



TEACHERS AND LEADERS COUNCIL  
JUNE 13, 2019 9:00 AM

**Meeting Locations:**

OFFICE	ADDRESS	CITY	MEETING ROOMS
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room #114
Department of Education	700 E. Fifth Street	Carson City	Board Room

**Meeting Minutes**

**TLC MEMBERS PRESENT:**

**In Las Vegas**

- Jim Cooney
- Kathleen Galland-Collins
- Anthony Nunez
- Zhan Okuda-Lim
- Brian Rippet
- Pam Salazar
- Theodore Small
- Meredith Smith

**In Carson City**

- Theresa White

**DEPARTMENT STAFF PRESENT:**

**In Las Vegas**

- Kristin Withey – Education Programs Professional
- Felicia Gonzalez – Deputy Superintendent

**LEGAL STAFF PRESENT**

**In Las Vegas**

- David Gardner, Deputy Attorney General

**PUBLIC IN ATTENDANCE:**

**In Las Vegas:**

- Kristin Barnson, CCSD / NVSCA
- Yvonne Chaves, CCSD
- Nichole Sheldon, CCSD
- Heather Strasser, CCSD
- Karen Stanley, SNRPDP
- Erik Skramstad, CCSD
- Alexander Marks, NSEA
- Allison Warren, Lee Fellowship
- Bill Garrison, CCASA
- Flor Mowery, CCSD
- Verona Sutton-Dunn, CCSD
- Cynthia Romero, Nevada Succeeds
- Jordana McCudden, Teach Plus/CCSD

**Carson City:**

- Keeli Killian, WCSD/NVSCA
- Nancy Kuhles, NSHA Coalition

Jose Delfin, CCSD  
Kimberly Smekers- NSHA Coalition  
Sara Cunningham, NWRPDP  
Kirsten Gleissner, NWRPDP

**1) Call to Order; Roll Call: Pledge of Allegiance**

- a) Chair Salazar called the meeting to order at 9:08 am.

**2) Public Comment #1**

- a) In Carson City: none  
b) In Las Vegas: Jordana McCudden, CCSD Educator and Teach Plus Nevada Teaching Policy Fellow. Thanked TLC for the changes to the evaluation system in SB 475. Teach Plus offered support in the development of the electronic tool and would provide educator voice to its development.

**3) Approval of Meeting Minutes for February 27, 2019**

- a) Member Nunez motioned to approve the February 27 TLC meeting minutes. Member Smith seconded.  
**Motion passed unanimously at 9:15 am.**

**4) Nevada Department of Education—Updates**

- a) Member Collins shared that TLC's recommendation regarding revisions to the NEPF were taken to the Nevada State Board of Education (SBE). After discussion around the weight of the student performance domain, the SBE voted to approve the recommendations with an adjusted Student Learning Goal weight to 15%.
- b) Dr. Kristin Withey shared updates from the Nevada Department of Education about the NEPF implementation and upcoming projects.
- i) Educational Audiologists completed their first year of implementation submitted their score data. They will be presenting revised level language later in the TLC meeting.
- c) Chair Salazar shared updates related to the Principal-Supervisor (P-S) Framework. She stated that she had the opportunity to present at a recent CCSSO meeting in Salt Lake City. Both Clark County School District and Washoe County School District piloted the standards during the 2018-2019 year. Rather than full implementation of the evaluation aspect, both districts elected to use it as part of the development of principal supervisors to ensure alignment between the teacher, administrator, and supervisor roles and supports. The field study revealed that the role of P-S may be just one of many for those in the rural districts. Chair Salazar called for TLC to develop additional business rules related to this concern. There were no rating data available from districts using the tool as evaluation because Clark County School District underwent reorganization.
- i) Member Small posed a request for national research identifying the recommended ratio for principals to supervisors. Chair Salazar stated that she was unaware of any national research, however Wallace and Vanderbilt have funded several studies regarding the role of P-S. Their recommendation was that there should be no more than 15 schools per P-S.
- d) Dr. Kristin Withey continued with updates for the Other Licensed Educational Personnel. Members of these groups just finished their first full year of implementation. NDE staff completed 'check-ins' with representatives from these groups in early spring. School Counselors, School Nurses, and Speech-Language Pathologists will be requesting revisions to their frameworks to ensure alignment with updated national standards and/or to accurately represent the work of the identified personnel. With TLC approvals, work groups would be convened this fall so that updates would be implemented during the 2020-2021 school year.
- e) Dr. Kristin Withey shared that there will be an upcoming NEPF Liaison meeting on the Monday June 17 at 10 am. A newsletter to be distributed to districts will be shared with the Liaisons after that meeting.
- f) Dr. Kristin Withey identified that the NEPF Tools and Protocols would be updated with any revisions for the 2019-2020 school year. She announced that they will continue to use the Word and PDF versions of these tools for the upcoming school year, but that NDE staff will begin the process for the tech platform. All updated tools and protocols will be available on the NDE website by the first of August.
- g) Dr. Kristin Withey shared upcoming projects being undertaken by the NDE staff this school year, two of which are being identified as 'alignment documents.' It has come to the attention of NDE that special educators and teachers working with high populations of emergent bilinguals do not feel that their work is adequately represented by the NEPF. NDE staff from the Office of Educator Development and

