Nevada Regional Professional Development Programs

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Annual Report: 2022-2023

Background

- 70th Session of Nevada State Legislature (1999; NRS 391A.120)
- Regional Governing Board
- Statewide Coordinating Council
- Provide Services to all public and charter school educators

Determining Professional Learning

The RPDP work targets three broad categories:

1) Meeting district and charter school requests for services

(e.g., NVACS, differentiation, student engagement)

Project Proposals prior to start of year. (teacher retention, leadership, supporting CIP, etc.)

Districts and/or charters reach out to their RPDP to place the request. A consultant meets with the requestor to establish goals, objectives, alignment to CIP, logistics, etc.

2) Fulfilling legislated mandates

(e.g., NVACS, NEPF, Parent Engagement, Multicultural Education, Financial Literacy)

RPDP directors collaborate to provide the services in the ways that work best for their region (e.g., cross-regional, virtual, hybrid, live, expertise)

3) Supporting individual teachers and administrators

(e.g., coaching, classes for credit or professional learning hours, modeling, instructional rounds).

RPDP offers courses for endorsement programs (Library Media Specialist, ELAD, Reading Specialist, GATE, Computer Science, Early Childhood) and workshops with specific topics relative to current educational needs (e.g., science of reading, SBAC)
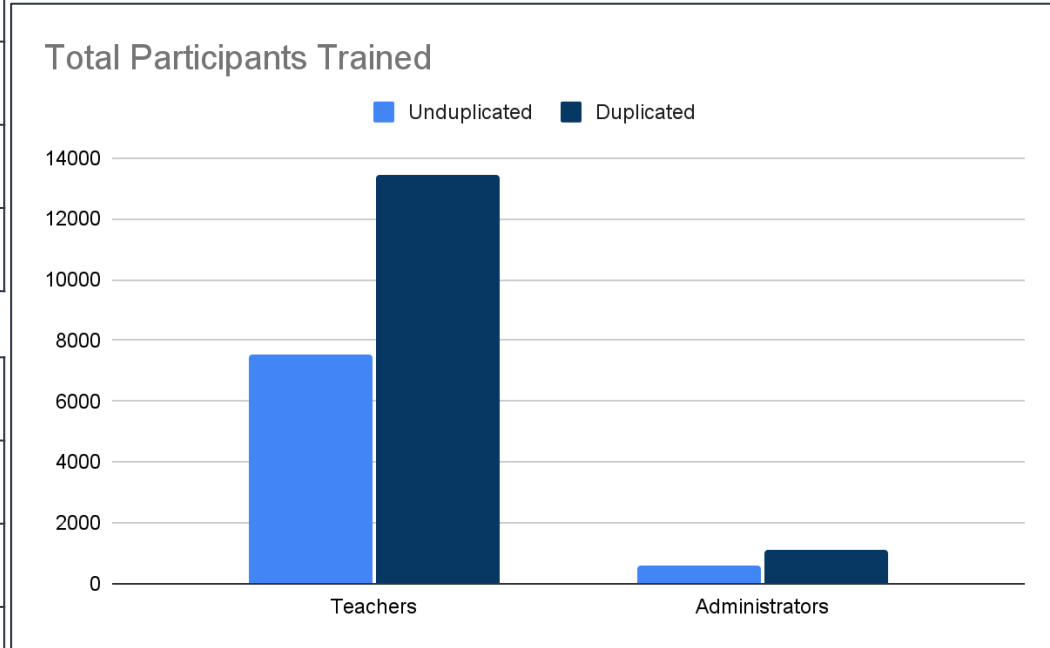
Professional Learning [Training] Sessions

	Aggregate
Total Trainings	**1,690**
Instructional Training[1]	1,060
Observation and Mentoring[2]	405
Consulting/Collaborating[3]	225

