

**NEVADA TEACHERS AND LEADERS COUNCIL (TLC)
MEETING MINUTES**

September 18, 2012
Hyatt Place
1790 East Plumb Lane, Meeting Place 1
Reno, Nevada

COUNCIL MEMBERS PRESENT:

Pamela Salazar, Chair
Barbara Surritte-Barker, Vice Chair
Kathleen Galland-Collins, Member
Theresa Crowley, Member
Rorie Fitzpatrick, Member
Sharla Hales, Member
Robert McCord, Member
Theo McCormick, Member
Dale Norton, Member
Mary Peterson, Member
Theodore Small, Member

COUNCIL MEMBERS ABSENT:

Linda Archambault, Member – excused
Christine Cheney, Member – excused
Kimberly Tate, Member – excused

DEPARTMENT STAFF PRESENT:

Dr. James W. Guthrie, Superintendent of Public Instruction
Laurie Thake, Administrative Assistant
Leslie James, Title IIA Education Programs Professional

LEGAL COUNSEL:

Shane Chesney, Senior Deputy Attorney General

INVITED GUESTS:

Sujie Shin Senior Manager, Assessment and Standards Development at WestEd
Lynn Holdheide Consultant, American Institutes for Research (AIR)
Dr. Margaret Heritage Consultant, CRESST

AUDIENCE IN ATTENDANCE:

Pam Hicks Clark County School Administrator Association, Deputy Director
Kristen McNeill Washoe County School District
Todd Butterworth Legislative Counsel Bureau
Meg Nigro Clark County School District, Human Resources
Dena Durish Clark County School District, Human Resources
Jose Delfin Carson City School District
Beth Bouchard Sierra Nevada College
Tami Berg Nevada PTA

Barbara Clark Chair of the Council on Parental Involvement
Judy Osgood Governor's Office
Debra Cunningham Deputy Superintendent, Nevada Department of Education

CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Chair Salazar called the meeting to order at 8:39 A.M., with attendance reflected above. It was determined that a quorum was present.

Chair Salazar led the pledge of allegiance.

PUBLIC COMMENT

Pam Hicks expressed concern regarding the White Paper, which was reviewed by the Clark County Administrator Association (CCAA) at their August 9th meeting. CCAA has grave concerns regarding the scheduling of observations. Those concerns stem from the fact that the two week window is problematic with schools with double digit probationary teachers. They requested the TLC reconsider the time frame. Secondly, with the retirement of Dr. Archambault, there was no one on the TLC representing administrators who could provide first-hand information. CCAA recognizes the expertise and experience of all TLC members, however nothing replaces firsthand knowledge. Ms. Hicks spoke with Dr. Archambault and suggested that Dr. Archambault be part of an ad hoc committee to act as a conduit for this type of information. Ms. Hicks requested the TLC provide an avenue for the administrators to provide input.

APPROVAL OF A FLEXIBLE AGENDA

MOTION: Member Norton moved to approve a flexible agenda. Member McCord seconded. The motion passed.

APPROVAL OF MINUTES FOR THE APRIL 16, 2012 AND MAY 7, 2012 TEACHERS AND LEADERS COUNCIL MEETINGS

MOTION: Member Norton moved to approve the April 16 and May 7, 2012 minutes as presented. Member McCord seconded. The motion passed.

REVIEW, DISCUSS, AND IF DETERMINED APPROPRIATE, POSSIBLY ADOPT A SET OF PROJECTED DECISIONS TO BE MADE BY THE TEACHERS AND LEADERS COUNCIL (TLC) AND THE ASSOCIATED TIMELINES THEREIN, IN ORDER TO DELIVER THE REQUIRED FULL SET OF SYSTEM RECOMMENDATIONS TO THE STATE BOARD OF EDUCATION AT THEIR PUBLIC MEETING ON DECEMBER 14, 2012. CONCURRENTLY DISCUSS THE INFORMATION THE NEVADA DEPARTMENT OF EDUCATION (NDE) WILL SHARE WITH THE US DEPARTMENT OF EDUCATION WITH REGARD TO THE STATE'S ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) FLEXIBILITY REQUEST

AND THE STATUS OF THE NEW EDUCATIONAL PERFORMANCE SYSTEM AUTHORIZED UNDER THE STATE'S APPROVED ESEA WAIVER

Member Fitzpatrick reviewed the roadmap for the development and initial implementation of Nevada teacher and administrator system. Member Fitzpatrick advised the State Board of Education meeting was rescheduled to December 14, 2012; wherein the first workshop for the educator evaluator system regulations will be held. Meetings of the TLC are scheduled for November 2nd, November 14th, and November 28th in order to have all of the required documents ready to submit to the State Board of Education on December 14, 2012.

