



TEACHERS AND LEADERS COUNCIL (TLC)

MAY 27, 2020

9:00 A.M.

Meeting Locations:

Due to the circumstances created by the COVID-19 pandemic, the Teachers and Leaders Council (TLC) met via videoconference. In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 1, there was no physical location designated for this meeting. The meeting was livestreamed on the [Nevada Department of Education Website](#).

SUMMARY MINUTES OF THE REGULAR MEETING

DEPARTMENT STAFF PRESENT via videoconference:

Kathleen Galland-Collins
KellyLynn Charles
Arina Kazemi

MEMBERS PRESENT via videoconference:

Teri White
Anthony Nunez
Louis Markousiz
Zhan Okuda-Lim
Mike Walker
DeeAnn Roberts
Kim Metcalf
Chair Salazar
Andrew Tiscareno
Brian Rippet
Kathleen Galland-Collins

Senior Deputy Attorney General via video conference:

David Gardner

AUDIENCE IN ATTENDANCE via videoconference:

Sara Cunningham, NWRPDP

Sarah Negrete, RPDP
Karen Stanley, SNRPDP
Bradley Marianno, CREA Director
Tiberio Garza, CREA Associate Director
Jonathan Hilpert, Director, Office of Learning Analytics
Adam Kho, Assistant Professor of Education, USC

AUDIENCE IN ATTENDANCE via Livestream:

The Livestream feed allowed public viewing throughout the meeting.

1. Call to Order; Roll Call: Pledge of Allegiance

The meeting of the Task Force was called to order at 9:04 a.m. by Chair Salazar. Quorum was established. Chair Salazar led the Pledge of Allegiance.

2. Public Comment #1

In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 2, public comment was to be submitted via email and read into the record by Kathleen Galland-Collins, NDE Assistant Director, EDLiFE.

Chair Salazar requested that Member Galland-Collins share her email address with members of the public. Additional time was provided for the public to submit comments via email. No public comment was submitted.

Chair Salazar reminded members of virtual meeting norms and requested that members use the hand-raising feature if wishing to speak. Ms. Galland-Collins reminded members to allow for a delay when speaking.

3. Approval of Meeting Minutes for January 29, 2020

Chair Salazar asked members to review the minutes. Member Metcalf made a motion to approve the minutes for the January 29, 2020 meeting. Member Rippet seconded. Motion passed at 9:13 a.m.

4. Nevada Department of Education—Updates

Kathleen Galland-Collins, Assistant Director, Office of Educator Development Licensure and Family Engagement (EDLiFE) reviewed members term limits and asked those who are eligible to be reappointed email her so appointments can be made.

Ms. Galland-Collins then shared the council membership updates:

Members whose terms ends on 6/30/2022

- Mary Owens – Teacher representative
- Andrew Tiscareno – Teacher representative
- Louis Markousiz – Administrator representative

Members whose terms end on 6/30/2021

- Dee Ann Roberts – Parent representative

Members whose terms ends on 6/30/2020

- Anthony Nunez – Administrator representative
- Teri White – Superintendent representative
- Jim Cooney – School Board representative
- Mike Walker – School Board representative
- Zhan Okuda-Lim – Policy representative

Members whose terms have ended but are continuing to serve until replacements are appointed so that TLC can continue its work

- Brian Rippet
- Chair Salazar as the RPDP representative

The OLEP representative remains vacant, although the nominating board has submitted a name to the Governor's office. An update on the position will be provided in the fall.

The NEPF data collection spreadsheet was sent prior to Kristin Withey going out on leave. Data is due to the Department by July 1, 2020.

5. Principal Supervisor Implementation Update

Chair Salazar introduced the Principal Supervisor framework. It is the responsibility of TLC to review the framework and feedback from the field study and make a final recommendation to the State Board of Education (SBE) for implementation during school year 2020-2021. Chair Salazar referred members to the meeting materials posted on the Teachers and Leaders Council Meeting Materials webpage. Chair Salazar reminded the members that there are two rubrics for the Principal Supervisor NEPF framework, Leadership Practice and Professional Responsibilities. The NEPF standards were adapted from CCSSO after they were developed in conjunction with AASA and the University of Washington in 2015. NDE then worked with Mat Clifford from American Institutes for Research (AIR) and the Center for Great Teachers and Leader (GTL) to build up the rubrics to align with the NEPF Principal Framework.