Support and OSSS are working with workgroups that represent administrators and other professionals across the state to create a document to align the High Leverage Practices in Special Education (CEC; CEEDAR) and the Nevada ELD Framework with the NEPF. These documents will include examples of these practices as they apply across the continuum of settings. The intent is that these can be tools to help drive professional growth for a broader set of teachers and serve to improve communication around best practices in those settings. The ELD alignment tool is almost complete but work on the special education alignment tool will begin this fall.

- h) Dr. Kristin Withey noted that the last NDE update focused on school leadership support. NDE staff, in collaboration with the New York City Leadership Academy, are about to begin their second cohort of the State Leadership Network. This is a professional learning opportunity for school leaders from around the state to engage in four face-to-face meetings over the course of the year, and to connect via a digital platform between convenings. For more information, contact Jayne Malorni or Maria Sauter from the NDE.
    - i) Member Smith asked who the State Leadership Network is intended for and how 'leader' is defined. Dr. Kristin Withey explained that principals must self-identify and bring a set of two additional leaders from their school, whether they be counselors, learning strategist, or other administrators. They are looking for teams of three from all two- and three-star schools from across the state.
    - ii) Member Small asked how stakeholders can get involved with the ELD and HLP alignment tools. Dr. Kristin Withey stated that interested participants should contact her.
  - i) Member Collins identified Guidance Memo 19-04 released mid-May. She said that the memo can be accessed via the NDE website under the Press Release tab. She summarized the memo stating that it references NRS 391.485, regarding the monitoring of the NEPF by local school boards, and NRS 391.480, which is the NDE's responsibility to establish a list of assessments used to measure the Student Learning Goals. The guidance memo breaks down the expected monitoring process. Districts are expected to administer the teacher and administrator surveys. Required questions are identified in the document, however districts may choose to include additional questions. They will need to review that data alongside other data to reflect on the implementation of the NEPF system in their district. They will engage in a monitoring interview with the NDE and share that information with their local school boards as described in NRS 391.485. She shared that the local implementation of the survey has shown increased participation rates statewide. There was an informational webinar provided to the NEPF Liaisons on May 24<sup>th</sup> about the Guidance Memo and data collection process. At the Request of the State Board and release of R037-18, the NEPF data collection procedures have been updated to allow for de-identified individual-level data collection. This process will allow the TLC to see the distribution of scores within a rating category so that they can make more informed score range decisions. NDE is also working with districts in accordance with NRS 391.480 to collect a list of assessments used for the SLG process. The score and SLG data is due July 15 from LEAs so the NDE should be able to analyze and develop a report of the NEPF score data for the September 25<sup>th</sup> TLC meeting. The next TLC meeting is September 25, 2019. Chair Salazar and Member Small will be termed out as of June 30, 2019. Members up for reappoint are Mary Owens, Brian Rippet, and Meredith Smith. Member Collins introduced the new Deputy Superintendent, Felicia Gonzalez.
    - i) Member Cooney shared that the NEPF survey was released at the end of the school year. He stated public concern for accuracy and number of results. Member Cooney cited questions that consider the perception of whether the NEPF increases student achievement. He stated that he would prefer quantitative data to link the NEPF with student achievement.
    - ii) Member Collins stated that there was a change in the leadership that led to the delayed rollout. Future surveys will be released much earlier in the year. She encouraged all TLC members read the entire continuous improvement document and requested feedback. The Guidance Memo and Document are found on the NEPF-NDE webpage.
- 5) Curriculum and Instruction Recommended by TLC and Statewide Training for Teachers and Administrators Pursuant to NRS 391.544**
- a) Dr. Sarah Negrete, NERPDP Director, and Tom Reagan, NEPF lead for the NERPDP. Mr. Reagan previously served as professor and dean of the Great Basin College teacher preparation program. Dr. Negrete provided two brief reports on the NEPF in their region (see meeting materials). The first attachment is a draft of the annual report on the Teacher Academy. Dr. Negrete said that the Academy

