



2022-2023 Annual Report

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Introduction

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555 which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's academic content standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the programs' scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversee the three regional programs.

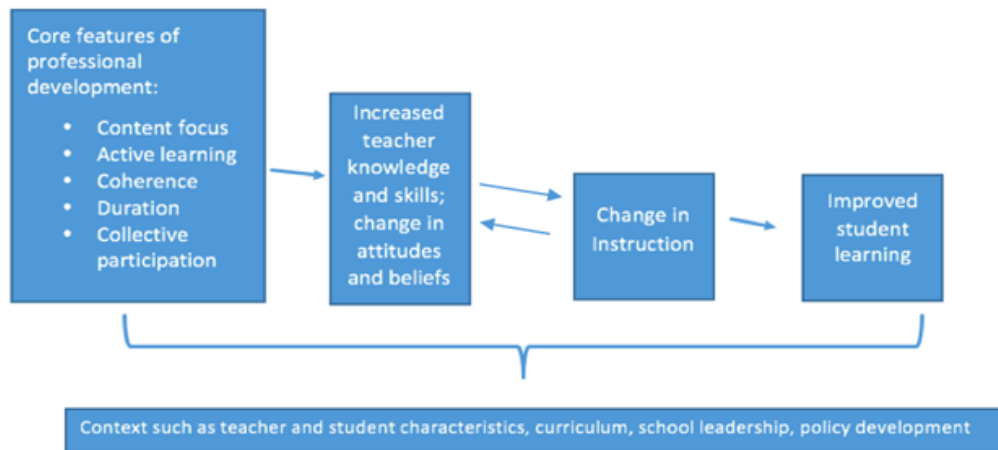
As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.

4. When student results improve, the cycle repeats for continuous improvement (p. 16).

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

Figure 1 *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*



The Nevada Regional Professional Development Programs use the national [Standards for Professional Learning](#) in a variety of ways depending upon the roles and contexts in which they provide service to educators. Each Regional Professional Development Program identifies areas in the guidance that align to the specific contexts in which they work -- often advancing different areas within different projects as the goals of the learning dictate. In addition, the state of Nevada also outlines [Standards for Professional Development](#) that are built upon the former *Learning Forward* standards; the Nevada Regional Professional Development Programs are committed to remaining professionally current while recognizing the state expectations for *all* professional learning groups.

Part I: NRS 391A.190 1c Evaluation of Regional Training Program

(1) The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training

models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

391A.175 (c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

Table 1. 391A.190 1c (8) An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) an evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:

Table 1 *RPDP State Approved Evaluation*

RPDP State Approved Evaluation (5-point scale)	2022-23
1. The training matched my needs.	4.45
2. The training provided opportunities for interactions and reflections.	4.78
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.70
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.75
5. The presenter/facilitator modeled effective teaching strategies.	4.67
6. This training added to my knowledge of standards and/or my subject matter content.	4.47
7. This training will improve my teaching skills.	4.52
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.58
9. This training will help me meet the needs of diverse student populations.	4.35

*Table 2. 391A.190 1c (2) Type of training offered through the regional training program in the immediately preceding year.***Table 2** *Type of Training*

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>	<i>Regional</i>
<i>Total Trainings</i>	134	84	0	1	8	3	3	35
<i>Instructional¹</i>	75% n=100	69% n=58	0% n=0	0% n=0	63% n=5	33% n=1	67% n=2	97% n=34
<i>Observation and Mentoring²</i>	9% n=12	11% n=9	0% n=0	0% n=0	13% n=1	0% n=0	33% n=1	3% n=1
<i>Consulting³</i>	16%	20%	0%	100%	25%	67%	0%	0%

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>	<i>Regional</i>
	n=22	n=17	n=0	n=1	n=2	n=2	n=0	n=0

¹*Presentations, workshops, in-service, and university courses*

²*Coaching, classroom observations and feedback, modeling, co-teaching*

³*School/district committee or task-force work, email advice, professional conversations, planning for PL with schools/districts*

Table 3. 391A.190 1c (3) *The number of teachers and administrators who received training through the regional training program in the immediately preceding year.*

Table 3 Number of Teachers and Administrators Who Received Training

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Total Teachers Employed in District</i>	1148	671	31	210	59	66	111
<i>Unduplicated Teachers</i>	679	556	4	8	55	19	37
<i>Duplicated Teachers</i>	371	331	2	4	26	1	7
<i>Total Administrators Employed in District</i>	116	53	4	19	6	10	24
<i>Unduplicated Administrators</i>	48	36	1	2	3	2	4
<i>Duplicated Administrators</i>	28	24	0	0	2	2	0

Table 4. 391A.190 1c (4) *The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.*

Table 4 Number of Administrators Receiving Training

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Unduplicated</i>	21	15	2	2	0	2	0

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Administrators</i>							
<i>Duplicated Administrators</i>	15	11	0	0	2	2	0

Table 5. 391A.190 1c (5) *The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.*

Table 5 *Number of Teachers, Administrators, and OLEP*

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Teachers, Admin, OLEP</i>	0	0	0	0	0	0	0

Table 6. 391A.190 1c (6) *The number of teachers who received training in [family engagement] in the immediately preceding year.*

Table 6 *Teacher Training in Family Engagement*

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Unduplicated Teachers</i>	494	441	3	5	38	1	6
<i>Duplicated Teachers</i>	278	262	0	1	13	0	2

Table 7. 391A.190 1c (7) *The number of paraprofessionals, if any, who received training in the immediately preceding year.*

Table 7 *Paraprofessional Training*

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>
<i>Para-professionals</i>	65	45	1	0	18	1	0

Table 8. 391A.190 1c (9) I & II Trainings that included NVACS in the immediately preceding year; III Trainings that included NEPF in the immediately preceding year; IV Trainings that included culturally relevant pedagogy in the immediately preceding year.

Table 8 NVACS, NEPF, and Culturally Relevant Pedagogy Trainings

	<i>Aggregate</i>	<i>Elko</i>	<i>Eureka</i>	<i>Humboldt</i>	<i>Lander</i>	<i>Pershing</i>	<i>White Pine</i>	<i>Regional</i>
<i>Total Trainings</i>	134	84	0	1	8	3	3	35
<i>NVACS</i>	34% n=45	23% n=19	0% n=0	0% n=0	38% n=3	33% n=1	0% n=0	63% n=22
<i>NEPF</i>	27% n=36	18% n=15	0% n=0	0% n=0	33% n=3	100% n=3	33% n=1	40% n=14
<i>Culturally Relevant Pedagogy</i>	73% n=98	69% n=58	0% n=0	100% n=1	88% n=7	67% n=2	67% n=2	80% n=28

391A.190 1c (12) The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.



