

Teachers and Leaders Council
Recommendations for Legislative Consideration

Bill Number:

AB 447

Contact Person:

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Statement of intent:

The Teachers and Leaders Council (TLC) recommends that the Nevada legislature consider eight conceptual amendments to AB 447.

Proposed Conceptual Amendments from Teachers and Leaders Council:

1. **Principal Supervisors:** Include the supervisors of principals within the NEPF. The TLC would be tasked with making recommendations to the State Board of Education concerning the adoption of regulations for evaluating such personnel.
2. **Technology Platform:** Provide fiscal support for development and use of a statewide technology platform.
3. **Other Licensed Educational Personnel:** Allow for a one year extension in which to continue to define "Other Licensed Educational Personnel" (OLEP), and what their evaluation system looks like under the NEPF. During this time, the OLEP would continue to be evaluated using their districts' current evaluation system.
4. **Observation/Evaluation:** Revise NRS to reflect the original recommendations made by the TLC regarding observation and evaluation cycles within the NEPF. [The statute](#) should read 3 observation cycles, not 3 evaluations, for probationary, minimally effective, and ineffective educators.
5. **Student Outcomes – Multiple Measures:** The student outcomes portion of the NEPF (currently 50% of overall score) should include in equal measure data from state assessments (25%) and data from a menu of additional district approved assessments (25%), as prescribed by regulation and approved by the Superintendent of Public Instruction.
6. **Student Outcomes – Weighting:** Reduce the student outcomes weighting from the current 50% to 40%.
7. **Student Outcomes – Personnel Decisions:** Delay the use of student outcomes data for personnel decisions until at least the 2016-2017 school year.
8. **RPDP Funding:** Provide funding for regional training programs (RPDPs) for the professional development of teachers and administrators to implement the statewide performance evaluation system (NEPF).

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The Teachers and Leaders Council (TLC) recommends that the Nevada legislature consider the amendments below to the NRS, as they relate to the Nevada Educator Performance Framework (NEPF) statewide system for evaluation for licensed personnel. A brief rationale is included for each of the recommendations, and the TLC would welcome any opportunity to discuss further or address any questions.

Dr. Pam Salazar, Teachers and Leaders Council Chair (salazar@unlv.nevada.edu)

1. Principal Supervisors: Include the supervisors of principals within the NEPF. The TLC would be tasked with making recommendations to the State Board of Education concerning the adoption of regulations for evaluating such personnel.

- Improve school leadership practices
 - “Leadership is second only to classroom instruction among all school-related factors that contribute to what students learn at school.” ([How Leadership Influences Student Learning](#) page 5)
- Provide structures to “improve overall quality of teaching and learning districtwide” ([Rethinking Leadership-The Changing Role of Principal Supervisors](#) page 38)
- Observation, feedback and coaching best practices are modeled by supervisors

2. Technology Platform: Provide fiscal support for development and use of a statewide technology platform.

- Necessary for successful implementation of the NEPF
- NEPF was created with the technology platform in mind
- Reduce burden on districts
- Improve the efficiency of system implementation, and allows for:
 - collection and management of evidence from classroom observations, conversations, and student work
 - access to tools/forms on mobile devices
 - immediate feedback to the person being evaluated
 - supervisors to know where educators are performing at a glance, enabling them to make decisions about professional learning needs
 - educator access to targeted resources to support individual professional learning needs

3. Other Licensed Educational Personnel: Allow for a one year extension in which to continue to define “Other Licensed Educational Personnel” (OLEP), and what their evaluation system looks like under the NEPF. During this time, the OLEP would continue to be evaluated using their districts’ current evaluation system.

- Complexity of “Other Licensed Educational Personnel”
 - Potentially includes more than 12 different educator groups with distinctly different roles within a school district
 - Groups not easily defined by job title or license

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- Roles vary across the state for same job title (example: Teachers on Special Assignment have a wide variety of roles and functions across the state)
 - Roles vary within job title (example: School counselors roles and responsibilities vary greatly from elementary to high school)
 - Considerable public comment from educators in these groups recently presented to TLC on the importance of recognizing the uniqueness of their functions and responsibilities and the status of national standards for many of these educators
4. **Observation/Evaluation: Revise NRS to reflect the original recommendations made by the TLC regarding observation and evaluation cycles within the NEPF. [The statute](#) should read 3 observation cycles, not 3 evaluations, for probationary, minimally effective, and ineffective educators.**
- Observation cycle includes pre-observation conference, scheduled observation and unscheduled observations, and post-observation conference, which provide opportunities for the supervisor to collect sufficient evidence to provide feedback to the educator to improve practice.
 - An educator who is deemed unsatisfactory during the observation cycle can be formally notified through district policy and procedure; a formal evaluation is not necessary.
 - The increased numbers of educators who have been re-labeled as probationary have overwhelmed the system. Supervisors are not able to complete three required evaluations in a manner that supports educator growth and development; the time that it takes to complete a formal evaluation for probationary educators would be better spent on supervising educators through observation and conferencing. (Marshall, K. 2012, Supervision for Improved Practice)
5. **Student Outcomes – Multiple Measures: The student outcomes portion of the NEPF (currently 50% of overall score) should include in equal measure data from state assessments (25%) and data from a menu of additional district approved assessments (25%), as prescribed by regulation and approved by the Superintendent of Public Instruction.**
- Allows the use of current year student outcomes data
 - Reform Support Network- [Multiple Measures in Sync](#)
 - [MET Project Policy and Practice Brief](#)- Ensuring Fair and Reliable Measures of Effective Teaching:
 - “The composite that best indicated improvement on state tests heavily weighted teachers’ prior student achievement gains based on those same tests” (page 5)
 - “Multiple measures also produce more consistent ratings than student achievement measures alone” (page 5)
 - “Teaching is too complex for any single measure of performance to capture it accurately. Identifying great teachers requires multiple measures.” (page 10)