highlights the importance of the NEPF's high instructional standards in all pedagogy for teachers. NERPDP has provided this service for five years, and allowed previous attendees to attend a second time. Page 7 includes a vignette on the implementation of the NEPF in a music classroom. The second attachment is the preliminary review of their data for the year. Roughly 70% focused explicitly on or integrated the NEPF into the content areas.

- b) Dr. Kirsten Gleissner, NNRPD Director. She reported that the NNRPD has offered another 5 modules of Leading for Impact. This program is intended for newer administrators who are learning about the NEPF. They offered trainings on learning-focused supervision led by Bruce Wellman and Laura Lipmann. These trainings were for all administrators in Carson, including TOSAS and support specialists, and for principals in Lyon. They completed follow up work in spring for individuals that went through both of those programs. These supports included learning walks, coaching, and feedback at the individual and leadership team level. The NNRPD supported ongoing workshops, learning walks, and feedback for leadership in Washoe for second and third-year principals. All offerings include alignment with NEPF. Bigger programs include teacher leadership and national board cohort programs. In planning for future, the NNRPD sent surveys to districts. They are looking forward to considering deeper content knowledge of NEPF for observing and collecting evidence, specifically what are we observing in student behavior and learning that supports the NEPF. There have been requests for protocols that reflect student behaviors, continued coaching for new administrators, and what professional learning conversations look like that include information provided by observation and feedback around the NEPF, especially with teachers who need additional support and feedback. The NNRPD will continue to infuse the NEPF into all new teacher training. Dr. Gleissner announced that she will be retiring from the role of for the NNRPD and thanked other directors for their collaboration. She then introduced Sarah Cunningham as the new director. Ms. Cunningham comes from Donner Springs, having served as a principal.
    - i) Sarah Cunningham thanked for the warm introduction and shared her excitement to engage in the work.
    - ii) Chair Salazar thanked Dr. Gleissner for continued work and congratulated her on the retirement.
    - iii) Member Smith asked for the definition of learning support specialists. Dr. Gleissner said this is a collective term for assorted school leadership and support roles. Member Smith asked for additional clarification or definitions so that the TLC can consider how best to support these specialized roles.
  - c) Karen Stanley, SNRPDP Administrative Consultant speaking on behalf of Dr. Chelli Smith. SNRPDP provided over 86 trainings for CCSD administrators which equates to about 1000 participants trained. They have also provided support for Lincoln County. She states that 100% administrators there were trained on the NEPF leadership standards. Administrators from Nye, Esmeralda, and Mineral have been trained in content alongside teachers. The NEPF leadership standards have been highlighted in all content area trainings. Content of trainings have included the use of data to drive actions, collaborative leadership, feedback, impact teams, creating culture of efficacy, focusing on that professional learning community, and the alignment of systems and structures to those standards. Other sessions have been geared towards teacher instructional standards for new administrators. These topics include unpacking, practicing logging observation and confirmatory evidence, support for student learning goal. All administrators have been invited to these voluntary trainings to ensure alignment between schools. They have completed school walks at the request of administrators on redefining learning community, analyzing data to support goals, coaching, and planning professional learning opportunities for teachers. The SNRPDP recently completed their summer institute for 107 participants in the leading for impact session and 106 registered for the session that focused on quality formative assessment specifically for college and career readiness standards. SNRPDP has offered trainings for Coral Academy and CCEA. Finally, they are hosting the International Literacy Association regional conference on 6/21-22. There will be 150 teachers able to attend through support of a scholarship. She stated that they are excited to learn national best practices on creating high cognitive demand for the Nevada context.
    - i) Member Small asked whether RPDPs will be providing support and trainings around the principal supervisor framework, especially in Washoe and Clark County. Karen Stanley responded that the CCSD leadership team have discussed these standards with Dr. Salazar.
- 6) Update to the School Audiologist Statewide Performance Evaluation System**  
Dr. Nicole Sheldon, Educational Audiologist. Based on the recent completion of their pilot year, additional