Member Fitzpatrick stated the Teacher Evaluation Framework as it exists is a rough estimation of where items will fit into the timeframe in the early stages of implementation.

Member Fitzpatrick advised today the TLC will be discussing, in an effort to develop rubrics for the five high level instructional principles, the indicators and criteria under those principles. The TLC will discuss why and how to move student performance, work on establishing the proficiency levels, understand professional responsibility and family engagement, and establish validity checks and rubric training.

The objective is for an outside party to perform an analysis for the State; a Request for Proposal (RFP) is currently being drafted for this process and will then be submitted to the Board of Examiners.

The TLC will need to discuss and determine criteria for teachers to participate in the piloting model and framework, and establish validation studies.

Member Fitzpatrick stated with regard to the high level instructional principles, there was an appetite to allow districts to submit applications which demonstrate the observation tool they want to use to collect data for the high level instructional principles could be different than the State rubric. Empirical data will need to be presented by the school district to the State. Member Fitzpatrick responded the validation pieces needed be rigorous to ensure the instrument and training would deliver the results required.

Members discussed for an effective statewide system, we need to be able to aggregate the data no matter what rubric is used. The responsibility will be on the district to demonstrate how their plan fits the demands of the high level criteria.

It was discussed that the TLC needs to build out a timeline for July 2013 to June 2014.

Members discussed, with regards to student performance, there are three groups of teachers: those who teach tested grades and subjects; those who teach non-tested grades and subjects; and those that are instructional specialists (counselors, librarians, speech pathologists, etc.) A Technical Advisory team was created at the Nevada Department of Education, who will report to the TLC with recommendations relative to these groups of teachers.

Additionally, the TLC will establish a Technical Advisory Committee (TAC), with nationally established expertise. Dr. Margaret Heritage will be a part of that group, as well as other

individuals who have understanding of national issues and a deep level of technical knowledge.

Member Fitzpatrick stated with regard to the Administrator Evaluation Framework, the rubric is not as detailed as the Teacher Evaluation Framework and is less complicated due to the groupings in the teacher component. With regard to student performance, the measures are different at the school wide level than at the teacher level. Beginning today and over the next few meetings, the TLC will begin to finalize the high level leadership principles in the Administrator Evaluation Framework.

Relevant for the evaluation of both teachers and administrators in that the following:

- Establish expectations that link evaluation results to professional development;
- Determine how to target professional learning opportunities;
- Discuss and possibly recommend legislative amendments to deal with local obligation through collective bargaining with pay for performance issues – this is not within the TLC authority, but is a local district issue.

Members discussed the need to have targeted conversations with teachers and school administrators, as well as district administrators and family members and/or the public. Member Fitzpatrick advised the Nevada Department of Education will be hosting an educator summit for legislative members, so they will have a better understanding of this educator evaluation process. This will be either a one or two day summit and will include local policy makers.

Member Fitzpatrick stated, with regard to regulation adoptions, the TLC needs to be very clear on the needed legislative changes in order to implement the recommendations of the TLC. There will be a series of workshops to allow for opportunities for individuals to participate and provide feedback.

A break was granted at 9:48 A.M.
The meeting reconvened at 10:05 A.M.

PROPOSE, REVIEW, AND DISCUSS THE INDICATORS TO BE MEASURED UNDER EACH OF THE HIGH LEVERAGE PRINCIPLES OF THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE INDICATORS AND THEN POSSIBLY TAKE ACTION

Dr. Margaret Heritage, CRESST, reviewed the indicators developed for each principle, but indicated no performance levels for the indicators were developed at this time.