Total Training Sessions

Consulting/Collaborating
13.3%

Observation/Mentoring
24.0%

Instructional
62.7%
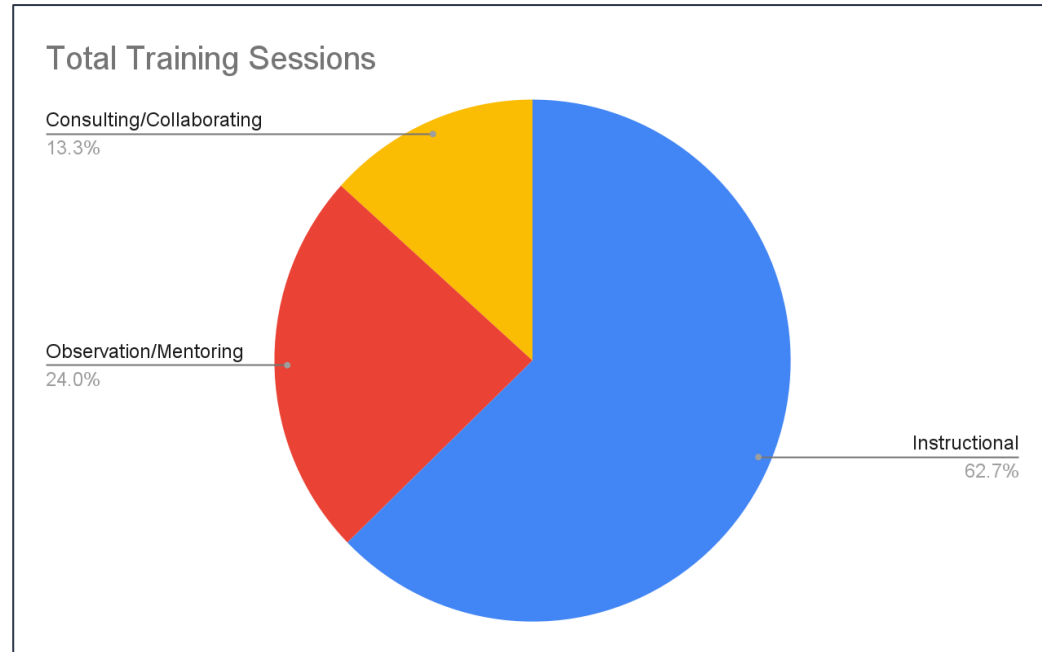
Educators & Administrators Served in 22-23

	Total
Total Teachers Served in NV	**21,007**
Total Teachers Served (unique)	7,564
Total Teachers Served (duplicated)	13,443

	Total
Total Admin Served in NV	**1,723**
Total Admin Served (unique)	594
Total Admin Served (duplicated)	1,129

Total Participants Trained

Legend: ■ Unduplicated ■ Duplicated

(Bar chart showing Teachers and Administrators with Unduplicated and Duplicated values, y-axis from 0 to 14000)

Putting the Numbers in Perspective

Each RPDP trainer, on average, provided support for 447 educators and 37 administrators in the state.

Educators' Perceptions of the Impact of Professional Learning on Instructional Practice
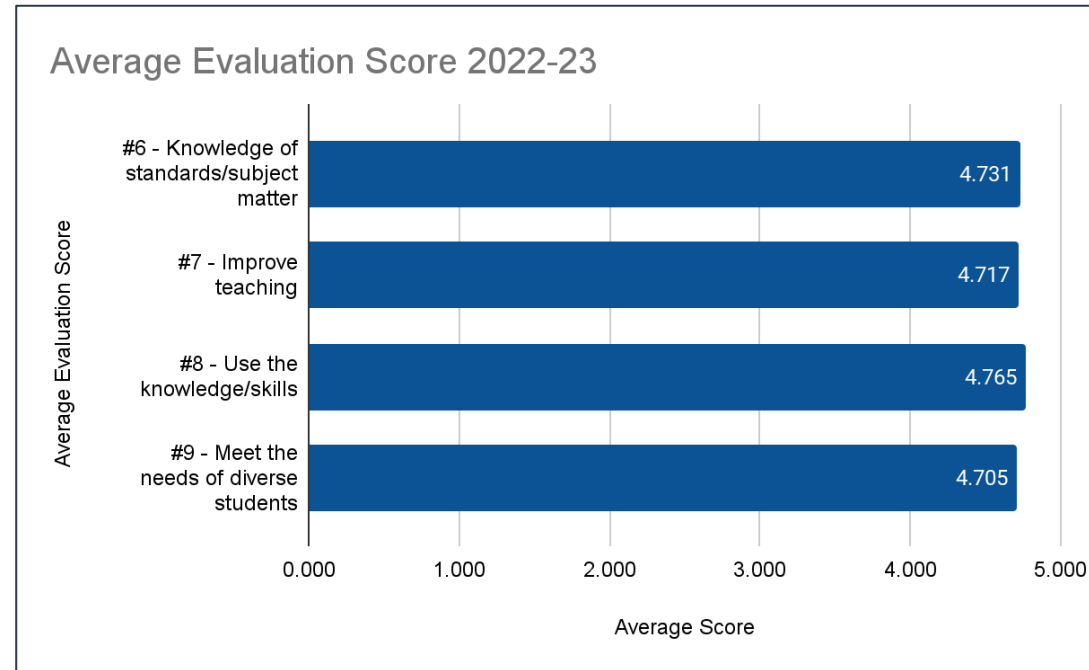
RPDP Evaluation Form (Selected Questions)

#6 - This training added to my knowledge of standards and/or my skills in teaching subject matter content.

