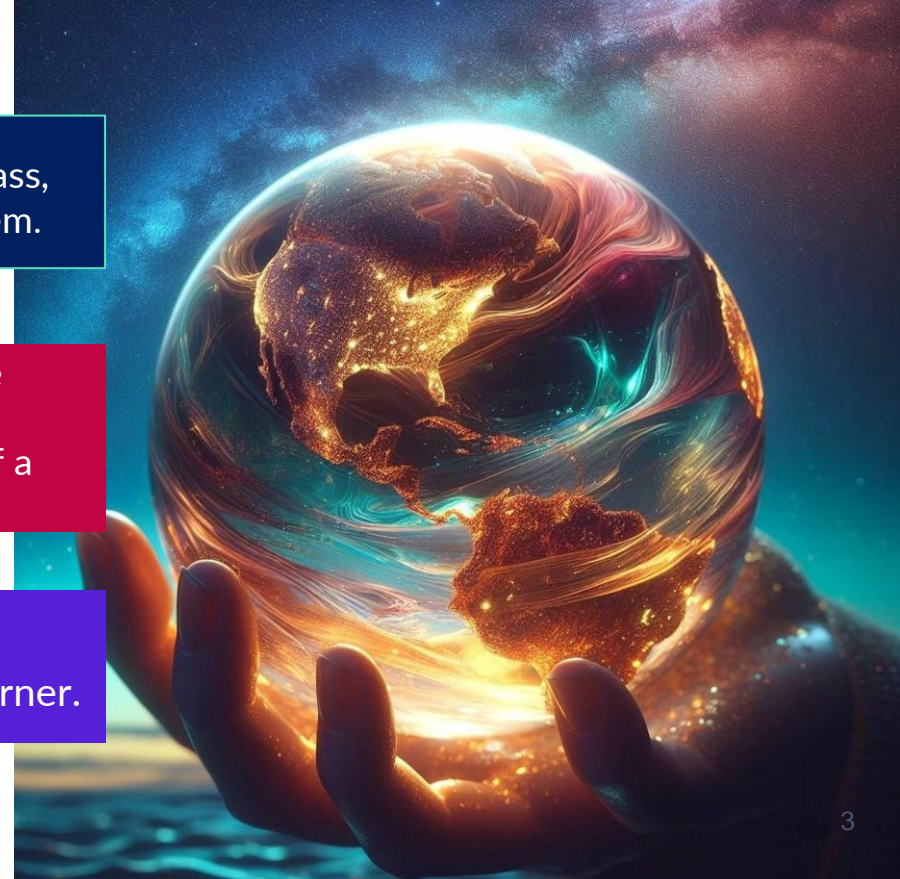
# Affirming our Commission Goals

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The CIEE is creating the policies needed to create a world-class, globally competitive, relevant, and adaptable education system.

This means ensuring every learner in Nevada can develop the knowledge and skills needed to prosper in an increasingly challenging and uncertain future as set forth in our Portrait of a Nevada Learner.

The CIEE is intended to deliver on this bold promise of a world-class, future-ready education for every Nevada learner.



# Time Horizons



## 2030 End Goal

A world class education system for Nevada Learners.



## 2028 Interim Goals and Action Steps

Intentional progress monitoring with opportunities to learn, adapt, and course-correct along the way.



## 2026 Policy Infrastructure to Launch Nevada

Goals, legislation, enabling conditions, and metrics to ensure progress towards 2030 End Goal



## 2024 - 2025

Recommendations for *Measuring What Matters*, *Next Generation Pathways*, *World Class Teachers*, and *Proficiency-Based systems*

# What does it look like? What are our Deliverables?



All content is rooted in our guiding vision: **Nevada Portrait of a Learner** with a focus on key mindsets, skills, and attributes needed for future readiness

## Long-term goal

Positions Nevada as a world leader in innovative education

## Roadmap

Implementation plans, timelines, and policy recommendations

## Systems Evaluation

Proposal for ongoing evaluation of education systems

## Engagement Strategy

Communications and stakeholder engagement strategy



# Considerations & Adaptations

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## Communicated Progress & Clarify Goals

- Developed and shared Preliminary Report

## Expanded Subcommittee Representation

- Increased youth participation
- Added critical committee members including educators
- Expanded guest speakers and site visits where possible in subcommittee meetings

## On the Horizon: Engage Additional Stakeholders

- Higher education leaders
- Families and communities
- Students
- Business
- Broader policy ecosystem



# How do we get there?

## Schedule of Phase 2 Meetings

Subcommittee Meetings

May 2024

Late July/ Early August 2024

October 2024

Early 2025

Learning & Emerging  
Focus Areas

Stress test  
Prioritized Levers

Actionable  
Recommendations

June 4, 2024

August 28, 2024

December 10, 2024

Commission Meetings

### NOTE ON PHASE 3:

The Commission will continue meeting in Q2 2025 following the legislative session, in order to plan for additional policy implementations, outreach, and support as needed.



