

**DRAFT Information – 11-14-12**  
**Group 3 Teachers – “Specialist Personnel”**

Draft recommendations from the Group 3 ad hoc technical advisory team to the TLC:

1. The TLC should consider a guiding belief that certain “specialist personnel” outside of the “traditional teacher role” (that defines Group 1 - tested grades and subjects, and Group 2 - non-tested grades and subjects) who are integral to the support of student growth be **included** in the statewide performance evaluation framework.
2. AB222: Section 6 requires the TLC to make recommendations to the State Board of Education for the establishment of a statewide performance evaluation system for **teachers** and administrators employed by school districts.

Therefore in considering inclusion of “specialist personnel” who are integral to the support of student growth in this statewide evaluation framework, the TLC needs to **recommend a change in NRS** to include these personnel, by either:

- a. expanding the definition of “teacher” in NRS to include “specialist personnel” not in Group 1 or Group 2 for performance evaluation purposes (a possible expanded definition of teacher is provided on p. 4), and/or
  - b. there needs to be a change in AB222 to provide the directive to the TLC to include the consideration of Group 3 “specialist personnel” in this statewide performance evaluation system. The TAT recommends this option.**
3. Ensure the TLC recommendation to the State Board of Education to include specialist personnel in the statewide performance evaluation system includes **provision of some assurances for evaluation framework flexibility** provided certain parameters are met. To provide flexibility and adaptation to roles and responsibilities and local job context (e.g., job descriptions and defined assignments), the evaluation framework would reflect work with, and recommendations from, each specialist personnel stakeholder group in regard to the following aspects of the evaluation framework, and then subsequent implementation piloting -
    - **“Educational Practice” – “Instructional Practice”**:
      - Reviewing suitability of the “5 high leverage instructional principles”
      - Reviewing suitability of the “professional responsibilities”
      - Reviewing need for inclusion of best practices within the profession as described through national professional association standards
    - **“Student Performance”** –
      - Determining what types of measures would be comparable in accurately measuring student achievement growth and connecting that growth to specialist personnel effects
      - Determining weighting parameters.
  4. Recommend to the State Board of Education that evaluation frameworks to include “specialist personnel” be developed in **X number of years** after more foundational work is set for the Group 1 and Group 2 teachers.

11-13-12 email

I have been asked to forward a summarized response on behalf of Related Services, Clark County School District (CCSD). See the attachment above. You might get additional input in a day or two from Human Resources, CCSD.

The response from CCSD is very consistent with the Washoe response. We are not comfortable with forcing expansion of the NRS definition of teacher to include specialist personnel and other staff. That would seem, intuitively, to work against more important efforts to ensure flexibility within the overall evaluation system to enable the supervision and evaluation of specialists/other staff that follows professional discipline standards. From the perspective of CCSD Related Services, system flexibility needs to be two-fold:

a) The flexibility within the model to move away from Educational Practice, as defined by Instructional Principles and Responsibilities, to **discipline-special standards for Educational Practice**.

This distinction should ultimately effectively differentiate Groups 1 & 2 (classroom teachers) versus Group 3 specialists and other staff; and

b) The flexibility within the model to move beyond direct measurement of Student Performance, as defined in part by measured CRT scores and district based assessments, to the **potential for defining alternate or secondary targets for measuring support of student growth**.

This distinction should ultimately effectively differentiate Group 1 (classroom teachers/CORE instruction/standardized testing results for students) versus Group 2 (classroom teachers/non-CORE instruction/alternate measures of student performance and growth) versus specialist personnel and other staff (non-teachers/professional standards for service delivery/indirect measures of student performance and growth).

Robert C. Weires  
Director I  
Psychological Services  
c/o Seigle Center II  
3626 Pecos-McCleod  
Las Vegas, NV 89121

Phone: (702) 799-7465  
Fax: (702) 799-3740

## Background Information for Making Decisions about “Group 3 – Specialist Personnel”

AB222: Section 6 requires the TLC to make recommendations to the State Board of Education for the establishment of a statewide performance evaluation system for **teachers** and administrators employed by school districts.