Five Year Plan

Establishment

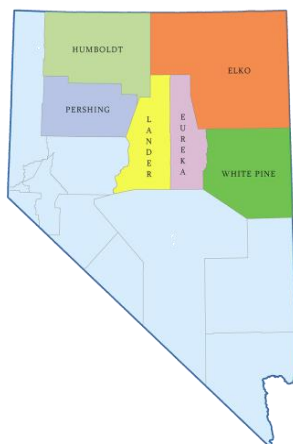
The Northeastern Nevada Regional Professional Development Program (NNRPDP) is one of three state-funded professional development programs in the state. The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region must be overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8).

**Between March 2020 and May 2022, the RPDPs were placed under the direct supervision of the Superintendent of Public Instruction through Emergency Directive 14, Section 3 due to the COVID-19 pandemic.*

The NNRPDP work targets three broad categories: 1) Meeting district requests for services (e.g., NVACS, differentiation, student engagement), 2) Fulfilling legislated mandates (e.g., NVACS, NEPF, Parent Engagement), and 3) Supporting individual teachers (e.g., coaching, credit classes, modeling, instructional rounds).

Service Area

The NNRPDP serves approximately 1200 teachers and administrators in schools across six counties in Northeastern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 1,600. The NNRPDP services Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts. Among districts there is considerable disparity in the number of students, ranging from under 300 in Eureka County to over 9,000 in Elko County.



Mission

The NNRPDP provides high-quality professional learning opportunities to enhance student learning within the context of Nevada Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with NNRPDP align to the [Standards for Professional Learning](#) as outlined by the national association of professional learning, *Learning Forward*, as well as the [Standards for Professional Development](#) recognized by Nevada Department of Education.

Goals

The mission and governance structure of the NNRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization's charges while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. Ultimately, there are five major goals to improve our performance and meet the needs of our region along with bulleted strategies identified to meet these goals:

- **Provide professional learning opportunities for teachers that strengthens their pedagogical content knowledge.**
 - *Develop positive relationships and trust with teachers*
 - *Create robust professional development and implementation plans with specific outcomes*

- *Provide professional development for NNRPDP coordinators in order to stay current in their expertise*
- *Communicate opportunities for professional learning to teachers*
- **Partner with administrators to improve instructional leadership and support teacher content knowledge and pedagogy.**
 - *Develop positive relationships and trust with administrators*
 - *Create robust professional development plans and implementation with specific outcomes*
 - *Participate on district level planning as appropriate*
 - *Communicate opportunities for professional learning to administrators*
- **To provide leadership in equity and diversity.**
 - *Prioritize equity in professional learning practices*
 - *Provide professional learning and support that increases opportunities and outcomes for diverse learners*
 - *Establish expectations for equity and create structures for equitable access for learning for all districts we serve*
 - *Provide professional learning for NNRPDP professional learning leaders*
- **Measure the impact of professional development on teacher effectiveness and student achievement.**
 - *Strategically collect and use data to provide direction for the work*
 - *Strategically collect and use data to assess our work*
 - *Apply the model of measurement required for evidence*
 - *Plan time for measurement within the work*

Measurement

In order to measure progress of the plan, multiple measures will be used. First the statewide evaluation form will continue to be collected and reported. Second, the five-level evaluation of professional development framework (Guskey, 2002) will guide the assessment of the professional development provided in our region. Third, qualitative documentation of stakeholders and specifically created as-needed surveys will provide measures of progress and success. Finally, annual case studies provide in-depth review of specific NNRPDP projects. The Statewide Coordinating Council approved an outline structure for RPDP evaluation purposes according to requirements set forth in NRS 391A.190.

A Two-Year Focus (2023-2025)

NRS 391A.175 section 1

(d) (1) An assessment of the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program;

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDG Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design, implement, support, or roll-out plans for state initiatives.

(d) (2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan including, without limitation, the biennial budget of the regional training program for those 2 years.

The Northeastern Nevada Regional Professional Development (NNRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NNRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NNRPDP provides support in the following comprehensive areas.

Selected NNRPDP Professional Learning Opportunities

Continuous Improvement Plan (CIP) support

NNRPDP co-facilitates Nevada's continuous improvement process with school leadership and their Continuous Improvement Plan (CIP) teams by supporting the data analysis, planning, and writing of the School Performance Plan (SPP). Subsequent professional learning stemming from and aligning with the SPP is provided by NNRPDP during professional learning days/times set aside within the districts we serve.

Courses for Licensure

NNRPDP is an approved provider for Nevada Department of Education and designs and provides courses for teachers interested in particular topics as well as courses required for Nevada license provision removal and/or Nevada license renewal. These courses are available

for university credit and/or for professional learning hours accepted by the state, both of which provide teachers seeking recertification an avenue for increasing their learning.

Biennial Budget FY23 & FY24

\$2,462,870

Part Two: Individual RPDP Information

391A.190 1c (11) A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the Statewide Council during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.

The Nevada Regional Professional Development Programs continues to provide computer science opportunities for educators through partnership with TESLA. The Southern RPDP serves as fiscal agent for the computer science and TESLA funding; however, the three RPDPs collectively present the budget and serve the states' educators through their respective regional projects.

TESLA

Funding provided stipends for educators in the northeast region to receive Computer Science Fundamentals (code.org) and Deep Dive workshops related to NVACS-Computer Science. In addition, Computer Science Ambassadors were provided a stipend for representing and presenting computer science content in their respective schools. These stipends were earned through synchronous and asynchronous participants in professional learning provided by a certified code.org computer science NNRPDP Coordinator.

Executive Summary

NNRPDP Regional Projects 2022-2023

As outlined in NRS 391A.190, Director Sarah Negrete, Ph.D., leads the in-house evaluation, assisted by staff who coordinate data collection and compilation. The Director provides support for the team as they develop logic models, design instruments to gather and analyze data, and create, implement, and write reports to describe their evaluative regional projects. The regional projects were designed to follow the seven features of professional learning (Darling-Hammond, Hyer & Gardner, 2017) and align with the Five Levels of Professional Development Evaluation (Guskey, 2002) and Standards for Professional Learning (NDE, 2017). These projects provide an in-depth analysis of specific professional development projects while showcasing the diversity and scope of the support provided by the NNRPDP to schools and educators across the region.

These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes. Collectively, they help to ‘tell the story’ and document the impacts of the diverse NNRPDP professional learning activities this past school year. These projects also act as evidence that the NNRPDP follows the five steps outlined in the *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* (Department of Education, 2016).

