

Nevada Department of Education
Teachers and Leaders Council
Monday, May 16, 2016 - 9:00 A.M.



Meeting Locations

NV Dept. of Education
700 E. Fifth Street
Board Room
Carson City, NV 89701

and

NV Dept. of Education
9890 S. Maryland Parkway
2nd Floor, Board Room
Las Vegas, NV 89183

—DRAFT MINUTES—

Call to Order; Pledge of Allegiance; Roll Call

Meeting was called to order at 9:07 am. The Pledge of Allegiance was recited. Roll was called as indicated and quorum was achieved.

Attended

Pam Salazar
Kim Metcalf
Susan Lacey
Theo Small
Dale Norton
Amy Henderson
Anthony Nunez (Arrived 11:30 am)

Dena Durish
Barbara Barker
Vida Bierria
Gabe Gonzales (Departed 1:04 pm)
Jason Sanderson
Dottie Smith

Absent

Veronica Frenkel

Terri Janison

Staff

Kathleen Galland-Collins
Greg Ott, Deputy Attorney General

Laurie Hamilton

Public Comment #1

No public comment was offered.

Approval of Flexible Agenda (Possible Action)

Member Norton motioned to approve a flexible agenda.

Member Sanderson seconded the motion.

Chair Salazar call for discussion. Hearing none, she called for the vote.

The motion carried unanimously.

Approval of Meeting Minutes for January 13 and April 13 (Information/Discussion/Possible Action)

January 13, 2016 Minutes

Member Norton made a motion to approve the minutes of the meeting of January 13, 2016.

Member Barker seconded the motion.

Chair Salazar call for discussion. Hearing none, she called for the vote.

The motion carried unanimously.

April 13, 2016 Minutes

Member Norton motioned to accept the minutes of the meeting of April 13, 2016.

Member Metcalf seconded the motion.

Chair Salazar call for discussion. Hearing none, she called for the vote.
The motion carried unanimously.

Nevada Department of Education Updates *(Information/Discussion)*

The following updates were presented by Dena Durish.

Staff Updates

- Leslie James, Education Programs Professional, Title II Programs, recently retired. The position will be posted soon.
- Brett Barley is the new Deputy Superintendent of the Student Achievement Division.
- Mindy Martini left NDE and has moved to the Legislative Counsel Bureau in Las Vegas.
- Roger Rahming has replaced Mindy as the NDE Deputy Superintendent of Business and Support Services Division.
- Jana Wilcox Lavin has assumed the Executive Director, Superintendent on Special Assignment for the Achievement School District
- Kelee Dupuis, Education Programs Professional has been hired and will be facilitating the work of the Great Teaching and Leading Fund (GTLF), SB474 Professional Development Advisory Task Force, National Board for Professional Teaching Standards, Milken Educator Awards, and the CCSSO Teacher of the Year Program.
- Two Lee Fellows will be assisting with the work of the NDE Educator Effectiveness and Family Engagement Division during the summer.

Program Updates

- Great Teaching and Leading Fund (GTLF)
 - FY 2016 external evaluator contract was approved for 8 grants at the Board of Examiners Meeting. ACS Ventures will take the lead in contacting and evaluating agencies awarded GTLF grants working with NEPF.
 - FY 2017 GTLF application process has been set by SBE to focus on Teacher Prep, Recruitment, Leadership, Retention, and Science. No applications will be accepted for NEPF Professional Development for the 2017 GTLF application period.
- NEPF statute requires ongoing monitoring of implementation, revisions, and updates. Kat will be scheduling district focus groups and traveling the state reaching out to teachers and administrators for feedback.
 - TLC budget will be utilized for this work.
 - Protocol documents adjustments will also be a part of this work.
 - NEPF Guidance and Business Rule Protocols required two pieces of evidence for every indicator. It has recently come to NDE's attention that CCSD is not requiring two documents if teachers are scored as effective, which has anecdotally raised concerns that the NEPF intent has been changed, lacks fidelity, and skews data. NDE would like TLC to weigh in on this subject at a future meeting
 - Important to note as first year of implementation is completed, that those who were allowed to use on-line platforms are directly in alignment with the protocols and tools published by the Department. Anecdotally, teachers and administrators have expressed frustration in regard to on-line systems crashing and usability. There is not a statewide on-line tool.
 - Student Performance Outcomes are being added next year. Kat will be working with Greg Bortolin in regard to publishing information documents to educators, our website, and the general public about these changes and implementation.
- TLC Budget: Members who want to collect mileage reimbursement and per diem as warranted for TLC meeting participation should contact Laurie to complete the paperwork.
 - Mileage requests, librarian meetings with Kat, and a possible in person TLC meeting in June will be expended from the TLC budget.
- Comprehensive Quarterly Legislation Updates section has now added to website.