### Currently in NRS There are Inconsistent Expectations for Personnel and Challenges for Including “Specialist Personnel” Under the Definition of “Teacher”

#### Definition of “Teacher”

- A licensed employee –
- the majority of whose working time is devoted to the rendering of direct educational service to pupils of a school district [NRS 391.311] –  
i.e., “spends at least 50 percent of his or her work year providing instruction or discipline to pupils”; or  
“As instructional support staff, who does not hold a supervisory position and who spends not more than 50 percent of his or her work year providing instruction to pupils. Such instructional support staff includes, without limitation, **librarians** and persons who provide instructional support” [NRS 385.3469]

#### Not Part of Definition of “Teacher”

- Contracted services from an outside organization
- “Other staff” including “**school counselors, school nurses** and other employees who spend at least 50 percent of their work year providing emotional support, non-instructional guidance or medical support to pupils. [NRS 385.3469]

#### “Teacher” Definition Challenges Relative to “Group 3 - Specialist Personnel”

1. It seems that NRS is defining “teacher” traditionally in terms of “rendering direct educational service to pupils” as per tested and non-tested grades and subjects. NRS 385.3469 calls out “**librarians**” as “teachers” - “instructional support staff... who spend not more than 50% of the year providing instruction to pupils”. *It does not list which other “instructional support staff” “who provide instructional support” would be included. What is the definition of “instruction” and “instructional support”?*

If librarians “provide instructional support” – they would fall in group 1 (tested grades and subjects) or group 2 (non-tested grades and subjects) AND require the “inclusion of evaluation criteria specifically for their respective specialty” as per NRS 391.3125.

Under the current definitions of “teacher” provided in NRS, there appear to be NO “specialist personnel” who fall in another group of “teachers” – i.e. “Group 3”.

#### 4 “Groups” of Licensed Personnel

It seems 4 groups of licensed educational personnel are sifting out:

- a. **Teachers** of tested grades and subjects (Group 1) which includes some “specialist personnel” as per licensure certification awarded
- b. **Teachers** of non-tested grades and subjects (Group 2) which includes some “specialist personnel” as per licensure certification awarded
- c. **Other “specialist personnel”** who are not called out in the current NRS definition of “teacher” but who potentially provide instructional support (see a **possible expanded definition of “teacher” \*** which could be “**Group 3**”)
- d. “**Other personnel**” who provide emotional support, non-instructional guidance or medical support (e.g., counselors, nurses) [NRS 385.3469]  
Should these personnel continue under the district’s uniform evaluation system or be part of a statewide evaluation system?

#### Keeping the Definition of Teacher Narrow or Expanding It to Include Other Specialist Personnel

##### Proposed Expanded Definition of “Teacher”

The definition of “teacher” for evaluation purposes could be kept narrow (and evaluation of “specialist personnel” left up to the districts) or it could be expanded to include other “specialist personnel” in the uniform statewide evaluation system as in the following expanded **definition of teacher to include specialist personnel provided by the Group 3 ad hoc technical advisory team:**

\* “**Teacher**” also means 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 (or just group 1 or 2?)**; 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 (as per determined suitability) -

to meet learning targets that support them in accessing/processing the curriculum to meet the academic standards.

For example:

- speech/language specialists help students with language impairments – and may in consultation with teachers working with these students help them - process/access the language of the curriculum;
- specialists help students with hearing or vision impairments – and may in consultation with other teachers working with these students - process/access the curriculum; and
- specialist personnel (including “teachers on special assignment”) provide educational services that support students to access/process the curriculum of the academic standards by helping other teachers to be effective in implementing these instructional principles in working with students.

### **Inclusion and Exclusion Criteria:**

**Inclusion:** For Group 3 this expanded definition of teacher specifically lists specialist personnel who could be included as per the expanded definition criteria: i.e., a licensed employee who spends at least 50% of the work year devoted to providing educational services that support students to access/process the curriculum to meet the academic standards within the realm of all educational settings

### **Exclusion Criteria:**

- » specialist personnel who provide contracted services from an outside organization
- » “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) [NRS 385.3469]*

### **Contingency for Providing Flexibility in the Statewide Performance Model and Enhancing the Model for These Specialist Personnel Roles:**