# And beyond...

## 2025 Milestones for the Commission

### **January:** Legislative recommendations for 83rd session

- Initial policy to lay the groundwork for long-term change

### **March:** Full Commission to affirm, stress test and refine overall plan

### **June:** Full Commission to produce *The Nevada Plan for Innovation and Excellence in Education* synthesizing the work of all the subcommittees to create:

- An implementation plan and timeline.
- Policy recommendations to the Nevada Department of Education, and legislative recommendations for sessions beyond the 83<sup>rd</sup>.
- A proposal for ongoing systems evaluation.
- Communications and stakeholder engagement plan.



PULSE

A hand is shown on the right side of the image, reaching towards a bright, glowing, colorful light effect. The light consists of many thin, curved lines in shades of blue, purple, and orange, creating a sense of motion and energy. The background is dark with scattered bokeh lights in various colors.

Learning through  
Benchmarking:

A Deep Dive

# Initial Small Groups: Text-based discussion

## Group 1 a/b: Canada

- Anthony Nuñez -a
- Patricia Charlton -b
- Dr. Angie Taylor -a
- Dr. Bernnel Peltier Glaze -b
- Adam Young -b
- Dr. Gregory Koenig -a
- Maite Salazar -b
- Peter Zierhut -a
- Dr. Lindsay Diamond -b
- Paul Johnson -a

## Group 2 a/b: Estonia

- Dr. Mariluz Garcia-a
- Erica Mosca -b
- Elysia Byrd -a
- Sean Parker -a
- Kali Fox Miller -b
- Malinda Riemersma -a
- Joyce Woodhouse -b
- Jhone Ebert -a
- Tim Hughes -b
- Hannah Villatoro -a

## Group 3 a/b: Singapore

- Marilyn Dondero Loop -a
- Dr. Jeff Shih -b
- Laura Jeanne Penrod -a
- Tina Quigley -b
- Amy Stephenson -a
- Nicole Rourke -b
- Alexa Walsh -a
- Teresa Dastrup -b
- Dr. Robin Titus -a
- Sebastian Rios -b

# Reflecting on One System:

## First, discuss:

What are **3-5 key features of your system** (British Columbia, Estonia, Singapore) that are important to share with others?

Which practices from your system do you think **could be adapted to fit Nevada's unique context?** What modifications might be necessary?

## Then, chart:

Chart your responses so that others can learn from your reflections.

# International Benchmarking: Gallery Walk



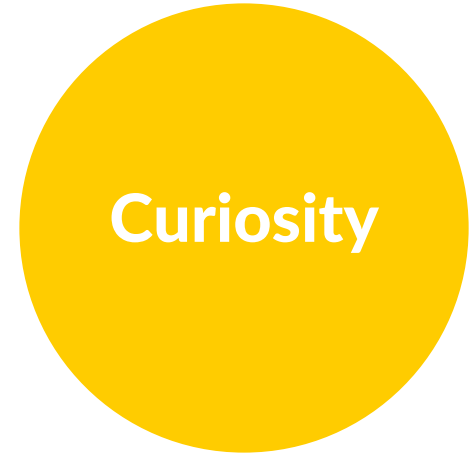
Features

What key feature(s) were common across the jurisdictions? How do these common features align with the current educational policies and practices in Nevada?



Practices

Which practices from the high-performing systems do you think could be adapted to fit Nevada's unique context? What modifications might be necessary?



Curiosity

Based on what you read, what do you still want to know more about?

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# Subcommittee Learning:

## A Gap Analysis & Updates

# Subcommittee Part One



First, a **jigsaw conversation** to share your understandings of your specific system with your subcommittee.

Use the charts to support your conversations.





# Subcommittee Part Two



## Next Generation Career Pathways

What specific CTE / career-focused practices from high-performing countries stood out to you? Why?



## Proficiency-Based Learning

What skills and competencies are prioritized in these countries?  
What other factors do they consider?



