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ABSTRACT

This paper reports on the progress of a Nevada Teacher Enhancement grant, Reinventing Teacher Preparation and Licensing through Performance-Based Reform in Nevada, toward meeting its stated goals in the first year. The goals are: (1) Nevada will use performance-based licensing for licensing teachers; and (2) Nevada will have National Board of Professional Teacher Standards certified teachers teaching in the state. Significant progress has been made toward both goals. In addition to the first-year goals, an external evaluator has been hired, and an evaluation plan has been developed. The evaluation plan calls for continued reporting on the degree to which stated goals are met. It will also collect interview data from teachers, principals, superintendents, and other key stakeholders on their perceptions of the new standards and the degree to which they have improved the teacher induction process and quality of instruction in Nevada schools. This report describes the project status; presents budget information (actual budget expenditures for the performance reporting period); and offers supplemental information (focusing on the willingness of the stakeholders to meet together and propose solutions to problems encountered). A draft of the legislation to be adopted is appended. (SM)

Reinventing Teacher Preparation and Licensing Through Performance-Based Reform in Nevada

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Teacher Quality Performance Report

I NEVADA QUALITY ENHANCEMENT GRANTS PROGRAM Title II, Higher Education Act.

1. Performance Reporting Period

1/9/1999 - 1/20/2000

II. EXECUTIVE SUMMARY

Purpose: To report on the progress of the Nevada Teacher Enhancement grant towards meeting its stated goals in the first year.

The goals of this project are clearly stated and benchmarks for each have been clearly identified. It is also clear that the goals for year one as last revised and submitted by the Principal Investigator have been substantially met. Nevada has made outstanding progress in both getting the Board of Education and the Legislature to adopt performance based licensing for teachers. Nevada has also chosen to adopt high standards for teachers and is actively encouraging its teachers to get the National Board on Professional Teaching Standards certification. The degree of acceptance in Nevada of these higher standards is striking since Nevada is now the second fastest growing school system in the United States. Where other states have reduced standards and hired community experts without teaching licenses, Nevada has gone in the other direction and increased teacher standards.

Objective one: State of Nevada will use performance based licensing for licensing teachers

As noted below significant progress has been made towards this goal. The principal investigator appointed a Commission for Professional Standards to review teacher licensing in Nevada that included the key stakeholders in teacher training and master teachers. This group adopted INTASC, NCATE and National Board Standards as stated in the goals for year one. Most importantly, all the key stakeholders including the Nevada legislature and the State Board of Education have adopted performance based licensing. Without this political buy-in, the project could not have begun. The Principal Investigator recognized this need for political buy in and was very successful in getting all stakeholders including the teacher unions to support the higher standards. Progress has also been made in making sure that the state's teacher training institutions are able to prepare teachers for these new standards and are able to change their teaching to adopt competency based models.

Objective two : Nevada will have National Board on Professional Teaching Standards Certified Teachers teaching in the state.

Ten teachers have been nominated to start National Board Certification. It is expected that this process will continue over the second and third year of the grant. Fifty two teachers have applied for the certification process, exceeding the initial goals of the project.

In addition to the first year goals the external evaluator has been hired and the evaluation plan follows in part two of this report.

The evaluation plan calls for the continued reporting on the degree to which stated goals are met. It will also collect interview data from teachers, principals, district superintendents, and other key stakeholders on their perceptions of the new standards and the degree to which they have improved the teacher induction process and the quality of instruction in Nevada Schools.

Progress has been made towards dissemination information about the standards and the project via the new Web page initiated by the Principal Investigator.

Although this project is in its early stages, and has been in existence less than 6 months, it is progressing well towards its stated goals. The outside evaluator is on board and the key pieces needed to implement years 2 and 3 are in place.

After 6 months the budget is still "in progress" and a better assessment is more realistic after 12 months.

III. PROJECT STATUS

Overall Project Objectives

Objective: State of Nevada will use performance based licensing for licensing teachers.