Chair Salazar provided an overview of the field study. She reminded members that the first year of field study had been delayed due to limited participation and a late start. The second year of the field study had 33 total participants and represented 11 school districts. There were 8 evaluators of Principal Supervisors and 22 total Principal Supervisors, 5 of whom were district superintendents. She reviewed the field study timeline available on the TLC Meeting Material webpage. The process included face-to-face and online meetings. Feedback data was collected in April around revisions, suggestions, clarifications, and deletions. Chair Salazar reviewed the feedback responses and indicated that most feedback focused on the performance levels. A summary of the feedback and the proposed rubric changes are available as Meeting Materials.

Member Walker wondered whether the TLC could adopt the Principal Supervisor framework before the official revisions had been made. Chair Salazar stated that they would implement for a year and come back with further recommendations.

Member White asked why there were only 10 respondents when there were 33 participants. Chair Salazar stated that some respondents indicated that they were responding for multiple people.

Member White expressed concern about the application of the NEPF for Principal Supervisors. Discussion continued around the development of a definition and business rules for Principal Supervisor. It was determined that Dr. White would convene the superintendents to have a discussion and provide a definition. This would be presented to the TLC for approval at the July 29th meeting and then taken to the State Board of Education (SBE) in September.

Member Walker amended original motion to approve the rubrics pending feedback from the 17 district superintendents regarding business rules and definition/clarification of Principal Supervisor by August 2020. Member Nunez seconded. Motion carried at 10:14 am.

Convenience break 10:14-10:20. Chair Salazar reconvened the meeting at 10:20 am.

6. Presentation from Researchers at the Center for Research, Evaluation, and Assessment (CREA) at the University of Nevada – Las Vegas on the Impact and Validity of the NEPF per SB475

Member Galland-Collins provided an introduction and background about the NEPF Impact and Validity Study and introduced Dr. Bradley Marianno, Director CREA. Dr. Marianno introduced his team: Tiberio Garza, CREA Associate Director; Assistant Professor of Educational Psychology, UNLV. Adam Kho, Assistant Professor of Education, USC and Jonathan Hilpert, Director, Office of Learning Analytics, Associate Professor of Learning Analytics, UNLV. Dr. Marianno continued to summarize the timeline for the study and explained that the report was divided into two strands—the validity strand and the impact strand. Dr. Marianno provided an overview of study, data collection process, and shared the results. His presentation was included as Meeting Materials on the NDE website.

Upon completion of his presentation, the floor was opened for questions.

Member Metcalf asked, “to what extent is the NEPF a valid measure of a teacher’s ability to affect positive student learning,” requesting that Dr. Marianno to respond to his question in a single sentence that did not include any semi-colons and nothing related to statistical significance. Given those parameters, Dr. Marianno responded that “there are multiple semi-colons, but I will say currently as designed, a strong measurement tool is able to distinguish performance across the distribution of potential performance. The NEPF as currently designed is not doing that, therefore it is not currently a valid tool.” Member Rippet indicated that Dr. Marianno’s response made him wonder how to fix the validity of the NEPF. Dr. Marianno indicated his discomfort at having to have made a wide-sweeping statement without the qualifiers and directed the TLC to the report in which his team outlined suggestions.

Chair Salazar questioned which of the fifty state evaluation systems reviewed had a strong validity measure on student achievement. Dr. Marianno explained that when the educator distribution is disentangled, it is possible to start seeing stronger relationships with student achievement over time. He indicated that Massachusetts is one system that has recently made changes in ways that have allowed them to better distinguish educator performance. Chair Salazar followed up by explaining that Nevada had looked at Massachusetts as part of a six-state study done by west REL. She said that they had removed the separate student outcomes piece and embedded it as a new standard. Dr. Marianno stated that administrators said they were very confident distinguishing the standards, but that is not reflected in the data. He suggested that the rubric may be too complex for evaluators and that simplifying the rubric and workload is

associated with possibility to make it quicker and start to solve the problem. Member Walker shared that he was not surprised that we don't see people at the 1 or 4 range, stating that it's challenging to get those ratings. Most people are going to be between the 2 and 4 range based on the rubrics.