## Portrait of a World-Class Teacher

How does the teaching profession in these countries compare with being a teacher in Nevada?



## Measuring What Matters

How do these high-performing countries' goals for education inform their evaluation strategy?

# Subcommittee

## Part Three



Now it's time to consider your subcommittee's initial focus areas as benchmarked with these HPS:

1. To what extent do you see evidence of your focus areas in these HPS?
2. How would you modify your focus areas with this learning in mind?
3. What additional focus area, if any, would you add? Begin to draft an updated list.

# Current Focus Areas/Levers



## ROUND 1:


1. Label your chart with your SC name
2. Summarize your subcommittee's current focus areas/levers

## ROUND 2:


1. Review the other 3 SC lists;
2. Note with a sticky note any items you'd like to discuss across your subcommittees
3. Indicate with a sticky note any questions you have about these lists.




# MEASURING WHAT MATTERS




Build **system, district, and school-level metrics** that incorporate durable skills and multiple ways to demonstrate knowledge.



Investigate opportunities available within the **federal waiver process**.




Build a **public communications strategy**, incorporating stakeholder analysis to communicate the outcomes of the system to business, community, families.




**Leverage storytelling** to communicate the outcomes of the system to business, community, families.




# NEXT GENERATION PATHWAYS




Focus on **transferable and entrepreneurial skills** through work-based and project-based experiences.




Offer **career exploration** and career exposure for all students, starting in middle school or earlier.



Consider **employer partnerships** that enable rural and remote career-connected learning.




Improve **data collection and messaging** to understand and communicate the impact of CTE.







# PORTRAIT OF A WORLD-CLASS TEACHER



Consider incentives for districts to create more time for **collaborative teacher professional learning**.



Learn about **professional learning for school leaders** in order to ensure that principals can develop teachers to do their best work.




Align **prep & licensure renewal requirements** with the current and future demands of teaching. Explore teacher **career progressions**.




Support teachers in **using tech effectively**.




# PROFICIENCY-BASED LEARNING




Dig into **the role of time** to determine how to make learning the constant and time the variable. How is current time mandated? How will it shift?




Consider how **the role of time** can shift and the process to enable shifts.



Learn what **high-quality professional learning is needed for teachers** to build their capacity to engage students in this way.



Examine the role of **high-quality leadership** in designing and leading schools with proficiency-based models at their core.







Full Commission:

Subcommittee Stress Test

# Let's Consider:



## **Interdependency:**

Where do we see overlap in the SC focus areas?



## **Connections:**

How, if at all, might we connect SCs to discuss overlaps?



## **Representation**

How do we understand our role as Ambassadors of this effort?



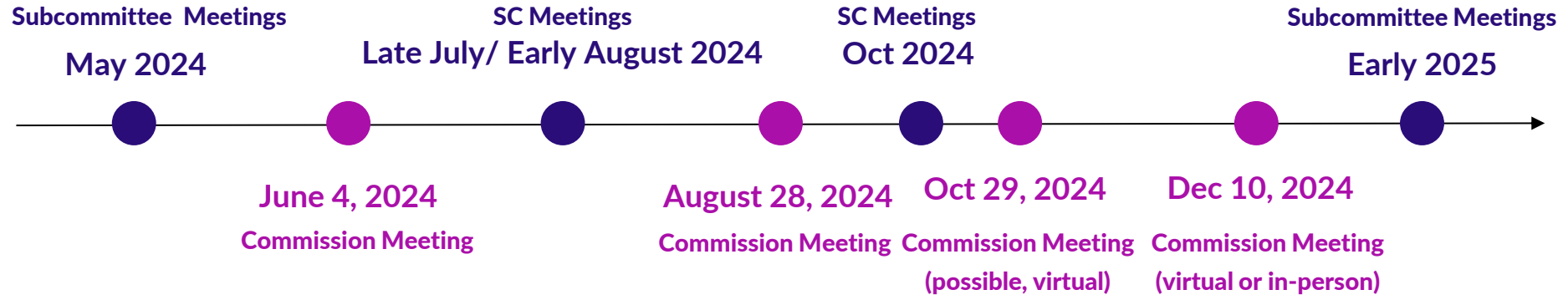
## **Communication**

What supports do we need to share our progress thus far with our constituents?

**A moment of thanks  
for your leadership**



# Recommended Schedule of Future Commission & Subcommittee Meetings





## Nathan Driskell

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## Janice Case

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