Regional Project Purpose

Over several years, the NNRPDP has documented its professional development activities with detailed reports of regional projects. The NNRPDP has as its practice an internal evaluation model, which incorporates studies from projects throughout the region to document not only the diversity and wide-ranging impact of the work, but also, in some cases, to document the long-term effects of the support provided to teachers in the region. Evaluative regional projects facilitate exploration of complex phenomena within their contexts—in this case, professional learning (PL) within schools and districts--using a variety of data sources. This ensures that PL is not explored through one lens, but rather through a variety of lenses, which allows training effectiveness to be revealed and understood more fully (Darling-Hammond, et al, 2017; Guskey, 2002).

NNRPDP staff actively design and implement each evaluative regional project to illustrate changes in teacher practice and student learning as a result of the diverse professional learning activities employed over the past year. Thus, the following regional projects are focused evaluation investigations that incorporate mixed-method research designs to illustrate the breadth of training, variety of topics, and depth of consultation employed by NNRPDP staff. Each regional project is guided by a logic model to illustrate the short and long range expected outcomes.

Key Findings from 2022-23 NNRPDP Evaluation Activities

Summary of Participant Engagement

Professional development services were conducted in all six districts that comprise the designated northeastern region, reaching a total of 727 unique teachers and administrators during 2022-23. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total number of duplicated teachers and administrators receiving services was 399. Nearly sixty percent of the estimated 1,264 teachers and administrators employed in the region (as reported by each district) participated in programs provided by the NNRPDP during the 2022-2023 school year.

Participant Ratings of Quality

Participant ratings of the quality of professional development trainings performed by NNRPDP staff reveal consistent and very high satisfaction ratings over the past year (all mean ratings of trainings are between 4 and 5, on a 5-point scale.) During 2022-2023, this included mean ratings from educator participants regarding the expertise of the facilitators and the quality of the delivery of instruction during trainings (4.7), efficiently managing time and pacing of activities (4.8) and modeling effective teaching strategies (4.7). In addition, educator participants again indicated overwhelmingly that they will use the knowledge and skills learned from NNRPDP trainings in their classrooms (4.6).

Regional Project Outcomes

Regional project evaluation data reveal a variety of positive outcomes and opportunities for next steps across the six NNRPDP 2022-23 regional projects. Projects highlighted in this report include 1) championing multicultural education, 2) leading critical literacies book clubs, 3) deepening understanding of family engagement, 4) mentoring new teachers 5) supporting the learning and teaching of computer science, and 6) supporting schools with the Continuous Improvement Process (CIP). Abridged examples of results for each regional project follow.

Multicultural Education Course: Year 3

Data collected from 134 participants 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). Dispositions were grouped under four thematic aspects of multicultural teaching – praxis, community, social justice, and knowledge construction – and 97% of participants indicated at least one change in practice as a result of their learning in the course.

Critical Literacies Book Club: Year3

The Critical Literacies Book Club was designed to provide Nevada educators a place to practice their critical literacy skills by examining children's literature and participating in discussion rounds. The professional learning met participants' expectations and was perceived as high quality as indicated by Likert scale ratings ranging from 4.5 to 5.0. Ninety-five percent of participants reported using critical ways of thinking and questioning with eighty-five percent recognizing an understanding beyond their own point of view all the time. All participants in year three reported changing their ways of thinking and seeing the world in some way as a result of their learning, demonstrating their growth as critical thinkers.

Family Engagement Course: Year 4

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 in Year 4 also reported statistically significant increased confidence in communicating effectively with families and the community in order to support student success.

Supporting New Teachers: Year 2

The Retain, Induct, Support, Encourage (RISE) program offered a one-week induction for new teachers, veteran teachers new to the district, teachers participating in an alternate route to licensure (ARL), and long-term substitutes prior to the start of school alongside ongoing site-level support from mentor teachers throughout the school year. Eighty-eight percent of the participants reported that this program helped them navigate the district and school systems and structures, understand and implement high-leverage pedagogical practices, and receive ongoing, job-embedded support throughout the school year.

Computer Science Initiative, K-12

Computer Science is a core content area new to most elementary educators, therefore, NNRDPD provided ongoing local, regional, and statewide professional learning opportunities through the Media Science Specialist Professional Learning Community (MSS-PLC), Computer Science Ambassador Program, and the K-12 Introductory Computer Science endorsement. Twelve of the 13 MSS participated in Year 2 of the MSS-PLC, serving approximately 4,800 students. Thirty-five educators from across the region participated in Year 4 of the Computer Science Ambassador Program. Thirty-three educators from across the state participated in the K-12 Introductory Computer Science endorsement. Ninety-eight percent of all participants consistently attended their respective sessions and completed assignments. Success of the overarching initiative was evident from an analysis of participants' comments on the NNRDPD Evaluation which indicated increased self-efficacy and positive impacts on student learning. Of

the 1,334 K-12 students surveyed, 1, indicated that their level of understanding about computer science had increased to a degree of four or higher on a linear scale of 1-6.

Supporting the Continuous Improvement Process in Schools

NNRPDP created a customizable structure to support the Continuous Improvement Process (CIP) in schools across the region. Administrators who signed on for CIP support could have NNRPDP professional learning leaders lead the process, or take on the role of consultants to support administrators as they led the process. Eleven schools participated in some or all of the process with NNRPDP's support. Professional learning leaders were utilized to: gather and present data, lead discussions around areas of strength and growth, conduct a root cause analysis with the team members, articulate goals based on the root cause analysis findings, research evidence-based strategies to address school wide goals, and craft the School Performance Plan (SPP). Forty-three of 51 CI team members who responded to an open-ended survey about their perceptions of completing the CI process with NNRPDP support expressed appreciation for the support provided, an improved understanding of the CIP, a unified focus in conjunction with a streamlined structure for their work, accountability for tasks to be completed, and improved outcomes resulting in a more meaningful process overall. In addition, ten of the eleven schools requested school wide professional learning (PL) designed and facilitated by NNRPDP, aligned to their SPP with 100% of the 290 educators who participated indicating they were positively impacted by the professional learning.

Professional Learning Delivery

Professional services this past year were delivered face-to-face and virtually using both Professional services this past year were delivered face-to-face and virtually using both synchronous and asynchronous structures. Each delivery model mirrored best-practices in order to service the varied learning needs across the region. In alignment with Nevada's Path Forward Framework, face-to-face content sessions, learning walks, and teacher mentoring modeled and utilized best practices for accelerating learning. Strategies for communicating and partnering with families, integrating the goals and dimensions of multicultural teaching and learning, and incorporating different approaches for teaching computer science were addressed through virtual content sessions. Developing educators' and administrators' knowledge and skills for effective teaching and leading, was a consistent and ongoing focus across all professional services.