Dr. Heritage reviewed and discussed the following principles and indicators with the TLC:

Principle 1: New learning is connected to prior learning and experience. Any new learning is based on prior learning.

- Indicator 1: Teacher activates all students initial understand of new concepts and skills.

- Indicator 2: Teacher makes connections explicit between previous learning and new concepts and skills for all students.
- Indicator 3: Teacher makes clear the purpose and relevance of new learning for all students.
- Indicator 4: Teacher provides all students opportunities to build on or challenge initial understandings.

Prior knowledge is an essential variable in learning and its influence on learning is well documented. In particular, research in cognition has demonstrated what the learner knows, and the extent to which their prior knowledge is activated during new learning, has important implications for whether the new information will make sense to the learner. Additionally, it is important to recognize the cultural backgrounds of students and how these experiences affect student learning in classrooms. Prior knowledge often includes the kind of knowledge learners acquire outside of school settings, such as in their homes and communities.

Members questioned the availability of fiscal resources to perform the validation. It was reported that currently there is a very limited set of resources, with a majority the process is being funded by federal funds under Title IIA. The resources do not exist to conduct an exceptional study, but resources do exist to conduct a sufficient study.

The TLC discussed the issue of fairness and reasonableness. The TLC established the focus needs to remain on outcomes which are fair to students.

Principle 2: Learning tasks have high cognitive demand for diverse learners.

- Indicator 1: Tasks purposefully employ all students' cognitive abilities and skills.
- Indicator 2: Tasks place appropriate demands on each student.
- Indicator 3: Tasks progressively develop all student's cognitive abilities and skills.

The term "all students" refers to the diversity found in all classrooms: various levels of learning, working pace, experience, and backgrounds (e.g., language, culture, ESE). Cognitive abilities include, but are not limited to, reasoning, planning, solving problems, evaluating synthesizing, comprehending, and designing. "Skills" refers to the capacity or competence to perform a task; they can range from simple levels to higher levels. Cognitive abilities and skills are increasingly domain specific as students' learning develops.

Members discussed: 1) If the task fits into the larger goal; 2) Are the tasks worth doing; 3) Are they worth the students' time; and 4) Are they making appropriate demands on all students.

Principle 3: Students engage in meaning-making through discourse and other strategies.

- Indicator 1: Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.
- Indicator 2: Teacher provides opportunities for all students to create and interpret multiple representations.
- Indicator 3: Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.

- Indicator 4: Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.

Students are active and constructive learners and they have to develop the meaning and the cognitive ability themselves. Students connect what they are learning to what they know. Discourse is a larger component to the Common Core. Students need to have a strong identity as capable learners. Concern was expressed that this principle gets at teachers becoming facilitators and not all teachers will be comfortable with this. There will need to be a lot of professional development provided in this area.

It was discussed extended discourse is engaging dialogue that is interactive, externalizes thinking, and focuses on creating meaning making of the learning. Discourse involves argumentation, explaining, critiquing, and using logic and evidence to support or refute a claim, which can occur in either an oral or written form.

Dr. Guthrie stated there is nothing taking place in Nevada more important than this discussion. Dr. Guthrie stated he wholeheartedly endorses this effort. He emphasized there is no more powerful indicator of student success than an effective teacher, and the TLC will take the State to where it needs to be in developing effective teachers.

A lunch break was granted at 11:50 A.M.
The meeting reconvened at 1:10 P.M.

The Council continued their review and discussion of the Principles.

Principle 4: Students engage in metacognitive activity.

- Indicator 1: Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.
- Indicator 2: Teacher structures opportunities for self-monitored learning for all students.
- Indicator 3: Teacher supports all students to take actions based on the students' own self-monitoring processes.

Dr. Heritage stated we want active responsible learners who are reflective about their own learning, and who are able to revise their own learning strategies. It's about learning how to learn.

Members discussed evaluators will observe a teacher's communication of learning goals, performance criteria, and purpose in the lesson. The focus will be on students' abilities to be reflective about their own learning and how a teacher structures opportunities for them to do so. Students need to be clear about learning goals and performance criteria to engage in self-monitoring.

Principle 5: Assessment is integrated into instruction.