ESSA Overview

SEE HANDOUT ITEM #5

- ESSA turns more governance to states, as opposed to No Teacher Left Behind which had a more federal directed focus.
- ESSA will be used in service to NV's priorities. The following groups and work plans have been put in place. Updates regarding this work are being placed on the NDE website.
 - Advisory work meetings to solidify vision, goals, and priorities are being organized.
 - How can ESSA be used for student college and community readiness?
 - NDE will form several work groups from advisory group to address the following issues:
 1. How can federal funds be used to leverage goals?
 2. All state waivers expire on Aug 1, 2016. ESSA plans will be submitted to new federal administration. The goal is for full implementation in 2017-2018 school year.
 3. Highly effective educator rating and student achievement data will be removed from evaluations.

NEPF Implementation Update

Kathleen Galland-Collins provided the following updates.

- The next NEPF Liaison meeting will be May 24th. The meetings are usually Webinar style and last about an hour.
- The latest NEPF Newsletter will go out today or tomorrow. It has information they can archive, if necessary, and will have updates from the latest TLC meeting.
- Working with the Other Licensed Educational Personnel groups to get work started. State Associations for the various groups have been contacted, a project plan has been developed for them, webinars have been held to provide details of the project plan, and to inform them of the resources available. We anticipate being able to provide an update to TLC in October or November.
- NEPF regulation changes were submitted in February. The revised language is still at LCB and will not be ready for the June SBE meeting. The revised language is anticipated within the next couple of weeks for posting and placement on the SBE agenda in July.
- Proposed WCSD alternate educator evaluation system tool recommendation was approved by SBE after much debate.

Member Comments

For the record, Member Small publicly thanked Leslie James for her work, influence, and assistance with the metacognition work and her influence on this committee. Chair Salazar added acknowledgement for Leslie's work on the Educator Effectiveness Task Force in 2010, prior to the TLC's inception.

NEPF Student Performance: Calculating Scores for Using District Determined Assessments

(Information/Discussion/Possible Action)

SEE HANDOUT ITEM #6

Chair Salazar provided a synthesis of the additional information requested from the previous meeting. The Reform Support Network (RSN) of the USDOE informed this document through resource information; state comparisons about SLG and SLO policies; scoring possibilities among differing states based on this additional information; use of flexible vs. prescription language; POVs in teacher evaluations as related to SLGs / SLOs.

Member Discussion

Member questions, comments, and discussion centered about the following topics.

- What type of data did states' gather?
- Would teacher prescriptive (percentages) vs. flexible data be more effective?

- WCSD is already using student data. The flexible method is preferred because the percentage does not allow for variable in student lives, etc. It also promotes a dialogue between teachers and administrators.
- A preference for using percentages was expressed because it is absolute, more concrete, and provides a target for teachers to reach. It also reduces the interpretation factor among differing administrators. Support was also expressed for the growth model.
- Importance of providing training and needing to calibrate expectations to interpret data fairly among educators so that everyone is treated equitably using the percentage method was supported.
- Flexibility is OK from district point of view. Across the state it is different from district to district depending on the intent of the legislature and TLC. Evaluation methods must be fair and equitable across the state, which is a huge and difficult task.
- Clark County SD is now starting the conversation about integrating student assessment data into evaluations at the local level. Their focus is around aligning their professional development to include student goals next year and part of the NEPF. They have not had conversations yet about SLOs and what is happening with different assessments from school to school. This leads to worries about being too prescriptive at this time. They are advocating for flexibility.
- The Rhode Island model that was presented using a combination of prescriptive and flexible methods allows for use of the best of both.
- It is important to keep in mind the intent of the entire process, which is to continue to grow and retain teachers and not to drive them out of the profession.
- The entire system has always been intended to support growth and needs to be kept in the forefront. The CCSSO most recent report shows that when this is seen by teachers as a growth and development opportunity and not a punitive process, it tends to drive the process and result in better student achievement.
- Although support was expressed at the previous meeting for the prescriptive method, more flexibility will provide for richer conversations between administrators and teachers. Acknowledgement needs to be given to the idea and one particular measure is not perfect and we cannot be paralyzed by any single idea.

Member Small made a motion that TLC continue to use a flexible model evaluating multiple measures in regard to SLG / SLOs.

Chair Salazar restated the motion and called for a second.

Member discussion ensued to determine if additional language needed to be added to the motion.

The motion died due to lack of second.