Regional Projects

Multicultural Education Course: Year 3

The Northeastern Nevada Regional Professional Development Program (NNRPDP) Multicultural Education course is provided for education professionals in order to support their professional learning, licensure renewal, or removal of a provision on their license. The primary impetus for providing the course to the NNRPDP region was based on a Nevada legislative requirement for educational licensure that requires all teachers and other education professionals applying for licensure after July 1, 2019 to complete an approved 3-credit Multicultural Education course in order to obtain a “Standard” educational license in Nevada (Nevada Revised Statutes 391.0347, 2019 & Nevada Administrative Code 391.067, 2019).

The Nevada Regional Professional Development Program (RPDP), which includes the Northwest, Southern, and Northeastern groups, was approved to provide the course as of January 1, 2020. Any licensed education personnel are able to register for and complete the course. Licensed personnel include educators, administrators, instructional coaches, literacy specialists, school nurses, school psychologists, speech and language pathologists, and school counselors. NNRPDP partnered with Southern Utah University to provide an opportunity for course participants to earn 3-graduate level credits at a cost of \$69.00 that might be used by participants for pay-scale movement or as evidence for meeting the Multicultural Education licensure provision requirements (NRS 391.0347 & NAC 391.067, 2019).

The overarching goal of the Multicultural Education course was to positively impact education professional’s dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014).

The Multicultural Education course content and learning experiences included weekly readings and critical reflection on current scholarship and evidence-based practices for culturally responsive teaching, weekly virtual discussion sessions to debrief and activate the learning, collaborative analysis and recommendations for practice using case studies, and application of learning through four field experience opportunities.

Three different instructors facilitated learning in this course. The first has fourteen years of teaching experience between K-16 contexts, five years of experience teaching online college courses, a Master’s Degrees in Equity and Diversity and Educational Leadership, and is a member of the National Association for Multicultural Education. The second has twenty-two years of teaching experience between K-16 contexts, including experience teaching online college courses, and has a Ph.D. in Educational Psychology and Educational Technology. The third has eighteen years of experience in educational settings and has a Master’s degree in

Educational Leadership, a Ph.D. in Curriculum and Instruction, and has been a member of National Association for Multicultural Education since 2016. The first taught one section in the fall, the second taught two sections (one in the fall, one in the spring), and the third taught five sections (two in the fall/winter and three in the spring).

Initial Data and Planning

Training in multicultural education in Nevada has not been required, nor mandated, until NRS 391.0347 was passed in 2019. The legislation (NRS 391.0347, 2019) requires initial licensees in Nevada to complete at least three semester credits, or 45 in-service hours, of coursework in Multicultural Education that addresses the goals and regulations set forth by the Commission on Professional Standards in Regulation 130-18 (n.d.). The Multicultural Education course must be offered by either an accredited college or university, a Nevada school district, the State Public Charter School Authority or a regional training program (NRS 391.0347 & NAC 391.067, 2019). The requirements also stipulate the learning outcomes for the course participants (Commission on Professional Standards, Regulation 130-18, n.d.):

Increase awareness and understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity, including without limitation, geographic origin, residency status, language, socioeconomic status, sex, gender identity or expression, sexual orientation, religion, spirituality, age, physical appearance and disability; assess the capacity of the licensee for cultural competency, facilitate the development of knowledge and skills for cultural competency and build the capacity of the licensee for cultural competency; include: a review of best practices in pedagogy and selection and use of instructional materials, curriculum and assessments to ensure that all pupils are treated equitably; instruction in skills for communicating and developing relationships with pupils, families, colleagues and members of the community; and a field-based experience demonstrating the application of all course materials and topics in an education setting; be aligned with the standards and indicators for instructional leadership practices and professional responsibilities prescribed by NAC 391.572, 391.573, 391.575 and 291.576, as applicable; use resources that are based on current scientific research and national best practices in the field of multicultural education; and address the roles and responsibilities of the licensees for whom the course is designed.

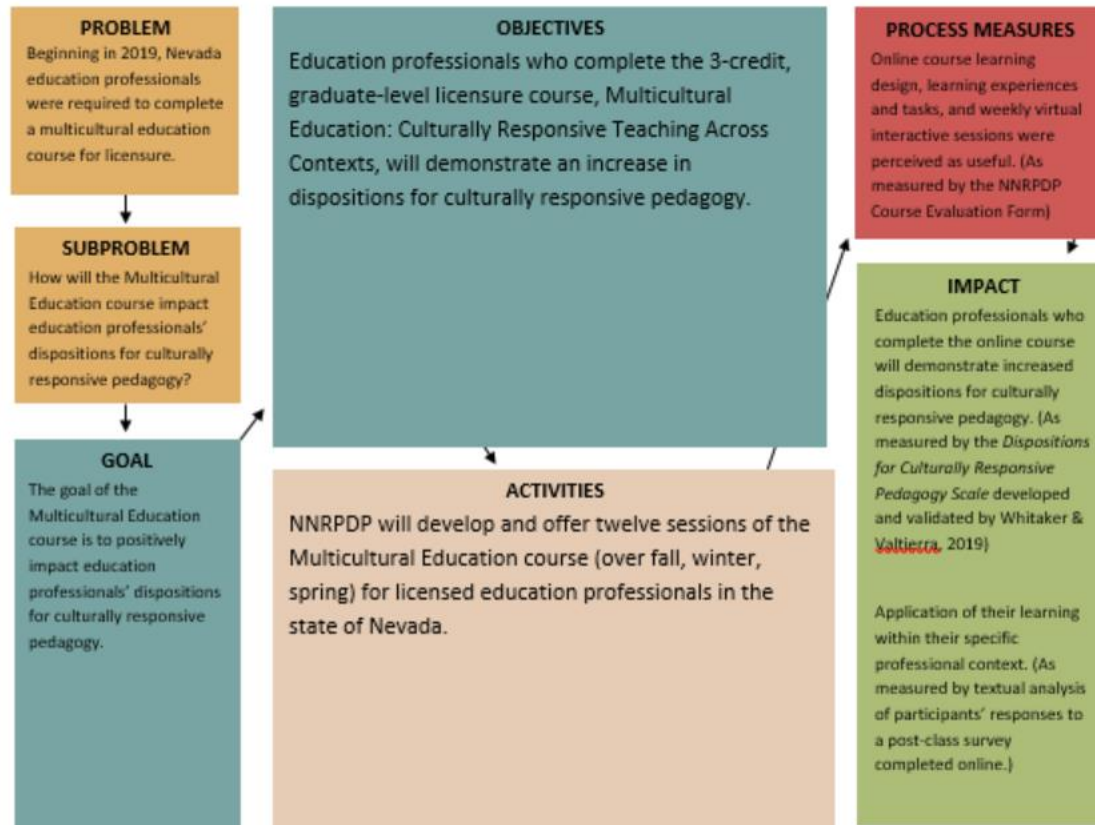
Multicultural education is “a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity” (National Association for Multicultural Education, 2021). The Center for Multicultural Education at the University of Washington states that “multicultural education is an idea, an educational reform movement, and a process” that “seeks to create equal educational opportunities for all students, including those from different racial, ethnic, and social-class groups” (2021). The purpose of multicultural education is to “prepare students for their responsibilities in an interdependent world” (NAME, 2021) requiring that students develop the “attitudes and values necessary for a democratic society” (NAME, 2021). The U.S. is becoming “a more racially and ethnically pluralistic society” (U.S. Census