Activity

Workshop for Standards alignment steering committee held

Benchmark

Standards alignment steering committee recommends performance based teacher preparation for Nevada Teacher Education programs. Accomplished February 27, 2000

Activity

Workshop for State Board of Education held on February 28, 2000. Second Public Hearing will be heard on April 28, 2000. Note this is the final hearing and adoption is planned.

Benchmark

Commission on Professional Standards in Education will adopt performance based licensing for Nevada Teacher Education programs. First workshop April 10, 2000.

Activity

Licensing Renewal subcommittee established by Commission on Professional Standard in Education Commission. Established April 10, 2000

Commission will adopt performance based licensing renewal requirements.

In progress

Principal Investigator to attend 3 day meeting in D.C. Attended February, 2000

Report on Meeting to State Board of Education made February 27, 2000

Principle Investigator attends NCATE Board of Examiner Training Seminar

Benchmark

Principal Investigator becomes an NCATE Examiner. Obtained November, 2000

OUTCOME: After Year 1, the State Board of Education will adopt INTASC and NCATE standards for State Teacher Education Program Approval.

MEASURE: Nevada Administrative Code changed to reflect outcome.

Awaiting April 28, 2000 hearing for adoption.

Objective two : Nevada will have National Board on Professional Teaching Standards Certified Teachers teaching in the state.

Activity

Ten Supporting Teachers have applied for NEPTS certification. Date: 10-10-1999.

54 candidates applied and were funded with \$1000.00 per candidate and \$10,000 stipend divided equally among the 54 candidates from the Title II Teacher Quality Enhancement grant.

Benchmarks

Candidates to receive support have been identified

Activity

Establishment of a Web Page to Recruit and support teachers seeking NBPTS certification
Web page appears on Nevada Department of Continuing Education Web site

The equipment has been purchased and the site is being developed

Activity

Recruitment of teachers wishing to seek NBPTS certification for 2000-2001 academic year.

So far 50 teachers have been recruited for the 2000-2001 certification cycle..
Recruitment deadline is June 15, 2000 for funding stipend support for teachers.

Benchmark

Candidates identified have received financial support as reported above,

Activity

Summer workshops for teachers wishing to pursue NBPTS certification

Benchmark

100% of candidates identified to receive support to participate in NIBPTS workshop

OUTCOME: At the end of Year 1, 20 teachers certification process; 25 teachers will near completion of NBPTS. 25 teachers will begin NBPTS certification process. (54 Candidates have submitted materials to complete process and receive NBPTS Certification)

MEASURE; Reports from Teachers seeking NBPTS certification as measured by successful completion rate greater than national average

Given the time line, less than 6 months, teachers have not yet had time to complete this goal.

IV. BUDGET INFORMATION

Report your actual budget expenditures for the performance reporting period.

Budget Category	Non-Federal funds requested	Federal funds requested	Costs to date	
1. Personnel				
2. Fringe				
3. Travel			\$3551	
4. Equipment		\$4,500	\$4275.22	
5. Supplies		\$5000		
6. Contractual	\$25,000	\$27,000	\$15000	
7. Construction				
8. Other*	\$39,325	\$10,990	\$10,000	
9. Total direct	\$64,000	\$55,890		
10. Indirect	\$1,286.50	\$1,778		
11 Training Stipends				
12 Total costs	\$65,611.50	\$57,668	\$32826.22	

* Release time for teachers, substitutes, benefits and taxes

V. SUPPLEMENTAL INFORMATION

Describe any changes you wish to make in the performance objectives and activities.

Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project.

The most important unexpected outcome of the project has been the willingness of the stakeholders to meet together and propose solutions to problems encountered. In Nevada, stakeholders have stopped blaming each other for the problems with teacher quality and banded together to solve the problems. This alliance will be maintained to solve additional problems encountered in Nevada.

Legislation to be adopted attached as Appendix 1

Project Title

Reinventing Teacher Preparation and Licensing Through Performance-Based Reform in Nevada

Recipient Information

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Annual Certification(s) of IRB approval

Yes _____ No X

Cumulative Expenditures

Federal: \$32826.22

Non Federal: \$24,500.00

External Evaluator

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To the best of my knowledge and belief, all data in this performance report are true and correct



Signature
Rosemarie J. Park

Date April 18, 2000

Appendix 1.