The recommendation to modify/expand the definition of teacher to hold specialist personnel to a high level of expectations in terms of practice is contingent on whether the TLC and Board of Education also includes provision of some assurances for evaluation framework flexibility provided certain parameters are met. To provide flexibility and adaptation to roles and responsibilities and local job context (e.g., job descriptions and defined assignments), the evaluation framework would reflect work with, and recommendations from, each specialist personnel stakeholder group in regard to the following aspects of the evaluation framework, and then subsequent implementation piloting –

- “Educational Practice” – “Instructional Practice”:
  - Reviewing suitability of the “5 high leverage instructional principles”
  - Reviewing suitability of the “professional responsibilities”
  - Reviewing need for inclusion of best practices within the profession as described through national professional association standards
- “Student Performance” –
  - Determining what types of measures would be comparable in accurately measuring student achievement growth and connecting that growth to specialist personnel effects
  - Determining weighting parameters.

Such an evaluation framework would provide for equity, defensibility, and increased opportunities for professional growth for group 3 “specialist personnel”.

**Group 3 Teachers to be Evaluated in the New Statewide Educator Evaluation System Can be Determined by:**

- listing the personnel by licensure certification awarded (see table pp. 7-8),
- determining which of these personnel fall under an expanded definition of “teacher”, and
- taking into consideration district job descriptions and assignments.

<b>Personnel</b> <b>NRS 391.031 Kinds of licenses</b>  Note: Need to define roles to determine groupings for “specialist personnel”, ex. “school counselor” role can change by grade level and by district responsibilities	<b>Grp 1 - tested grades/ subjects</b>	<b>Grp 2 - non-tested grades/ subjects</b>	<b>Grp 3</b>  <b>Does not fall in Group 1 or Group 2 but provides instructional support as per the expanded definition of “teacher” on p. 4</b>	<b>“Other personnel”</b> who provide emotional support, noninstructional guidance, or medical support & continue under the district’s uniform evaluation system vs. a statewide evaluation system
<b>I. Exceptional Pupils Personnel</b> <a href="http://nvteachers.doe.nv.gov/ExceptionalPupils.htm">http://nvteachers.doe.nv.gov/ExceptionalPupils.htm</a>  4. A license to teach special education, which authorizes the holder to teach pupils with disabilities or gifted and talented pupils, or both.				
Adapted Physical Education		X		
Alternative Education	X	X		
Audiology				Diagnostic
<b>Autism</b> (Group 3 if consultant & dependent on the job)	X	X	X	
Early Childhood Developmentally Delayed	X	X		
General Resource Room	X	X		
Generalist Resource Room (Limited) – [LD mild-moderate]	X	X		
Gifted and Talented	X	X		
<b>Hearing Impairments</b>			X	
Intellectual Disabilities	X	X		
<b>Speech and Language Impairments</b> [Note: To apply for licensure for a “school administrator” speech/language specialists are credited as per “3 years of verified classroom experience” whereas school psychologists and counselors are not] ASHA paper			X	
<b>Visual Impairments</b>			X	

<p><b>II. Specialized Education Personnel</b>  <a href="http://nvteachers.doe.nv.gov/Specialized_EducationPersonnel.htm">http://nvteachers.doe.nv.gov/Specialized EducationPersonnel.htm</a></p> <p>5. A special license, which authorizes the holder to teach or perform other educational functions in a school or program as designated in the license.</p>	Grp 1 – tested grades/ subjects	Grp 2 – non-tested grades/ subjects	Grp 3 Does not fall in Group 1 or Group 2 but provides instructional support as per the expanded definition of “teacher”	“Other personnel” who provide emotional support, noninstructional guidance or medical support & continue under the district’s uniform evaluation system vs. a statewide evaluation system
<b>Reading Specialist</b>	X	X	X	
<b>School Counselor</b> [School Counseling Standards <a href="http://nde.doe.nv.gov/CTE/Standards/CareerGuidance/SchoolCounseling.pdf">http://nde.doe.nv.gov/CTE/Standards/CareerGuidance/SchoolCounseling.pdf</a> ]			X	X
<b>School Library Media Specialist</b>	X	X	X	
School Nurse [*May have B.A. in school nursing + teaching license – and teach CTE nursing courses]		*X		X
<b>School Psychologist</b> [National Assn of School Psychologists]			X	X
School Social Worker				X

**Other (not part of licensure certification awarded):**

**Teachers On Special Assignment**

X

such as implementation specialists, instructional coaches and home bound instructors

## Nevada Revised Statutes – for Reference

- **NRS Current Definitions of “Teacher” and “Other Staff” (NRS. 391.311, 385.3469)**
- **NRS 391.031 Kinds of licenses**
- **NRS 391.3125 re: Policy for Evaluations of Licensed Educational Personnel**

### **NRS 391.311**

8. “Teacher” means a licensed employee the majority of whose working time is devoted to the rendering of direct educational service to pupils of a school district.