language recommendations were developed for their rubric. These serve to better define and clarify the performance level differences. The Educational Audiologists requested approval to implement the changes for the 2019-2020 school year..

- a) Member Collins clarified how many Educational Audiologists provided feedback. Dr. Sheldon responded that there were 7 from Clark and 1 from Washoe that participated in the pilot study and update development.
- b) Member Smith asked whether there are recommendations from the field. Dr. Sheldon responded that the rubric was based on their professional organization's national standards.
- c) Member Small asked how other districts complete the work of the Educational Audiological services since only 8 professionals and two districts were mentioned. Dr. Sheldon responded that other districts contract with local providers.
- d) Member Small motioned to approve the revised language for the Educational Audiologist NEPF Framework. Member white seconded the motion. **The motion passed unanimously at 10:06 a.m.**

**7) Update to the School Counselor Statewide Performance Evaluation System**

Kristin Barnson, President of the Nevada School Counselors Association (NVSCA), and Keeli Killian, President-Elect of NVSCA. This was the first year of implementation of the School Counselor NEPF. While they felt that the NEPF system led to a productive year that included lots of great feedback, they are requesting to reconvene their work group. The American School Counselors Association has updated the school counselor standards and competencies on which the NEPF is based. The School Counselors are asking to realign the NEPF to the new standards indicators and levels. There are also some concerns based on feedback from School Counselors in all districts, especially those in rural areas, to be provided more assistance and professional development. Clark and Washoe have District leadership, so have been able to train School Counselors and administrators on the NEPF. This is something that they would like to work towards and make sure that all 17 counties are well represented and have access to all resources. They are asking to be able to reconvene this year to be able to make those adjustments.

- a) Member Collins asked what level of change will need to be made to the NEPF for School Counselors. Ms. Barnson stated that there will be complete realignment in the alignment column, but that standards and level language will only require small adjustments. She noted that Nevada is serving as a model nationally for the inclusion of a state evaluation for School Counselors.
- b) Member Collins asked to confirm the representation of all districts in the school counselor work group. Ms. Barnson affirmed that the NEPF was purposely developed by School Counselors across the state.
- c) Member White motioned to approve the reconvening of the School Counselor workgroup. Member Smith seconded the motion. Chair Salazar asked for additional discussion.
- d) Member Smith asked what the national licensure model is for school counselors and how it aligns to the evaluation tool. Ms. Barnson responded that each state's licensing requirements are different. Kelli Killian responded that NVSCA would like to update Nevada's licensing requirements for School Counselors, identifying that the current requirement does not meet the minimums for national recognition and, if updated, would be more in line with the NEPF evaluation.
- e) Chair Salazar called for a vote. **The motion passed unanimously at 10:18 am.**

**8) Update to the School Nurse Statewide Performance Evaluation System**

Yvonne Chaves and Heather Strasser, School Nurses. After the first year of implementation, there were concerns about the current NEPF framework for School Nurses. The School Nurses made two requests of the TLC. First was to approve the revised language brought forth so that Level 4's are more attainable. They also requested that the work group be allowed to reconvene to consolidate or revise the language so that it is a much simpler tool for them to implement and understand.