- Indicator 1: Teacher plans on-going learning opportunities based on evidence of all students' current learning status.
- Indicator 2: Teacher aligns assessment opportunities with learning goals and performance criteria.

- Indicator 3: Teacher structures opportunities to generate evidence of all students' learning during the lesson.
- Indicator 4: Teacher adapts actions based on evidence generated in the lesson for all students.

“Evidence” of student learning status refers to what students say, do, make, or write which indicates what they know and are able to do. There may be several different learning opportunities to account for differences in a student's learning status. Learning goals specify what students are to learn in the lesson. Performance criteria indicate the successful accomplishment of the learning goal. A teacher should use different types of assessment strategies to account for learning differences.

It was stated that Principle 5 was agreed to during the last TLC meeting.

Review Literature and Research Review regarding recommended Indicators to be measured under each of the High Leverage Principles; discuss implications of Literature and Research Review

Dr. Heritage stated the literature review would ground the Principles and her group needed feedback from the Council.

Principle 1: In summary, prior knowledge is an essential variable in learning. Member Peterson stated cultural competence is implied and suggested expanding the rubric. She stated this document will lead to legal defensibility and we need to ensure this is as complete as possible. Also discussed was the need to have empirical studies as a way to ground the principles for different individuals.

Principle 4: Metacognition is a foundational cognitive process for effective learning in all disciplines; at its most basic, it is “thinking about thinking”. It includes the knowledge people have about themselves as learners and an awareness of factors that might impact their performance in various tasks. Metacognitive knowledge includes knowledge of factors that might impact performance, knowledge of learning strategies, knowledge about oneself as a learner, awareness and management of personal cognition, and knowledge of others. In summary, metacognition is critical in learning. Metacognition is the cognitive mechanism in which learners monitor and regulate their learning. Students can be supported to develop metacognitive skills through effective instructional strategies.

Concern was expressed about the volume of information presented and indicated it would be nice if it could be provided in shorter format. Member Peterson expressed concern there was no one-to-one correlation from the body of the research to the indicators. The definition of metacognition may need to be at the beginning instead of the end of the article.

Principle 5: Assessment has two fundamental functions. The first is to provide information on students' current levels of achievement. Such assessments serve a summative function; they sum up what students have learned after a more or less extended sequence of teaching and learning. The second purpose of assessment is to inform what students and teachers do day-

by-day to ensure students make progress toward desired outcomes. Assessment for this purpose serves a formative function and occurs when teachers engage in a continual “taking stock” of learning by paying close, first-hand attention to specific aspects of a student’s developing understanding and skills. In summary, formative assessment and a set of assessment practices that are integrated into instruction have been shown as a powerful tool in increasing student achievement. Drawing from learning theories and research from classroom practices, assessment that is integrated into instruction is a critical aspect in teaching and student learning.

Dr. Heritage stated, in general, when they revise this information they will look at the tone and consistency across the board; write for individuals engaged in education; develop an appendix so the studies included in the literature will be referenced; and put the methods section at the beginning of the document.

Relative to the additional two Principles, they are complete and will be distributed to TLC members for comments and feedback. Feedback is to be returned to Ms. Thake who will forward to Dr. Heritage.

Additionally, Dr. Heritage and her team provided a handout and reviewed ideas for the Council to consider for a website design, a wire frame for the website, and for feedback from the Council. Members discussed having a link on the Department of Education’s website to this website.

PROPOSE, REVIEW, DISCUSS, AND POSSIBLY APPROVE THE 4 HIGH LEVERAGE PRINCIPLES, AND THE INDICATORS FOR ADMINISTRATORS

Dr. Heritage stated a principal’s responsibility is to ensure a teacher is the best teacher they can be. She queried, “What is involved in a leadership role to support teachers?” “Do we have the same type of high leverage principles to support administrators?”

Members discussed the first job of leadership was to create and sustain a focus on learning. There needs to be clear commitment to monitoring learning, with a focus on all dimensions of school activities and student achievement. The TLC principle is to build teacher capacity.