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PROPOSED REGULATION OF THE STATE BOARD OF EDUCATION

LCB File No. R023-00

April ///, 2000

EXPLANATION - Matter in *italics* is new; matter in brackets (~~omitted material~~) is material to be omitted.

AUTHORITY: §§1-7, NRS 391.037, 391.038.

Section 1. NAC 391.058 is hereby amended to read as follows:

391.058 1. A school district or a private school that is licensed pursuant to chapter 394 of NRS must apply to the department before it employs a person who holds a conditional license that was issued pursuant to NAC 391.057. The application must be in writing and include:

(a) Proof that the school district or private school has advertised in good faith its desire to fill a vacancy in the position of an unconditionally licensed teacher to teach elementary education to pupils who are enrolled in a program of bilingual education or an unconditionally licensed teacher to teach secondary education in the subject area and at the grade level in which there is a vacancy;

(b) An affidavit stating that despite the required advertisement the school district or private school was not successful in hiring an unconditionally licensed teacher to teach elementary education to pupils who are enrolled in a program of bilingual education or an unconditionally licensed teacher to teach secondary education in the subject area and at the grade level in which there is a vacancy; and

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(c) A written assurance that the school district or private school will, if required by statute or regulation, continue its efforts to hire unconditionally licensed educational personnel.

2. A superintendent of a school district or an administrator of a private school shall assign an unconditionally licensed teacher to provide assistance, guidance and training to each person it hires pursuant to this section. Before a person who holds a conditional license may begin teaching, he must complete at least 3 weeks of training and orientation under the supervision of the unconditionally licensed teacher who has been assigned to assist him pursuant to this subsection.

3. A school district or private school shall, in consultation with a postsecondary institution which is regionally accredited and which offers courses of study and training for the education of teachers, develop a plan for each person that it hires pursuant to this section which includes:

(a) Provisions for the evaluation of the person;

(b) A description of the courses of study and training that the person is required to complete within the 3 years that his conditional license is valid; [and]

(c) *A written assessment plan for the course of study and training, as described in paragraph (k) of subsection 1 of NAC 391.557; and*

(d) Any other training that the school district or private school considers necessary.

4. Each school district or private school which employs a person pursuant to this section shall cooperate with the commission and the department in the evaluation of the effectiveness of this section and NAC 391.057.

Sec. 2. NAC 391.557 is hereby amended to read as follows:

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391.557 1. An institution which wishes to offer a course of study and training for the education of teachers or other educational personnel which is designed to provide the education required for the issuance of [a] *an elementary, secondary or special license*, renewal of *such a license* or an endorsement in a field of specialization, must file with the superintendent of public instruction, at least 180 calendar days before the first date of instruction, an application for approval of the course of study and training. The application must include:

- (a) The name and location of the institution;
- (b) A copy of the articles of incorporation or charter for the institution;
- (c) Proof of the financial solvency of the institution, including financial resources available to the institution in this state;
- (d) If the institution is accredited, as that term is defined in NRS 394.006, information concerning the accreditation;
- (e) The proposed operating budget for the course of study and training;
- (f) A description of the governance of the institution, including the name of the chief administrative officer of the institution, and the system established for accountability of the course of study and training at the institution;
- (g) A description of the course of study and training, including a description of its compliance with:
 - (1) The ~~provisions of NAC 391.600 to 391.686, inclusive, which are applicable to the course of study and training;~~ *standards adopted by the National Council for Accreditation of Teacher Education on April 1, 2000 and the curriculum guidelines for specific programs approved by the National Council for Accreditation of Teacher Education, if applicable; or*

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(2) Subsection 9 of NAC 391.558;

(h) The qualifications a person must hold to provide instruction for the course of study and training; ~~and~~

(i) The proposed course work for the course of study and training ~~{:}~~;