Bureau, 2020), and U.S. public schools reflect that increasing diversity as well with almost half of all public school students identifying as Black, Hispanic, Asian, Pacific Islander, American Indian/Alaska Native, or Two or More Races in the fall of 2019 (National Center for Education Statistics, 2020). Nevada mirrors the larger societal demographic plurality with over half of all residents identifying as a race other than White (U.S. Census Bureau, 2019). Students in Nevada schools, however, reflect an even greater diversity, with approximately 70 percent of students identifying as a race other than White (Nevada Department of Education, 2020). Multicultural education is intended to “create equal educational opportunities for all students by changing the total school environment so that it will reflect the diverse cultures and groups within a society and within the nation’s classrooms” (Center for Multicultural Education, University of Washington, 2021). In order to meet the needs of the increasingly diverse students in U.S. schools, teacher-educator and scholar Geneva Gay adds:

Both teaching and learning are naturally cultural, and difference is inherent to the human condition. Given that U.S. schools are increasingly ethnically, racially, and economically diverse, culturally responsive teaching is mandatory, or, as some analysts declare, it is “good teaching” in the service of the humanity and rights of diverse students. In other words, since education is intended to reflect the students for whom it is constructed, then it, like U.S. schools and society, should be ethnically, racially, and culturally diverse. (p. xxxi-xxxii, 2018)

Therefore, the NNRPDP Multicultural Education course was designed to both meet the legislative requirements mandated in 2019 for educational licensure (NRS 391.0347 & NAC 391.067) and the goals of multicultural education (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021) through effective professional learning and development (Darling-Hammond, Hyler & Gardner, 2017; Guskey, 2002; Learning Forward, 2011; Nevada Department of Education, 2017; Murray, 2014) for education professionals in Nevada.

Figure 2 NNRPDP Multicultural Education Course Logic Model



Method

Learning Design

Darling-Hammond, Hyler and Gardner (2017) describe effective professional development “as structured learning that results in changes to teacher knowledge and practices and improvements in student learning outcomes” (p. 2). Learning Forward (2011) suggests that professional development must emphasize professional learning so that “learning for educators leads to learning for students” (p. 12). Murray (2014) adds that effective professional learning “is learning from the work teachers do” (p. xvi-xvii). Effective professional learning also integrates opportunities for new learning to be actively applied within the participant’s unique educational context (Darling-Hammond et al., 2017; Murray, 2014). Explicit modeling and integration of case studies is another component of effective professional learning (Darling-Hammond et al., 2017). Effective professional learning also supports educators and schools to “deliver on [its/their] commitment to creating learning environments that are inclusive, culturally responsive, and equipped to meet the needs of all students, especially those who have historically been marginalized and underserved” (Council of Great City Schools, 2021). With this in mind, the Multicultural Education course structure was designed to include opportunities for participants to increase their knowledge of effective

multicultural teaching for learning, identify and expand their understanding of evidence-based culturally responsive teaching and pedagogy, reflect on and assess their current instructional and professional practices, and apply their learning through field-based experiences and case study analysis in their unique educational context.

Gorski and Dalton (2019) argue that professional learning for multicultural and social justice teacher education is most effective when ongoing critical reflection opportunities are included within the design and facilitation of professional learning. Critical reflection (Lui, 2015, as noted in Gorski & Dalton, 2019) in this particular context is described as

a process of constantly analysing, questioning, and critiquing established assumptions of oneself, schools, and the society about teaching and learning, and the social and political implications of schooling, and implementing changes to previous actions that have been supported by those established assumptions for the purpose of supporting student learning and a better schooling and more just society for all children. (pp. 1-2)

Gay and Kirkland (2003) also note that developing cultural critical consciousness and self-reflection are requirements for effective culturally responsive teaching. They argue that effective teacher education and professional learning must provide opportunities for guided and structured learning experiences where participants analyze and critique, through both personal and collaborative critical reflection, their thoughts, beliefs, and behaviors (Gay & Kirkland, 2003). The instructors and facilitators of the professional learning must also model and demonstrate the process of culturally responsive teaching through their instructional behaviors, actions, and responses during the learning experience, including structured debriefing protocols and frequent opportunities for participants to practice and apply their learning (Gay & Kirkland, 2003). Darling-Hammond, Gardner and Hyler (2017) also emphasize the importance of professional learning experiences that provide participants with frequent opportunities for participants to intentionally think about, receive input on, and make changes in practice through ongoing reflection and feedback. Therefore, the Multicultural Education course was designed to include weekly critical reflection opportunities and feedback from the course instructor, including personal and private reflection shared only with the instructor as well as collaborative reflection facilitated through guided discussion, group dialogue, and written responses in community documents.

Effective professional development for multicultural teaching and learning must also support educators in understanding “the complex characteristics of ethnic groups within U.S. society and the ways in which race, ethnicity, language, and social class interact to influence student behavior” (Banks, Cookson, Gay, Hawley, Irvine, Nieto, Schofield & Stephan, 2001). With the support and guidance of the instructor and facilitator, participants should be able to identify and examine their personal attitudes towards difference, acquire knowledge about the complex histories and lived experiences of many different groups of people, increase their awareness of the diverse perspectives that exist within groups and communities, understand the influence of institutionalized knowledge within schools and society that perpetuate harmful

stereotypes and bias, and obtain the knowledge and skills necessary for implementing equity pedagogy which provides all students equal opportunities to achieve academic and social success in school (Banks et al., 2001). Thus, the Multicultural Education course included learning opportunities for participants to deepen their understanding and awareness of their own attitudes and beliefs, the lived experiences of diverse populations in both school and society, and the professional practices aligned with equity pedagogy through ongoing critical reflection and self-assessments.