Members discussed the need to create and sustain a culture of continuous improvement for students, teachers, and administrators. Leadership sets the expectations and supports self-efficacy amongst teachers as well. Also, create and sustain productive relationships and cooperation in addition to collaboration. At the end of the day, the principal still needs to make the decision. Effective leadership provides active communication, is an active listener, and creates and sustains structure. The principal needs to ensure there is an alignment between curriculum, instruction, and assessment.

A fifteen minute break was granted.
The meeting reconvened.

PROPOSE, REVIEW, AND DISCUSS THE PROFESSIONAL RESPONSIBILITIES INDICATORS AND RUBRICS UNDER THE NEVADA TEACHER EVALUATION FRAMEWORK. DISCUSS NEXT STEPS RELATIVE TO FINALIZING THE ADOPTION OF THOSE RECOMMENDATIONS AND THEN POSSIBLY TAKE ACTION

Ms. Holdheide reviewed the Professional Practice rubric:

- Family engagement
 - Nevada Advisory Council for Parental Involvement

Barbara Clark, Chair of the Nevada Advisory Council for Parental Involvement, stated the Nevada Advisory Council for Parental Involvement would like to make a recommendation at the next scheduled TLC meeting on October 15, 2012.

- Commitment to school community
 - The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students, to build a professional culture that supports school and district initiatives, and to cultivate a safe, learning-centered school culture and community that maintains high expectations for all students.
 - This will have three separate indicators.
- Self-reflection and professional growth
 - The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice while pursuing aligned professional learning opportunities to support improved instructional practice across the school community.
- Professionalism
 - The teacher models and advocates for fair and equitable treatment of all students and models respect and integrity in all interactions with colleagues, students, and the community.

The rubric team needs to develop proficiency level III and build out language with TLC approval before building out all proficiency levels; to include examples of practice. It was suggested to start with the high and low end and develop a full rubric from there. It was recommended to keep moving forward and the TLC will receive recommendations from the Parental Involvement Advisory Council and make decisions based on the information received.

Chair Salazar stated as TLC moves forward, AIR will be working on rubrics, rubric information for level III for the next meeting, and then continue to receive feedback from constituents.

UPDATE ON TIMELINE, LOCATIONS, AND AGENDA FOR OCTOBER SUMMITS TO REVIEW THE NEVADA TEACHER EVALUATION FRAMEWORK WITH TEACHERS IN NEVADA

Member Fitzpatrick reviewed the October Summit and listening tours. She indicated at the request of the Communications Task Force, she spoke with Judy Osgood regarding avenues the TLC could use to support this work. The latest thinking relative to the listening tour is that the TLC has established a consensus on the five high level instructional principles, the content of the professional responsibilities, the student outcomes piece, and the technical outcome to ensure that the data is moved forward in ways to ensure reliability.

What the TLC does not have is the information regarding the professional development piece and what will happen with the evaluation results. Member Fitzpatrick suggested using the October listening tours as an opportunity to inform individuals regarding the evaluation frameworks, what will happen in this process, what will happen with the data, and how it will enrich the professional practice. There needs to be more of a focus on the professional development side.

Member Fitzpatrick suggested using recorded webinars with a focus sessions, so educators who do not want to give up their Saturdays could watch after-school functions. The purpose of the webinar is to teach the information and provide an avenue for individuals to provide feedback either via the website or face-to-face professional development.

Craig Stevens, NSEA, provide public comment and encouraged the Council to hold the door open to anyone who wanted to find out more about the evaluation process.

REVIEW, RETHINK, DISCUSS, REFINE, MAKE CHANGES TO AND POSSIBLY APPROVE A SEPTEMBER 18, 2012 VERSION OF THE SYSTEMS GUIDELINE WHITE PAPER

This item was postponed until the next meeting.

FUTURE AGENDA ITEMS

This item was not discussed.

MEETING SUMMARY

This item was postponed until the next meeting.

ADDITIONAL COUNCIL MEMBER COMMENTS

There were no additional comments from Council Members.

PUBLIC COMMENTS

Pam Hicks, Deputy Director of the Clark County School Administrators Association, expressed the administrative piece is crucial and administrators need a time to present information. There is a lack of effort in getting feedback from the administrator group.

MEETING ADJOURNMENT

Chair Salazar adjourned the meeting at 5:00 P.M.