Member Metcalf stated that he had, "put Dr. Marianno on the spot and forced him to make a statement that was stronger than he wanted to. But the other piece of it, in some ways these findings suggest to me that the instruments produce the results that we intended. It wasn't designed with the expectation that distribution of teacher effectiveness would be normal distribution [...] I'm not as disappointed by the findings as I think perhaps as Member Rippet is. It seems the instrument is doing what it was set out to do but we didn't design it to in a way to gets us as accurate as we would like."

Member Galland-Collins asked how to tell the difference between a system design problem or an implementation problem and what actions would need to be taken in either case. Dr. Marianno responded that there was a need to better understand how administrators are using these tools. Administrators are highly confident they can distinguish between the levels but the data isn't showing that to be true. Guidance would be to look specifically how the tools are being used and ensuring quality feedback to drive continuous growth. An additional recommendation would be to improve data collection.

Chair Salazar asked member Galland-Collins to guide next steps. She indicated that NDE would be working with UNLV team on the language and feedback and then we will determine if it goes to State Board of Education(SBE) or Legislative Committee on Education (LCE). Both indicated that the topic would be on the TLC agenda in the future to explore with this report means for future work of TLC.

7. Curriculum and Instruction Recommended by TLC and Statewide Training for Teachers and Administrators

Sara Cunningham shared the NEPF trainings for the NWRPDP. This group continued the training, coaching and mentoring of teachers on NEPF by embedding it throughout programs, instructional trainings, observation and consultation. In addition, representatives from NWRPDP met with Karen Stanley and Dr. Salazar to develop book studies. She identified that about 30 administrators had been receiving individualized coaching and mentoring. They also offered administrator cohorts, part of which covered direct instructional training and support including NEPF. They plan to continue focusing on interrater reliability and looking at instructional practices, whether it is small teams or with individual support.

There were no questions from the council for the NWRPDP representative.

Karen Stanley shared that SNRPDP's work had changed due to COVID. They offered multiple online trainings for teachers and administrators covering the topics of College and Career Readiness (CCR), ambitious leadership, and collaboration in high impact teams all under the umbrella of implementation in a blended environment. For the upcoming school year, the SNRPDP is considering both online and in-person training. Their content trainers are preparing templates for teachers, focusing on how to accelerate and remediate during this time. SNRPDP is also looking at continuing principal supervisor training. There have been a lot of requests for SEL and interrater reliably in digital or blended implementation

There were no questions from the council for the SNRPDP representative.

Sarah Negrete shared that NNRPDP was wrapping up their impact book club for administrators that was aligned with the NEPF. NNRPDP is starting to consider both virtual and in-person training for new teachers, with a focus on what NEPF looks like in the classroom and digital world. They will continue to run a Teacher Academy that is solely focused on providing deep dives of individual standards within the NEPF and will continue to embed the NEPF into their content trainings.

There were no questions from the council for the NNRPDP representative.

8. Establishment of 2020-2021 TLC Meeting Dates

Chair Salazar shared proposed meeting dates and recommended they continue with the fourth Wednesday of the month. Member Galland-Collins shared alternate August dates as the last Wednesday wasn't available. Chair Salazar suggested July 29th to keep with the 4th Wednesday and asked the members for feedback. Members shared their availability. Chair Salazar suggested the July 29, 2020; October 7, 2020; February 24, 2021; April 28, 2021; and June 23, 2021. Member Galland-Collins clarified that the rooms on the other dates will stay reserved in the event they are needed.

Member Rippet suggested that TLC meetings sometimes feel like a Southern event and requested that the Chair and Department evenly divide face-to-face meetings between the North and South.

No formal motion was required. No members presented any objections. The identified dates were approved for the 2020-2021 TLC meeting calendar.

9. Future Agenda Items

Chair Salazar asked for future agenda items. She stated that depending on what's happening with schools in fall, there may need to be discussion around implementation of the NEPF. Member Galland-Collins added the topics of more data, impact of closures on the NEPF data, impact of the fall school schedule on the NEPF, and any potential BDRs we hear about that may impact the work. Chair Salazar added revisiting Principal Supervisors.

10. Public Comment #2

In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 2, public comment was to be submitted via email and read into the record by Kathleen Galland-Collins, NDE Assistant Director, EDLiFE.

Additional time was provided for the public to submit comments via email. Member Galland-Collins double checked her emails to see if there was any public comment. No public comment was submitted.

11. Adjournment

Chair Salazar adjourned the meeting at 12:04 p.m.