#7 - The training will improve my teaching skills.

#8 - I will use the knowledge and skills from this training in my classroom or professional duties.

#9 - This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).

Average Evaluation Score 2022-23

Average Evaluation Score	Average Score
#6 - Knowledge of standards/subject matter	4.731
#7 - Improve teaching	4.717
#8 - Use the knowledge/skills	4.765
#9 - Meet the needs of diverse students	4.705

13,788 total evaluations

Educators' Reflections on Professional Learning

"I appreciated that the content was focused and could immediately be applied in the classroom."

"As a new administrator, this instruction was valuable and taught me a great deal on how to help my staff and school grow."

"This was a great pathway to helping me become a better educator."

"I used the strategies with students, and planned to use the strategies with a group for whom I was providing professional development. The process with students has been excellent. I have created valuable opportunities for equity of voice, specifically with English learners which is really, one of the most important elements of their language development."

"I have a much deeper understanding of what it takes to lead a collaborative group and will continue to reflect on my current leadership as well as implement these newly learned strategies into my future leadership."

"Thank you for giving us the opportunity to reflect and improve our teaching practice. We've spent too long in "survival" mode – looking forward to meaningful and purposeful professional development."

Impact Example: Multicultural Education Course

Multicultural Education Course

Data collected from participants in the third year of the Multicultural Education course showed **statistically significant increases in 15 of 26 dispositions of culturally responsive pedagogy** as measured by a valid and reliable tool through pre- and post-administration of the *Dispositions for Culturally Responsive Pedagogy Scale* survey (DCRPS, Whitaker & Valtierra, 2019) and 97% of participants indicated at least one change in practice as a result of their learning in the course.

Number served statewide: 275 (22-23)

Impact Example: Family Engagement Course

Family Engagement Course

Consistent with the results from the previous three years of the Family Engagement course, year four participants revealed positive shifts in their beliefs about families' capacities for supporting their children, the desires of parents to be engaged in their children's education, the need for a partnership between school and family, and the correlation between family engagement and student success. Participants also reported **statistically significant increased confidence in communicating effectively with families and the community in order to support student success**.

Number served statewide: 188 (22-23)

Programs Developed Based on Legislative Requirements

Programs Offered:

- Financial Literacy Modules
- Computer Science Training
- Computer Science Modules
- Multicultural Education Course
- Family Engagement Course

Regional Impact Example from the Computer Science Training Program:

Success of the overarching Computer Science initiative was evident from an analysis of participants' comments on the NNRPDP Evaluation which **indicated increased self-efficacy and positive impacts on student learning**. Participants administered the Student Impact Survey to their students. **Out of the 1,334 students surveyed, 1,070 students indicated, on a linear scale of 1-6, that their level of understanding about computer science had increased to a degree of four or higher**.

Endorsement Programs

Programs Offered:

- ELAD
- Reading Specialist
- GATE
- Library/Media Specialist
- Computer Science (Introductory & Advanced)
- Early Childhood

** RPDP partners with higher education institutions (UNLV & SUU) to offer endorsement program coursework at significantly reduced costs to educators.

Impact Examples from the ELAD and Reading Specialist Endorsement Programs:

- General education teachers who participated in five courses to earn their ELAD (English Language Acquisition and Development) endorsement reported significant increases in how second languages are acquired ($<.001$)
- The *Reading Specialist Endorsement Cohort* (18-month) demonstrated long-term learning in the final analysis of a comprehensive survey of learning

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Statewide Collaboration & Communication

- Nevada Department of Education: *PRESS, ELD 201, Computer Science, Preschool, Family Engagement, Kindergarten as a Sturdy Bridge, Science of Reading*
- Statewide Council for the Coordination of the Regional Training Programs
- RPDP Director Meetings
- RPDP Collaboration Across Regions
- Educational Organizations
- Districts/Superintendents
- Nevada State Public Charter School Authority
- Partnership with UNLV & SUU
- Teachers & Leaders Council: Appointed Member
- Read By Grade 3 Advisory Committee: Members

Supporting Instructional Practice Through the Nevada Educator Performance Framework