Whitaker and Valtierra (2019) propose that effective teacher education and professional learning for multicultural teaching and learning must include all of the theoretical frameworks described previously alongside critical pedagogy, with the overarching goal of developing educators who can both reflect on society and the world as it is, and then, take action to transform both society and the world towards justice. Critical pedagogy, as described by Whitaker and Valtierra (2019), supports educators in examining “the social role of schools in society as mechanisms for personal empowerment and social change” (p. 31). They argue that effective multicultural education is not just implementation of well-known best practices but rather that the “heart of multicultural education is specific teacher dispositions that challenge conventional beliefs (and consequently what we see as “best practices”) about education” (p. 32, 2019).

Howard (2007) argues that educators who demonstrate cultural competence demonstrate four dispositions: a disposition for difference, a disposition for dialogue, a disposition for disillusionment, and a disposition for democracy. These dispositions are developed through strategic and effective preservice education programs and professional development (Howard, 2007). Building on Howard’s (2007) model of dispositions for good teaching, Whitaker and Valtierra suggest that effective teacher education and professional learning provides learning experiences and opportunities where participants can develop and increase their dispositionality for culturally responsive pedagogy (2019) through a focus on dispositions for praxis, community, social justice, and knowledge construction.

Whitaker and Valtierra (2019) developed The Dispositions for Culturally Responsive Pedagogy Scale (DCRPS), a valid and reliable assessment tool, in order to assess preservice, and later on, established educators’ thinking about multicultural teaching and learning. The purpose and use of the DCRPS includes not only assessment of changes in thinking that directly impact teaching and learning before and after sustained learning experiences, but also as a formative assessment tool that provides instructors and facilitators with relevant knowledge about participants’ current thinking and beliefs so that professional learning opportunities and/or preservice teacher coursework can be strategically designed to best support the development of specific dispositions for multicultural teaching that are not yet fully developed (Whitaker & Valtierra, 2019).

Therefore, the Multicultural Education course integrated the DCRPS for similar purposes; firstly, as a measurement tool for evaluating changes in beliefs that impact teaching

and learning implemented as a pre- and post-questionnaire, and, secondly, as a tool for identifying current participants' beliefs so that the learning design of the course could be altered to best meet the unique needs of each participant and group. Adapting the course learning design based on participants' DCRPS responses focused primarily on the content and structure of the required weekly virtual interactive sessions, thus developing specific dispositions participants scored lower on in their initial assessment for multicultural teaching and learning. The strategic adjustments also occurred in conjunction with required readings, alongside instructor modeling of core principles of culturally responsive pedagogy through the integration of participants' social and cultural contexts as a foundation for course learning experiences.

The *Multicultural Education Course Professional Learning Plan* (Appendix Q) describes the course learning outcomes and evidence of participant learning, strategic design and structure of the course learning opportunities, as well as the roles and responsibilities of stakeholders in the learning in alignment with Nevada Standards for Professional Development (Learning Forward, 2011; NDE, 2017). The professional learning plan describes both the role and responsibilities for the learning, including the strategic design and structure of the course learning opportunities in order to align the professional learning with Standards for Professional Learning (NDE, 2017).

Participants and Procedure

The Multicultural Education course was offered through the NNRPDP to any education professional within the state of Nevada in 2022-2023 school year. Three separate course sessions were offered: fall, winter, and spring. Each session included several unique cohort groups which met weekly via Zoom for interactive sessions during the course for a total of eight unique cohorts overall. Course information and registration were made available statewide through the RPDP registration system webpage approximately four weeks prior to the start date of each session. Participants could register to complete the course for three graduate-level credits in partnership with Southern Utah University (SUU) or for a 45-hour Certificate of Professional Learning (COPL) from NNRPDP. Participants choosing to complete the course for graduate-level credit submitted the initial registration form online as well as an additional registration process through SUU; those choosing to complete the course for a COPL from NNRPDP completed only the initial online registration step. Participants earning credit through SUU paid \$69.00 while those earning a Certificate of Professional Learning did not have to pay a fee. All required readings, and other texts were provided for participants, free of charge, in the online learning management system (CANVAS) utilized by the NNRPDP. The Multicultural Education course could be completed with either no or minimal financial expense in comparison to other approved courses. This is a significant attractant for participants as most approved graduate courses can cost hundreds or thousands of dollars (depending on the institution).

One hundred sixty-four participants completed the course over the 2022-2023 school year, and obtained either graduate-level credits or a COPL. Both the graduate-level credits and the COPL are approved by the Nevada Department of Education. Participants elected to enroll in the Multicultural Education course for a variety of reasons. Some participants completed the course in order to remove the Multicultural Education provision on their educational license (NRS 391.0347, 2019 & NAC 391.067, 2019) while others completed the course in order to earn credits that could be applied toward renewal of their educational license. Course participants came from a variety of educational backgrounds beyond elementary, middle and secondary educators, including other roles such as administration, counseling, specialists (Physical Education, Music, & Art), career and technical education, English language learning, reading specialists, special education, school healthcare, speech and language, and school psychology. Additional course participant demographic information is detailed in the figures below.