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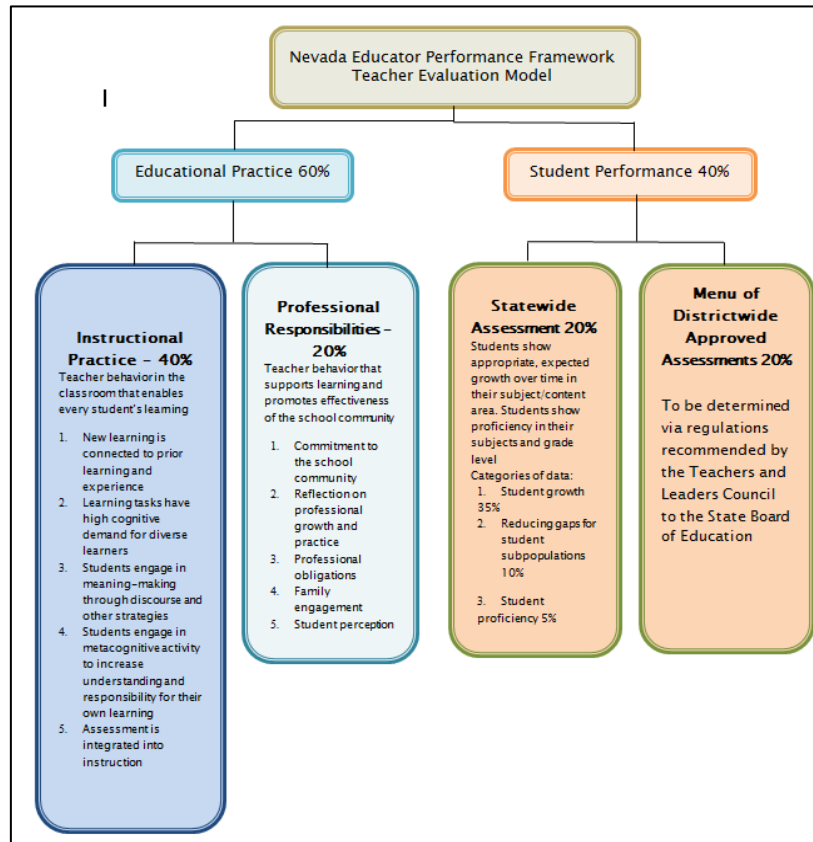
6. Student Outcomes – Weighting: Reduce the student outcomes weighting from the current 50% to 40%.

- [MET Project Policy and Practice Brief](#)- Ensuring Fair and Reliable Measures of Effective Teaching:
 - “...reducing the weights on the state test achievement gain measures to 50 percent or 33 percent generates two positive trade-offs: it increases stability (lessens volatility from year to year) and it also increases somewhat the correlation with tests other than the state tests.” (page 14)
- Allows for increase to 50% as measures become more reliable
- In the process of transitioning to new assessments across all grade levels

7. Student Outcomes – Personnel Decisions: Delay the use of student outcomes data for personnel decisions until at least the 2016-2017 school year.

- In the process of transitioning to new assessments across all grade levels
- Although possible to measure growth across two different assessments using statistical methods, it is not clear and transparent to educators.
- Research suggests that ensuring reliability and fairness to educators should be key consideration in evaluation systems; there is not clear agreement on how best to use student achievement data in evaluation systems.

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• Figure 1: Proposed Changes to Student Outcomes %

8. RPDP Funding: Provide funding for regional training programs (RPDPs) for the professional development of teachers and administrators to implement the statewide performance evaluation system (NEPF).

- SB 407, 2013 – \$2.2 million funding directly designated for the RPDPs to provide professional development on the NEPF.
- Research suggests that professional development for the implementation of an evaluation system is the key element in the success of the evaluation system to support improved practice and increased student achievement.
- Evaluations and feedback of RPDPs consistently indicate that the professional development provided is high quality and leads to improved practice.