Nevada Educator Performance Framework

- *Standard 1:* New learning is connected to prior learning and experience
- *Standard 2:* Learning tasks have high cognitive demand for diverse learners
- *Standard 3:* Students engage in meaning-making through discourse and other strategies
- *Standard 4:* Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
- *Standard 5:* Assessment is integrated into instruction

Percent of trainings that embed NEPF: 77.75% (22-23)

Design Considerations for Professional Learning

Nevada Professional Development Standards

(*Currently under revision*)

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes
- Equity
- Cultural Competency

Learning Forward Standards for Professional Learning

Rigorous Content for Each Learner:
- Equity Practices
- Curriculum, Assessment, and Instruction
- Professional Expertise

Transformational Processes:
- Equity Drivers
- Evidence
- Learning Designs
- Implementation

Conditions for Success:
- Equity Foundations
- Culture of Collaborative Inquiry
- Leadership
- Resources

RPDP Funding

Biennium	Budget
2007-2009	$26,203,096.00
2009-2011	$15,595,608.00
2011-2013	$7,183,722.00
2013-2015	$16,093,576.00
2015-2017	$15,583,613.00
2017-2019	$14,921,896.00
2019-2021	$15,007,090.00
2021-2023	$14,479,394.00
2023-2025	**$15,134,786.00**

RPDP Funding
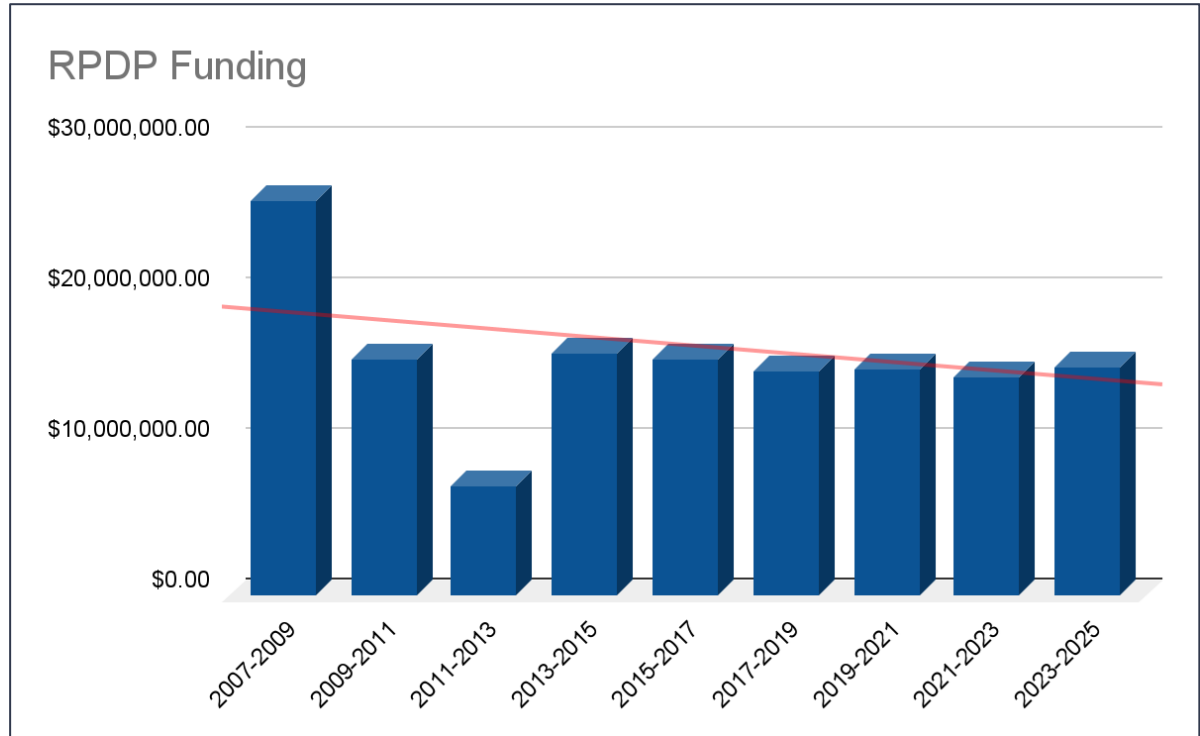
Area of Greatest Need: *Increasing Staff to Expand Available Support*

Primary Challenge: *Maintaining personnel levels (i.e., salary and benefits costs, travel, supplies) over time due to inflated costs.*

This challenge results in:

- reductions in operating funds,
- not re-hiring vacant positions, and
- reduction in staff and reduced contracts (number of days)

Ultimately, this leads to fewer staff and less time available to support leaders and educators in a time when the needs are greater than ever before.

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