(j) A written statement that describes the manner in which the course of study and training addresses the standards of content and performance established by the council to establish academic standards for public schools pursuant to NRS 389.520; and

(k) Except as otherwise provided in this paragraph, a written assessment plan that describes the:

(1) Conceptual framework for the course of study and training;

(2) Knowledge and skills that a student who is enrolled in the course of study and training must demonstrate;

(3) Manner by which the course of study and training will be assessed and evaluated;

(4) Field experience and clinical practice offered by the course of study and training;

(5) Diversity of the population of students who participate in the course of study and training; and

(6) Performance and development of the faculty who provide instruction for the course of study and training.

FLUSH *If an institution is accredited by the National Council for Accreditation of Teacher Education, the institution may submit written proof of such accreditation in lieu of the written assessment.*

2. Upon receipt of an application for approval of a course of study and training which is designed to provide the education required for issuance of ~~{a}~~ *an elementary, secondary or*

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special license, renewal of such a license or an endorsement in a field of specialization, the superintendent of public instruction shall notify the board that an application has been received.

3. The department shall develop a manual that:

(a) Assists in the development of an assessment plan required by paragraph (k) of subsection 1;

(b) Describes the process for approval of a course of study and training; and

(c) Includes the standards adopted by the National Council for Accreditation of Teacher Education on April 1, 2000 and the curriculum guidelines for specific programs or subject areas approved by the National Council for Accreditation of Teacher Education.

FLUSH *The department shall maintain a copy of the manual and, upon the request of an institution, the department shall provide a copy of the manual to the institution.*

Sec. 3. NAC 391.558 is hereby amended to read as follows:

391.558 1. The board will appoint a review team to review each application received by the superintendent of public instruction. The superintendent of public instruction shall submit to the board a list of persons whom he recommends for membership on the review team. At least 2 months before the date of the visit required by subsection 5, the superintendent of public instruction shall send a list of his recommendations to the chief administrative officer of the institution that submitted the application. The list must include a description of the professional position, experience and areas of expertise of each person recommended by the superintendent of public instruction. If the chief administrative officer has concerns about any of the persons recommended by the superintendent of public instruction he shall, within 30 days after receipt of the list, provide to the superintendent of public instruction for transmittal to the board a written

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response which describes his concerns. The board will address the concerns of the chief administrative officer before it appoints members to the review team. Employees or other members of the institution shall not contact the persons recommended for membership on the review team before the board formally appoints members to the team.

2. Upon receipt of the recommendations and a written response, if one has been provided by the chief administrative officer, the board will appoint no more than seven members to the review team. The board may, for good cause, refuse to appoint any of the persons recommended by the superintendent of public instruction. If possible, members of the review team must reside in the area where the institution that submitted the application is located. The review team must include, but is not limited to:

(a) One representative from a public educational institution in this state, other than the applicant, which offers a course of study and training for the education of teachers or other educational personnel;

(b) One representative from a private educational institution in this state, other than the applicant, which offers a course of study and training for the education of teachers or other educational personnel;

(c) At least one licensed teacher who has expertise in the course of study and training offered by the applicant;

(d) At least one representative of a local school district;

(e) One member of the board; and

(f) One member of the general public.

3. The review team shall:

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(a) Examine the application submitted; and

(b) Decide whether to recommend that the board grant provisional approval of the course of study and training.

4. If the board grants provisional approval of a course of study and training, the applicant may offer the course of study and training to students pending final approval by the board. Members of the general public who inquire about the status of the course of study and training must be informed that it has been provisionally approved and that final approval is pending.

5. If the board grants provisional approval of a course of study and training, the review team shall, within 12 months after provisional approval has been granted, visit the site of instruction to verify the information provided by the institution pursuant to subsection 1 of NAC 391.557. The visit must not exceed 5 days.