Figure 3 *Course Participants Sorted by School District*

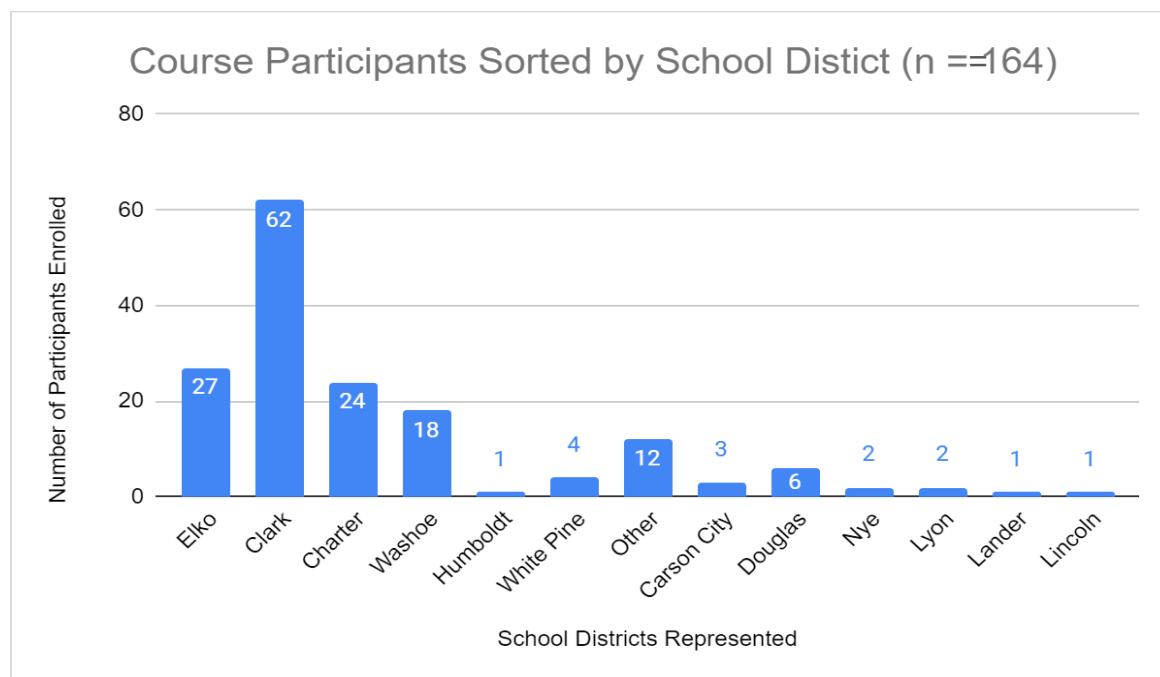


Figure 4 *Course Participants Sorted by Years of Experience*

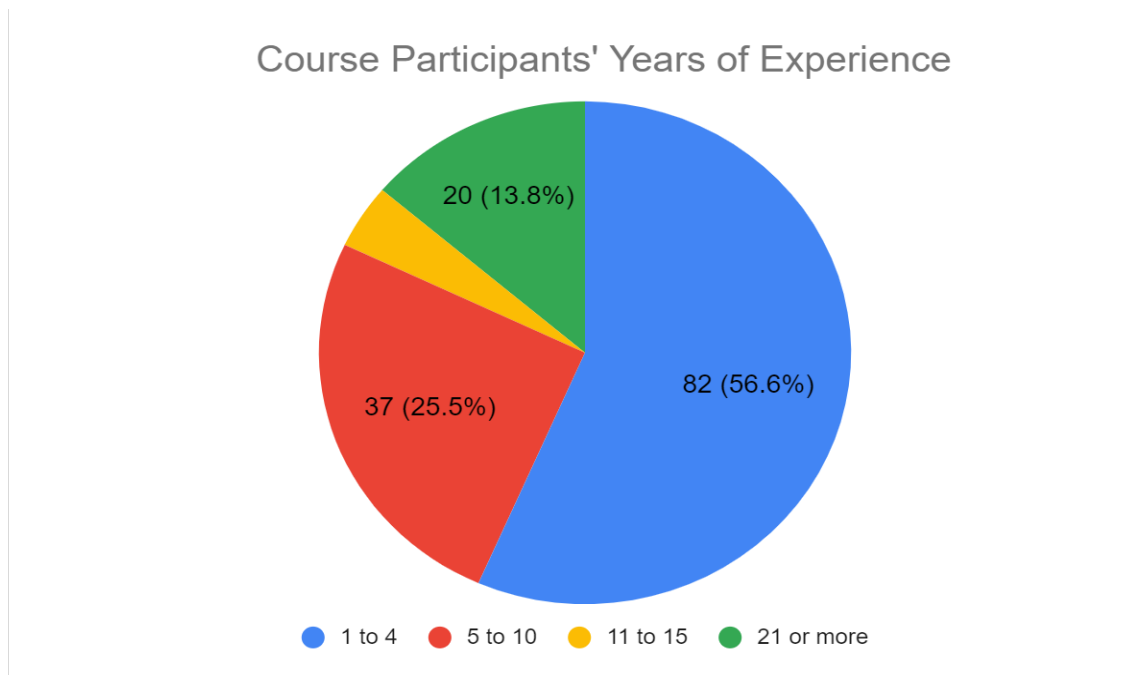
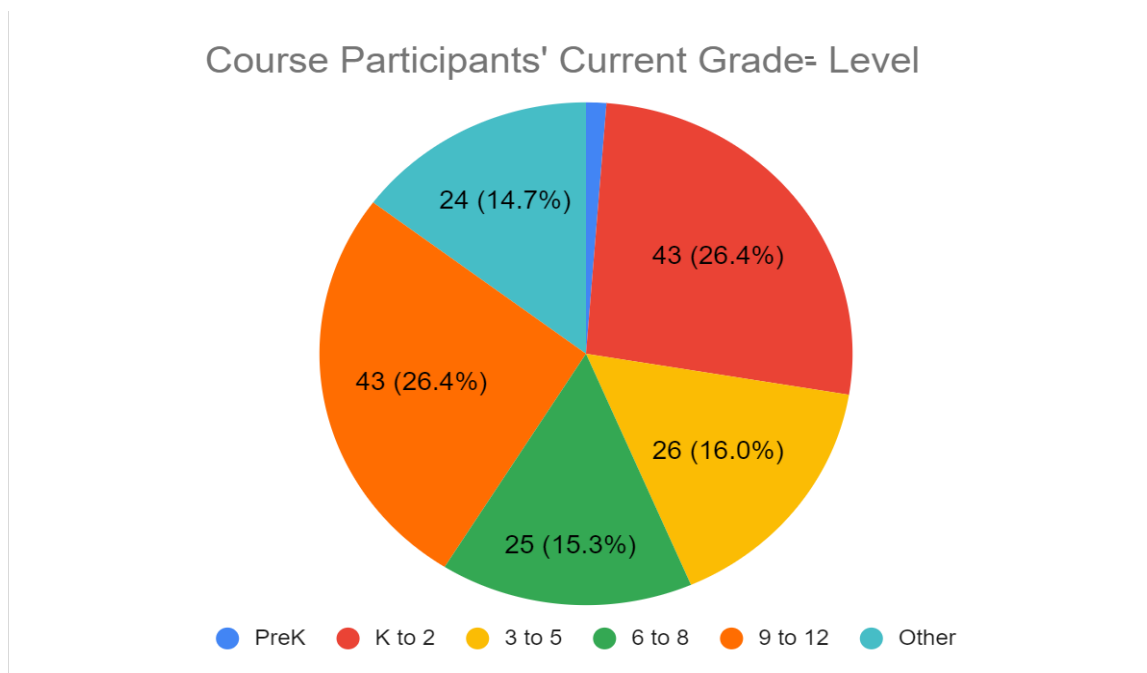


Figure 5 *Course Participants Sorted by Current Grade-Level*



In order to meet the needs of education professionals in the region as well as statewide, the course was facilitated using online tools in order to maximize accessibility for the

geographic distance of the region and state. The online tools and technology included the CANVAS learning management system, Google documents, and Zoom interactive video conferencing. The nine-week Multicultural Education course included weekly asynchronous learning tasks and weekly synchronous interactive discussions and collaborative learning experiences.

In the third year of the Multicultural Education course, the results and conclusions from first- and second-year project analysis were utilized for course revisions. These revisions addressed two specific concerns noted in the findings: increasing the focus on building and fostering community during Zoom interactive sessions with the intention of positively impacting participants' Disposition for Community as well as focusing on participants' desired impact on students' learning and achievement in schools in relation to their learning from the course readings and learning experiences.