Member Small restated his motion.

Member Small moved that Student Learning Goals remain flexible and the Pennsylvania model language showing evidence of impact and growth be used and added to the rubric.

Member Barker seconded the motion.

Chair Salazar restated the motion and called for additional discussion.

Member Discussion

- Impact language is ambiguous and subject to interpretation. TLC is making decisions about issues impacting districts without getting their input.
- Part of the scope of TLC work is how the district determined assessments within the SLGs are going to be evaluated. TLC needs to make the decision as to how to roll SLG process out in 2016-2017 school year.
- Superintendents are attempting to gain consistency, while all looking at different things at differing points in the process. In the Nye Co. SD we are behind and are still building capacity to do this work, as are the 15 smaller and rural districts.
- It recommended that TLC proceed while recognizing that ongoing evaluation, monitoring, and revision is necessary.

The motion on floor by Member Small and seconded by Member Barker was restated by Chair Salazar a Chair Salazar called for additional discussion. Hearing none, she called for the vote.
The motion carried unanimously.

Update on Development of the School Nurse and School Librarian Statewide Performance Evaluation Systems (*Information/Discussion/Possible Action*)

SEE HANDOUT ITEM #7

School Nurses

Kathleen Vokits and Bobbie Shanks presented a summary of the work of the Nevada School Nurses Association and school nurse participants on development of the NEPF standards and indicators and associated rubric, utilizing the National Association of School Nurses (NASN) Standards and Practices for their OLEP group. Ms. Vokits stressed that these standards and rubric aligns with NEPF while using terminology that is consistent with nursing practice vs. classroom teaching. Student outcomes are indicated as part of their daily work, although not listed separately and not required per statute.

Member Discussion

- Several members expressed their appreciation of work involved in the development, clarity of presentation, and time and dedication to this work.
- Was anything lost in combining / aligning NEPF to national standards?
- A question was again raised about student outcome evidence inclusion in the rubric.

SEE HANDOUT ITEM #7

School Librarians

Kathleen Galland-Collins presented on behalf of Teacher- Librarians and School Librarians providing an overview of the Librarian OLEP discussions regarding NEPF Standards and Indicators and Performance Levels for Licensed Teacher School Librarians' based on the American Association of School Librarians (AASL) Standards. She presented draft Instructional Practice rubric with possible revisions to the Standards and Indicators, and draft Professional Responsibilities rubric. If the TLC agrees with the Standards and Indicators, the next step for the OLEP group will be to develop Performance Levels for each of the Indicators. Teacher School Librarians are asking for any further direction, input and / or approval of the proposed rubric and NEPF proposals to go forward with a pilot.

Member Discussion

- Do the Standards and Indicators presented capture the national standards for Librarians and do they align with the Professional Responsibilities of the NEPF?
- The Standards are taken directly from the major heading of the AASL, with some modifications.
- Are Librarians evaluated next year? Will training be provided to administrators for Teacher Librarians evaluation; as School Nurses are required to be evaluated by a nurse supervisor?
- It is anticipated that Licensed Teacher School Librarians will be piloting this evaluation during the 2016-2017 school year and implementing in the 2017-2018 school year..
- The Licensed Teacher -Librarians are asking for flexibility and equal weighting of program goals vs. SLGs.
- Chair Salazar reviewed directions previously given to Licensed Teacher- Librarians. The question was asked of TLC members as to if there enough information about rubrics available to direct the Librarians continue on their current path. If so, should the Librarian OLEP Group proceed to the Professional Standards and Practices?
- It was recommended that the Licensed Teacher -Librarians use the same format in developing their rubric as other OLEPs for consistency.
- The next update by Librarians to TLC would be provided at August meeting, along with discussion as to the equal weighting request.

- TLC recommendations to SBE will be postponed until next update is submitted by Librarians during the August meeting, along with the other four standards; with the recommendations to SBE being made at the September meeting.

Report from REL West Study “Analysis of the Stability of Teacher-Level Growth Scores from the Student Growth Percentile Model” *(Information/Discussion)*

SEE HANDOUT ITEM #8

Mary Peterson, Senior Program Associate, WestEd, specializing in programs and policy and Andrea Lash, Senior Research Scientist, WestEd, specializing in measurement, presented the results of the Regional Education Laboratory (REL) West referenced study requested by NDE. The presentation focused on validity of using student achievement data to measure teacher effectiveness.