### **NRS 385.3469 Contents of annual report of accountability for State Board**

#### **1 (k)**

(2) “Other staff” means all persons who are not reported as administrators or teachers, including, without limitation:

(I) School counselors, school nurses and other employees who spend at least 50 percent of their work year providing emotional support, noninstructional guidance or medical support to pupils;...

(III) Persons classified by the board of trustees of a school district as professional-technical employees, including, without limitation, technical employees and employees on the professional-technical pay scale.

(3) “Teacher” means a person licensed pursuant to [chapter 391](#) of NRS who is classified by the board of trustees of a school district:

(I) As a teacher and who spends at least 50 percent of his or her work year providing instruction or discipline to pupils; or

(II) As instructional support staff, who does not hold a supervisory position and who spends not more than 50 percent of his or her work year providing instruction to pupils. Such instructional support staff includes, without limitation, librarians and persons who provide instructional support.

**NRS 391.031 Kinds of licenses.** There are the following kinds of licenses for teachers and other educational personnel in this State:

1. A license to teach elementary education, which authorizes the holder to teach in any elementary school in the State.

2. A license to teach middle school or junior high school education, which authorizes the holder to teach in his or her major or minor field of preparation or in both fields in grades 7, 8 and 9 at any middle school or junior high school. He or she may teach only in these fields unless an exception is approved pursuant to regulations adopted by the Commission.

3. A license to teach secondary education, which authorizes the holder to teach in his or her major or minor field of preparation or in both fields in any secondary school. He or she may teach only in these fields unless an exception is approved pursuant to regulations adopted by the Commission.

4. A **license to teach special education**, which authorizes the holder to teach pupils with disabilities or gifted and talented pupils, or both. [“**Exceptional Pupils Personnel**”]

5. A **special license**, which authorizes the holder to teach or perform other educational functions in a school or program as designated in the license. [“**Specialized Education Personnel**”]

6. A special license designated as a special qualifications license, which authorizes the holder to teach only in the grades and subject areas designated in the license. A special qualifications license is valid for 3 years and may be renewed in accordance with the applicable regulations of the Commission adopted pursuant to paragraph (g) or (j) of subsection 1 of [NRS 391.019](#).

[323:32:1956]—(NRS A 1977, 222; 1979, 1601; 1987, 997; [2003, 19th Special Session, 71](#); [2005, 93](#); [2007, 503](#); [2009, 1852](#); [2011, 788, 2625, 3100](#))

**NRS 391.3125 Policy for evaluations of licensed educational personnel; ...[Effective through June 30, 2013, for: (1) teachers initially employed by a school district on or after July 1, 2011; (2) new employees hired by a school district as administrators on or after July 1, 2011; and (3) postprobationary teachers employed as administrators on or after July 1, 2011.]**

1. It is the intent of the Legislature that a uniform system be developed for objective evaluation of teachers and other licensed personnel in each school district.

2. Each board, following consultation with and involvement of elected representatives of the teachers or their designees, shall develop a policy for objective evaluations in narrative form. The policy must set forth a means according to which an employee's overall performance may be determined to be satisfactory or unsatisfactory. The policy must require that the information maintained pursuant to paragraphs (c), (d) and (e) of subsection 1 of [NRS 386.650](#) account for a significant portion of the evaluation, as determined by the board. The policy may include an evaluation by the teacher, pupils, administrators or other teachers or any combination thereof. In a similar manner, counselors, librarians and other licensed personnel must be evaluated on forms developed specifically for their respective specialties. A copy of the policy adopted by the board must be filed with the Department. The primary purpose of an evaluation is to provide a format for constructive assistance. Evaluations, while not the sole criterion, must be used in the dismissal process.