- a) Member Collins verified whether there were plans to have representatives from a variety of districts. Ms. Chaves and Strasser confirmed.
- b) Member Small motioned to approve both requests. Member Cooney seconded the motion. Chair Salazar asked for additional discussion.
- c) Member White asked for clarification about the updated Level 4 language. Ms. Chaves clarified that the updated language is indicated in red.
- d) Member Cooney noted that he had conversed with his School Nurse representative and that she was eager to reengage in the work.
- e) Chair Salazar called for a vote. **The motion passed unanimously at 10:25 am.**

**9) Update to the School Speech-Language Pathologist Statewide Performance Evaluation System**

Nancy Kuhles, Speech Language Pathologist. Based on feedback from Speech-Language Pathologists during the first year of implementation, they have requested approval to reconvene the Speech-Language Pathologist work group to update the SLP rubrics, indicators and level language to be prepared for approval for the 2020-21 School Year.

- a) Member Small asked whether the SLPs had been given guidance on how many standards and indicators they needed to make. Member Collins responded that the intent was to ensure alignment with national standards so groups had the flexibility.
- b) Member Small motioned to approve the reconvening of a workgroup. Member White seconded the motion. Chair Salazar asked for additional discussion.
- c) Member Smith asked who evaluates an SLP. Ms. Kuhles responded that while 11 districts employ SLPs, only 1 district uses SLPs to evaluate. Others are evaluated by school principals or special education directors. Member Smith asked for clarification regarding licensure. Ms. Kuhles clarified that SLPs must hold the Nevada Department of Education License. They may also hold their State Board of Examiners license, although this is not required. There are also Bachelors and Masters level SLPs. Member Smith clarified that only CCSD's SLPs are evaluated by other SLPs and that all practicing school-based SLPs must have their NDE license. Ms. Kuhles confirmed and responded that Masters level SLPs must also hold their Board of Examiners license.
- d) Chair Salazar called for a vote. **The motion passed unanimously at 10:35 am.**
- e) Member Small wanted to acknowledge that TLC Member Sanchez-Boyce, the inaugural Other Licensed Educational Professional (OLEP) on the TLC, has retired. He reminded that there is a position that will need to be filled by an OLEP for the TLC.

**10) Stakeholder Focus Group around Statewide NEPF Implementation – Question Development**

- a) Chair Salazar and Member Collins introduced the agenda item. TLC members had previously discussed wanting NEPF Liaisons and other stakeholders to hold a public focus group for feedback on field implementation, including challenges and areas for additional support. TLC is charged to build out a list of topics about which they want to know more information. NDE will work to develop questions to ask those groups and will bring those back to TLC for approval and later focus group presentations. Chair Salazar expanded that a focus group may provide additional information on where the NEPF is impactful, where it is not, and how the TLC can provide additional support.
- b) Member Small acknowledged that he began this conversation by noticing that districts aren't in the room for TLC conversations. He has noted concern that only CCSD and Carson are represented in the meetings. His focal points are: What part of the tool is useful for practitioners? What helps me push my practice? How is this being implemented consistently across rooms, schools, districts, and trainings? Member Small reiterates that he wants the tool to be beneficial and meaningfully push the practice of all educators.
- c) Member Smith asked for recommendations from other states or districts that have done a better job connecting the intent of the framework to practitioners in a meaningful way. Chair Salazar shared that AIR and West Comprehensive Center and GTL have been looking at educator effectiveness systems and how well they are doing what they intended to do (Found at <https://gtlcenter.org/products-resources/improving-instruction-all-students-through-meaningful-support-educator-evaluation>). A place to start is to look at that assessment that gets at implementation strengths and barriers. This could then generate a plan of action to build a more impactful system.
- d) Member Smith identified a potential connection between the evaluation and licensure system that would assure that the professionals in the educator continuum know what the NEPF is and how to use it as a tool. She asked whether Chair Salazar knew of any other states that have meaningfully been able to connect the two systems. Chair Salazar said that the report highlights the recommendation that licensure and evaluation should be coherently aligned or mirror expectations. She recommends that we look at that report again to see their set of questions to drive our design since their focus was the continuous improvement of the educator effectiveness system.
- e) Member Collins shared that the Guidance Document was developed in collaboration with one of the researchers involved in the previously cited document. She requested that TLC refer to page 6 of the guidance document and note the alignment.
- f) Chair Salazar charged NDE to use the document.