Member Discussion

- Members asked clarifying questions about composition of data cited in presentation, the effect of outcomes and interpretation of data, and its validity.
- Concern was raised as to assessing causal relationships to assess educator effectiveness / performance and student outcomes.
- On a national level, SLG / SLO indicators as part of teacher evaluations are being reconsidered and have evaporated in ESSA.
- Concerns are raised as to the reliability and validity of differing forms of data. Not all growth and Value Added Models (VAM) models are created equally and are dependent on their execution.
- This session was provided to TLC for information as related to NEPF.

Curriculum and Instruction Recommended by TLC and Statewide Training for Teachers and Administrators Pursuant to NRS 391.544 *(Information/Discussion/Possible Action)*

Chelli Smith, Director, SNRPDP

SNRPDP Administrative team has worked on the development of high quality Student Learning Goals. An introductory session was provided to Clark County site administrators, with the anticipation that they will take the information back to their staff. The 15 Southern NV content trainers provided 114 NEPF trainings to over 2,000 teacher leaders.

Member Discussion

- Member Small stated that it was important that the OLEP member groups be made aware and are offered opportunities to take advantage of RPDP and NRS mandated trainings.
- Member Small requested that all RPDPs provide updated data at the next meeting as to how many administrators, teachers, and OLEPs have been trained in the different areas. This will allow TLC to determine how implementation and actual training align.

National Issues and Legal Landscape *(Information/Discussion)*

- Chair Salazar lead a discussion about ESSA and the effects it is having on use of assessments in educator evaluations using SLGs / SLOs, local flexibility, and many states that have already paused or dropped it from their educator evaluation systems. She provided information from a Brookings Institute article entitled: “Reading the Tea Leaves, ESSA and the Use of Test Scores in Teacher Evaluation”.
- A distinction was made between including student outcomes in educator evaluations vs. school-wide aggregate assessment data being used as a reflection of the measurement of the leadership of the school. It is also used for the Star Rating determinations.
- It would be helpful to see some other research that is more pro-SLG and VAM to round out our understanding and this conversation. This is an issue that has strong opinions in both camps and we should be well informed on both sides.

2017 Legislative Session Considerations (*Information/Discussion/Possible Action*)

- The Superintendents have raised concerns during their NASS meetings over student outcomes and inclusion in the NEPF. They are creating a BDR for submission to the legislature.
- Consideration needs to be given as to how administrators are to be able to complete the entire NEPF process every year. Adjustments need to be made so that evaluations are possibly done post-probationary, every two to five years, etc., to allow administrators to focus on professional development and those that need support.
- Additional funding must be requested to support professional development. RPDPs must continue to be supported, especially in the rural districts.
- Conduct research as to the time administrators actually get to perform the intent of NEPF and the time it takes to construct these evaluations. Due to time constraints, the intent of NEPF is not being delivered.
- NEPF implementation is all over map among rural districts. NEPF gathering of their own evidence by teachers is cutting into prep time. The importance of training at all levels was reiterated.
- Presentation of evidence to administrators is too time intensive.
- New teachers are held to same standards as veterans. Is there any interest in differentiating between new teachers in NEPF?
- Is there an interest in developing teacher IEP to develop goals appropriate for level, experience, etc., as is built into the WCSD evaluation system.
- Keep student outcomes as part of evaluation system. It should not be eliminated completely. VAM gives best prediction of student learning.
- Giving separate special evaluation consideration for new teachers would be a tough sell to Legislature. TLC could make a recommendation to LCE for consideration at the June 25th meeting
- Additional PD training and follow to build capacity for RPDP to support required work for supervisors of principals, administrators, teachers on NEPF

Member Small motioned to recommend additional RPDP professional development funding to support required NEPF work of supervisors of principals, administrators, and teachers.

Member Barker seconded the motion.

Chair Salazar called for further discussion. Hearing none she called for the vote.

Member Durish abstained from the vote. All remaining members voted "aye" and the motion carried.

Future Meeting Dates (*Information/Discussion/For Possible Action*)

- Members will be sent a possible meeting date schedule for tentative TLC meetings in 2017.
- June 1st meeting will be in LV – Contact Kat and Laurie in reference to flights.
- It was suggested that TLC advertise the August meeting so teachers, administrators, etc. attend the meeting.

Future Agenda Items (*Information/Discussion*)

- CCSD discussion about not requiring two pieces of evidence for educator evaluations and how that could possibly skew data
- Rubric for Principal and School Administrators in support of NEPF
- What is role of principal supervisor
- Update national landscape
- RPDP to provide updated numbers on teachers, administrators, principals, etc. who attended training and the tupe of training received.
- Librarian updates and follow up during August meeting

Public Comment #2

No public comment was offered.

Adjournment

Meeting was adjourned at 2:02 PM.