6. Within 30 days after the visit, the chairman of the review team shall send to the applicant a draft report which summarizes the results of the review conducted by the review team. Within 30 days after receipt of the draft report by the applicant, the applicant may file a reply to the draft report with the superintendent of public instruction for transmittal to the board and the review team which describes the resolution of any deficiencies in the application that were addressed in the draft report. If the applicant files a reply, the review team shall consider the reply in deciding whether to recommend approval of the course of study and training.

7. Within 60 days after the visit, the review team shall decide, in accordance with the standards ~~(prescribed in NAC 391.600 to 391.686, inclusive, which are applicable to the course of study and training,)~~ *adopted by the National Council for Accreditation of Teacher Education on April 1, 2000 and the and the curriculum guidelines for specific programs approved by the*

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National Council for Accreditation of Teacher Education, if applicable, whether to recommend approval of the course of study and training, and shall submit a final report to the superintendent of public instruction for transmittal to the board. The final report must state whether the review team recommends approval of the course of study and training. Upon transmittal of the final report to the board, the superintendent of public instruction shall inform the applicant of the recommendation of the review team. The review team shall recommend approval of the course of study and training if the applicant complies with the ~~requirements~~ :

(a) Requirements of NAC 391.557 ~~{}~~ ;

(b) Standards adopted by the National Council for Accreditation of Teacher Education on April 1, 2000; and

(c) Curriculum guidelines for specific programs approved by the National Council for Accreditation of Teacher Education, if applicable.

8. Upon receipt of the final report, the board will ~~{decide whether to}~~ grant approval of the course of study and training ~~{in accordance}~~ ***if the applicant complies with the standards prescribed in NAC 391.600 to 391.686, inclusive, which are applicable to the course of study and training.*** :

(a) Requirements of NAC 391.557;

(b) Standards adopted by the National Council for Accreditation of Teacher Education on April 1, 2000; and

(c) Curriculum guidelines for specific programs approved by the National Council for Accreditation of Teacher Education, if applicable.

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FLUSH If the board denies approval, the applicant may appear before the board, and is entitled to a hearing and judicial review pursuant to subsection 5 of NRS 391.038.

9. In addition to the standards of approval set forth in subsections 7 and 8, the review team shall recommend approval, and the board will approve, a course of study and training for the education of teachers and other educational personnel for teaching in the secondary grades if:

- (a) Enrollment in the course of study and training is restricted to persons who hold a bachelor's degree in a field recognized by the commission pursuant to NAC 391.1301; and
- (b) The course of study and training includes course work described in subsection 2 of NAC 391.120.

10. ~~{Approval}~~ *Except as otherwise provided in subsection 11, approval* of a course of study and training pursuant to this section is valid for 5 years. During the 5-year period of approval, the institution shall notify the superintendent of public instruction of any changes in the information that it provided in its application pursuant to subsection 1 of NAC 391.557, except for a change in the information required by paragraph (e) of subsection 1. Upon expiration of each 5-year period of approval, or during a regularly scheduled review of the institution by the National Council of Accreditation of Teacher Education, the superintendent of public instruction may recommend to the board that approval of the course of study and training be renewed for an additional 5 years.

11. *The board may require a review of a course of study and training before the expiration of the 5-year period of approval if:*

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(a) During 1 year, 10 or more students who are enrolled in the course of study and training take specialty and pedagogy competency tests required by this state and the percentage of those students who pass the tests is:

- (1) Before January 1, 2004, less than 90 percent; and**
- (2) On or after January 1, 2004, less than 95 percent;**

(b) Pursuant to the information collected by the department pursuant to subsection 12, the percentage of probationary teachers employed by school districts in this state who completed the course of study and training who are terminated from employment or not reemployed for another school year:

- (1) Before January 1, 2004, is 10 percent or greater; and**
- (2) On or after January 1, 2004, is 5 percent or greater; or**

(c) The board requests a review.

I re-phrase this to maintain consistency with what is being reported in subsec. 12

FLUSH Based upon a review conducted pursuant to this subsection, the board may renew the approval of a course of study and training or revoke the approval of a course of study and training.