- g) Member Cooney shared the school board perspective. He wants to consider the efficiency of the evaluation system so that personnel spend less time completing the NEPF. Are there any additional ways to streamline the process to increase efficiency?
- h) Member Okuda-Lim noted that he would like to talk about the licensure requirement. He stated that there is no administrator licensure requirement linked to the NEPF in NAC. He wants to explore to what extent training and instruction on the NEPF is currently or should be a part of licensure. With the passage of SB 475 and the acknowledgement that TLC is seeking consistency over the next biennium, what are some ideas what should be measured or looked at given the new changes in NRS. Finally, he wants to look at policy opportunities and remaining barriers in statute and regulations. He also wants to identify some process and structural barriers that remain in place at the district/school/RPDP levels?

#### **11) SB475 Discussion and Other Legislative Session Updates**

- a) Chair Salazar shared a souvenir copy of the signed bill and thanked Member Small for speaking with legislators in support of the bill. She reminded members that she had presented the recommendations to SBE and got approval with the change 15% for the SLG. She shared that one organization requested the SLG be weighted at 0. The assembly committee amended the bill to 15% beginning with the 2019-2020 school year. The TLC is charged to identify the weights of the other components of the NEPF. Previously they had recommended 40% instructional practice (IP), 20% professional responsibilities (PR), and 20% SLG. She noted that either the PR or IP will need to be 5% higher or they can split the remaining weight any other way. Chair Salazar asked the Council for input on the weighting.
  - i) Member Cooney suggested that the remaining weight go to instruction.
  - ii) Member Rippet agrees.
  - iii) Member Okuda-Lim shared that the teachers with whom he engages, the weight ought to go to instructional practice given their role in the classroom.
  - iv) Member White said that she cannot represent all superintendents as they have not discussed, but that her personal opinion matches instruction.
  - v) Member Nunez, as rep of administrators is the same.
  - vi) Member Rippet moves to recommend that the remaining 5% be added to instructional practice (65%), 20% professional responsibilities, and 15% SLG. Member White seconds the motion. Chair Salazar asked for additional discussion. Hearing none, she called for a vote. **Motion passes unanimously at 11:25 am.**
- b) Chair Salazar suggested the next piece to consider was the requirement that class size must be considered if it exceeds the states class-size recommendation. There was no further consideration of what that language means and suggested that she believed this topic was previously addressed in the protocols. Member Collins states that NDE leadership will determine how this recommendation manifests itself. Chair Salazar states that language from the protocol can be pulled to establish business rules.
  - i) Member Small asks if a district requests to waive the class size reduction, does that decision then also waive the consideration included in the NEPF. Member Collins suggests that this topic should be part of the internal conversation with leadership and Assemblywoman Miller.
  - ii) Member Okuda-Lim defers to the Deputy Attorney General, but states that Section 4 of SB 475 references the non-binding ratios in NRS 388.890, versus the binding ratios that would require a waiver.
- c) Chair Salazar shares that all other recommendations from the TLC passed with SB 475.
- d) Member Collins discussed the implementation of the technology platform and impact study. Because there was no allocation of funds, NDE has been having internal conversation to identify how to proceed. She does not have answers as they are still in the early stage of conversation. The impact study, found in section 9, says that NDE will enter into a contract and request funds through interim finance committee. NDE staff will work with the fiscal department to complete a Request for Information (RFI). The results of the RFI will lead to the development of a formal Request for Proposal (RFP). She assures members that NDE has begun the process internally to move the work forward, even if deadlines may not be met.
- e) Member Collins states that SB 475 was the main bill from the legislative session that affects the work of the TLC.
- f) Member Small recognized Senator Harris for comprehending and championing this work. He also recognized Senator Tyrone Thompson as a lawmaker who strove towards consensus on behalf of Nevada's students.

- g) Member Okuda-Lim echoed Member Small's recognitions. He thanked Chair Salazar and the NDE for working with alumni of the executive and teacher-leader academies at the Public Education Foundation. They appreciated the opportunity for their voice to be a part of this work.

