

**TLC Meeting – August 20, 2013**

Information provided by Leslie James, Nevada Department of Education

**Agenda item # 9.** Development of aligned model for Group 3 personnel (Pam Salazar, Chair, and Leslie James, NEPF Project Manager). (*Information/Discussion/For Possible Action*)

- a. Review of SB407 requirements for development of model to evaluate and support Group 3\* personnel as part of the Nevada Educator Performance Framework (\*as previously defined by TLC).
- b. Consideration of guiding beliefs and parameters for the model (i.e., what is the alignment of the model to the high leverage instructional standards).
- c. Establishment of structure for crafting the aligned model (e.g., creating, populating, and deploying task forces).

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a. **SB 407 re: Group 3**

- **Validation Study:** On or before **8-1-14** NDE in consultation with districts' board of trustees select a representative sample of **counselors, librarians and other licensed educational personnel** for a validation study of the system, and
- **Implementation of the Evaluation System: 2015-2016** implementation of the system for this group of educational personnel commences.

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a. **SB 407 re: “counselors, librarians and other licensed educational personnel” –**

**Review who is potentially in “Group 3”**

b. **Consideration of guiding beliefs and parameters for the model (i.e., what is the alignment of the model to the high leverage instructional standards).**

## **Review Group 3 – TLC History of Information**

### **re: who is potentially in Group 3 and guiding beliefs**

- 8-20-12 the TLC recommended the Department of Education create an ad hoc group to identify inclusion and exclusion criteria for the 3 groups identified and report back to the TLC:
  - Group 1: Teachers in state tested grades and subjects
  - Group 2: Teachers in non-state tested grades and subjects
  - Group 3: Specialist Personnel (e.g. related services, librarians)

- 11-14-12 TLC Meeting Minutes:

The Group 3 Technical Advisory Team provided the following groups which could be included in Group 3:

#### Inclusion Criteria (pp. 5, 6):

“A licensed employee who spends at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all educational settings. These licensed employees include “specialist personnel” who may meet this definition depending on roles and responsibilities and local job context (e.g., job descriptions and defined assignments) under the following specialist personnel categories:

- “Exceptional Pupils Personnel” – e.g., speech and language specialists, specialists working with vision/hearing impairments, specialists serving in a consultant role to support students with autism
- “Specialized Support Personnel” – e.g., school counselor, school psychologist, reading specialists working as consultants, library/media specialists, and
- “Teachers on special assignment – e.g., such as implementation specialists, instructional coaches and home bound instructors.”

“...the thinking behind this is that students would benefit from having specialist ‘teacher’ personnel be effective and/or helping other teachers be effective in implementing (through consultation/coaching) the 5 high leverage instructional principles in the teacher framework... to meet learning targets that support them in accessing/processing the curriculum to meet the academic standards.”

Exclusion Criteria: “Specialist personnel who provide contracted services from an outside organization and ‘other staff’ if the decision is to not include this group of specialist personnel who provide emotional support, non-instructional guidance or medical support (e.g., counselors, nurses).”

November 14, 2012 TLC Motions:

1. “The TLC adopt a guiding belief that certain ‘specialist personnel who serve as licensed employees who spend at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all educational settings’ be included in the statewide performance evaluation framework.”
2. “The TLC recommend to the Board of Education that NRS 391.460 be modified for the inclusion of specialist personnel as part of a statewide performance evaluation system provided that certain parameters are met and include provision of some assurances for evaluation framework flexibility to account for roles and responsibilities and local job context (e.g. job descriptions and job assignments). Specialist personnel would consist of those who serve as licensed employees and who spend at least 50% of the work year devoted to providing educational services that support students to access and/or process the curriculum to meet the academic standards within the realm of all education settings. A differentiated timeline would be applied so that results of Group 1 and Group 2 field studies, implementation, and evaluation and recommendations of each specialist personnel stakeholder group can be considered in the development of Group 3 specialist personnel evaluation frameworks within a 5 year period.

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**c. Establishment of structure for crafting the aligned model (e.g., creating, populating, and deploying task forces).**

For Group 3 evaluation development validation to roll out 2014-2015, consider:

- laying out a viable plan to engage stakeholders in development and get broad stakeholder feedback
- resources, including personnel.