12. On or before July 1 of each year, each school district in this state shall report to the department the:

(a) Number of probationary teachers that the school district terminated from employment or did not reemploy for another school year; and

(b) For each teacher who is reported pursuant to paragraph (a), the:

- (1) Subject area taught by the teacher;**
- (2) Educational institution that the teacher attended; and**
- (3) Course of study and training completed by the teacher.**

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FLUSH *Each school district shall report the information required by this subsection without disclosing the identity of an individual teacher or otherwise violating the confidentiality of a teacher.*

13. The applicant shall pay to the board a fee equal to:

(a) The expenses incurred on behalf of the review team for preparation of the documentation required by this section; and

(b) The travel expenses and per diem allowances to which the review team is entitled which are related to the visit of the site of instruction.

Sec. 4. NAC 391.600 to 391.686, inclusive, are hereby repealed.

Sec. 5. Each school district shall report the report information required by subsection 12 of NAC 391.558 commencing on July 1, 2000.

Sec. 6. An institution whose course of study and training is approved before July 1, 2000 is not required to comply with the amendatory provisions of this regulation until it seeks renewal of its course of study and training. An institution may request a review of its current course of study and training in accordance with the amendatory provisions of this regulation before the expiration of its 5-year period of approval. If an institution proposes to revise its current course of study and training before the date on which the course of study and training would otherwise be renewed, the institution shall comply with the amendatory provisions of this regulation when it seeks approval of the revised course of study and training.

Sec. 7. This regulation becomes effective on July 1, 2000.

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LEADLINES OF REPEALED SECTIONS

- 391.600 Preparation of person to be administrator of program.
- 391.602 Preparation of person to be school principal.
- 391.604 Preparation of person to be school counselor.
- 391.606 Preparation of student to be school social worker.
- 391.608 Preparation of student to be school psychologist.
- 391.610 Preparation of student to teach pupils who are handicapped in speech and language.
- 391.612 Preparation of student to teach pupils who have mild or moderate learning disabilities, emotional handicaps or mental handicaps.
- 391.614 Preparation of student to teach pupils who have moderate or severe learning disabilities.
- 391.616 Preparation of student to teach pupils who are moderately or severely emotionally handicapped.
- 391.618 Preparation of student to teach pupils who are severely or profoundly mentally handicapped.

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- 391.620 Preparation of student to teach handicapped pupils who are less than 7 years of age.
- 391.622 Preparation of student to teach special physical education to handicapped pupils.
- 391.624 Preparation of student to teach agricultural education.
- 391.626 Preparation of student to teach art.
- 391.628 Preparation of student to teach biological science.
- 391.630 Preparation of student to teach biology.
- 391.632 Preparation of student to teach business education.
- 391.634 Preparation of student to teach chemistry.
- 391.636 Preparation of student to teach classical languages.
- 391.638 Preparation of student to teach computer literacy.
- 391.640 Preparation of student to teach computer applications.
- 391.642 Preparation of student to teach computer programming or computer science.
- 391.644 Preparation of student to teach drivers' education.
- 391.646 Preparation of student to teach English.
- 391.648 Preparation of student to teach English as second language.
- 391.650 Preparation of student to teach foreign language.
- 391.652 Preparation of student to teach general science.
- 391.654 Preparation of student to teach health education.
- 391.656 Preparation of student to teach home economics.
- 391.658 Preparation of student to teach industrial arts.
- 391.660 Preparation of student to teach library science.
- 391.662 Preparation of student to teach marketing education.

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- 391.664 Preparation of student to teach mathematics.
- 391.666 Preparation of student to teach music.
- 391.668 Preparation of student to teach physical education.
- 391.670 Preparation of student to teach physical education and health.
- 391.672 Preparation of student to teach physical science.
- 391.674 Preparation of student to teach physics.
- 391.676 Preparation of student to teach psychology.
- 391.678 Preparation of student to teach reading.
- 391.680 Preparation of student to be specialist in teaching reading.
- 391.682 Preparation of student to teach social studies.
- 391.684 Preparation of student to teach speech.
- 391.686 Preparation of student to teach stage and theater.

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