## 12) Future Agenda Items

- a) Chair Salazar identified the following topics to be addressed:
- i) Principal Supervisors and the impact on the varied roles of those who supervise principals.
  - ii) Focus group feedback regarding implementation
  - iii) SB 475 and other leg actions that impact TLC and updates on their progress
  - iv) English Learner and Special Education crosswalks will be shared with TLC
  - v) Survey, monitoring, score range data to be shared
- b) Member Cooney requested that members consider whether we are forcing school districts to teach teachers how to deliver their lessons rather than having the educator preparation programs doing so. He identifies the need for alignment between preparation, licensure, and evaluation, but suggested that the use of the NEPF may be causing a reduction in applications to join the workforce in Nevada.
- c) Member Smith echoes Member Cooney's concerns that the TLC be thoughtful of the NEPF impacting teacher shortage. She asks if there is data showing whether evaluation tools are impacting the teacher shortages or if there is simply a correlation that there are shortages in states with evaluation tools. She cites the work of NV Succeeds to identify the processes and expectations of high quality education systems. She suggests that the preparation, development, and application into the teaching profession is rigorous, so they may not have need for an evaluation tool. She highlights the importance of leveraging the NEPF to support the development of high quality educators.
- d) Chair Salazar clarifies that places where teachers are not entering the profession was linked to using state standardized test scores for teacher evaluation. Nevada uses the SLG, rather than standardized state test scores, so this research does not relate the Nevada. She does not know if there are data points identifying why teachers are exiting across Nevada. Nationally, the identified reasons for leaving include working conditions which translates to leadership. The identified reasons for fewer applicants include low salaries and the recognition of teaching as a profession. It is not evaluation, but general professional recognition by society.
- e) Member Cooney adds that we could ask questions during the public stakeholder focus group about the correlation between the added responsibilities related to the NEPF of administrators and their turnover.
- f) Chair Salazar shared that there is a three-year research initiative funded by Wallace in collaboration with NASSP to analyze why there is turnover among secondary principals nationally. The preliminary work suggests that it is working conditions with the number of hours required to do their jobs well. She highlights the influence and impact of the principal on the success of the school, and suggests that the next national conversation will be around principal retention.
- g) Member Smith suggests that millennials do not have the expectation that they will remain in a given job for the length of their working career. The education field and other professions are tasked to face this shift in employee mindset. Member Smith suggests that if there is no clear pathway to stay within a given profession, it makes it difficult to retain the talent. There is research showing that if there are clearly defined roles and opportunities for growth within the field, there is increased retention. So, there are implications for how we design support tools and licensing opportunities.
- h) Member Small stated that he sits on the Nevada Teacher Pipeline Consortium. There is a report that reflects that teacher preparation and ARL programs in the state of Nevada use the NEPF or use national standards like inTASC. It is the work of the school to educate around the NEPF once the job has begun.

## 13) Public Comment #2

- a) North: none
- b) South:
- i) Alexander Marks, Nevada State Education Association. Identified that NVSEA was vocal about the 0% SLG weight. He stated that during the month of March, 3765 teachers were surveyed. The results indicated that the NEPF was not fair or a valid measure and teachers felt that 0-10% was best weight for SLG. They sent 1500 emails to the education committees about how SLG/SLOs impact their work. Mr. Marks thanked Brittany Miller for pushing the reduced weight. Identifies that there is no empirical evidence for any weight other than 0%. He said that this 15% is one of the biggest accomplishments of this session and appreciates everyone's hard work getting it reduced to 15%.

- ii) Member Rippet will be stepping into a new role out of the classroom so will not be requesting reappointment to the TLC. He thanked the board for his TLC experience. Member Collins and Chair Salazar thanked him for his service.
- iii) Member Small, Smith, Rippet, and Member Collins presented recognition to honor Chair Salazar for her TLC work. She began chairing this body in 2011 and, as testament to her commitment to the children and professionals in Nevada, has repeatedly been reelected. Member Small shared letters from the Nevada State Superintendent of Public Instruction, Lynn Holdheid from AIR, Rory Fitzpatrick, and current and former TLC members and presented a plaque in recognition of her work.
- iv) Member Collins recognized Member Small as one of the original members who consistently added the voice of teachers to the work of the council.

**14) Adjournment**

- a) Meeting adjourned at 12:10 p.m.