One final aspect of course design personalized for participants and unique to the Multicultural Education course was the integration of the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Whitaker & Valtierra, 2019). The DCRPS "offers [professional development facilitators or course instructors] an opportunity for a comprehensive glimpse into teachers' pedagogical decision-making within a diverse social environment" (Whitaker & Valtierra, 2019, p. 57). Whitaker and Valtierra (2019) suggest that the DCRPS can be used to "leverage teachers' positive thinking about diversity as an entry point for multicultural professional development" (p. 144) when it is used as a pre-assessment tool wherein the results are then used to guide the design and implementation of the professional development. Multicultural Education course participants were encouraged to complete the DCRPS prior to the start of the course, and the resulting data was used to inform the course design, specifically by noting educational professionals' current strengths and identifying "gaps in their multicultural understandings and/or teaching" (Whitaker & Valtierra, 2019, p. 145) thus allowing the course instructor to incorporate additional resources or modify learning experiences to best support all participants' learning.

Initial assessment and analysis of education professionals' dispositionality for multicultural teaching in the third year revealed five key dispositions receiving the lowest endorsement scores (on a scale of 1-6, with 1 representing "strongly disagree" and 6 representing "strongly agree") across the range of 26 dispositions. The five dispositions rated lowest included: willingness to be vulnerable, comfort with conflict in teaching and learning processes, belief that hot topic conversations should be had in school contexts, belief that schools can reproduce inequities, and that knowledge is co-constructed with students. These five "lowest" scoring dispositions were the same as Year 2's "lowest" disposition scores.

Measurement

The overarching goal of the Multicultural Education course in the third year of the project was to positively impact education professionals' dispositions for culturally responsive

pedagogy as measured through the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Appendix A) (Whitaker & Valtierra, 2019). There are 19 valid and reliable items on the DCRPS, and an additional seven items that are a recommended addition when deploying the DCRPS for the purpose of designing the professional learning or teacher course learning experiences. Of the 19 valid and reliable items, six are focused on a Disposition for Praxis, nine are focused on a Disposition for Community, and four are focused on a Disposition for Social Justice. The additional seven items, which have not yet been validated, include what Whitaker and Valtierra describe as a Disposition for Knowledge Construction (2019) which is also a critical component of culturally responsive pedagogy. All 26 items were used for both course design and evaluation of participants' growth in dispositionality for multicultural teaching after completing the Multicultural Education course.

The secondary goal of the Multicultural Education course in the third year of the project was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Participants' perceptions of the quality, benefit, and relevance of the professional learning experience through the Multicultural Education course and participants' perception of their learning and perceived impact on student learning was measured using the NNRPDP Evaluation (Appendix B). Participants' application of their learning in their unique educational context was measured through the post-course survey (Appendix C) responses.

Table 9 below outlines five levels of professional development evaluation alongside corresponding measurement tools, in conjunction with a brief description of how the evidence will be used in relation to evaluation of the effectiveness of the Multicultural Education course.

Table 9 *Five Levels of Professional Development Evaluation (Guskey, 2002)*

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did they like it? Will it be useful? Was the leader knowledgeable and helpful?	NNRPDP Course Evaluation Form	<ul style="list-style-type: none"> • The training matched my needs. • The training provided opportunities for interactions and reflections. • The presenter's experience and expertise enhanced the quality of the training. • The presenter efficiently managed time and pacing of the training. • The presenter modeled effective teaching strategies. 	To improve course design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Dispositions for Culturally Responsive Pedagogy Scale	<ul style="list-style-type: none"> • 26 Dispositions for Culturally Responsive Pedagogy • This training added to my knowledge of standards 	To improve course content, format, and organization

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
		(Pre- and Post-Questionnaire) NNRPDP Course Evaluation Form	and/or my skills in teaching subject matter content. <ul style="list-style-type: none"> • The training will improve my teaching skills. • I will use the knowledge and skills from this training in my classroom or professional duties. • This training will help me meet the needs of diverse student populations (e.g. gifted and talented, ELL, special ed., at-risk students). • My learning today has prompted me to change my practice. • From today's learning, what will you transfer to practice? 	
3. Organization Support & Change	Was implementation advocated, facilitated, and supported? Was the support public and overt?	No information was gathered related to organizational support and change beyond the legislative mandate as there was no measure correlated to future support from either the Nevada Department of Education or the Nevada Legislature.	The Nevada Department of Education in conjunction with the Nevada Legislature approved the requirement for all initial licensees in Nevada to complete 3-credits of professional coursework in multicultural education.	The approval of, and requirement for, the Multicultural Education course continues to provide the impetus for the facilitation of the Multicultural Education by NNRPDP.
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	NNRPDP Course Evaluation Form Post-Course Survey	<ul style="list-style-type: none"> • Reflection on Learning • What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course? 	To evaluate and improve implementation of new knowledge and skills from the course.
5. Student Learning Outcomes	How did the professional development affect students? Did it benefit them in any way?	NNRPDP Course Evaluation Form Post-Course Survey	Perceptions of impact on student learning: <ul style="list-style-type: none"> • My learning today will affect students' learning. • How will your implementation affect students' learning? • What have you done differently in your professional context that you would attribute to your 	To demonstrate how the Multicultural Education course impacts student learning.

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
			learning from the Multicultural Education course?	

Results

The mixed methods evaluation process included both quantitative and qualitative analysis utilizing various data sources, including Dispositions for Culturally Responsive Pedagogy Scale pre- and post- questionnaire responses (Appendix A), the NNRPDP Evaluation (Appendix B), and a post-course survey (Appendix C). Statistical and textual analysis was completed by one of the course instructors, Tom Browning. Results were sorted into five thematic categories based on the analysis: general course outcomes, increased knowledge and skills, increased dispositionality for multicultural teaching, perceived impact on changes in professional practice, and perceived impact on student learning.

General Course Outcomes

Of the 164 participants completing the course, 89 submitted the NNRPDP Evaluation including responses for the first nine statements which utilized a Likert scale. The first five items on the form evaluated participants' reactions to the course and provided evidence for Level 1 according to Guskey's *Five Levels of Professional Development Evaluation* (2002). Participants rated five items that addressed participants' perceptions of the Multicultural Education course relevancy, quality, and benefit to their professional role using the following scale: 1/2 = Not at All, 3/4 = To Some Extent, 5 = To a Great Extent, and 6 = Not Applicable (NNRPDP Evaluation, Appendix B).

Figure 6 *Participants' Reactions to the Multicultural Education Course: Year 1 to Year 3*

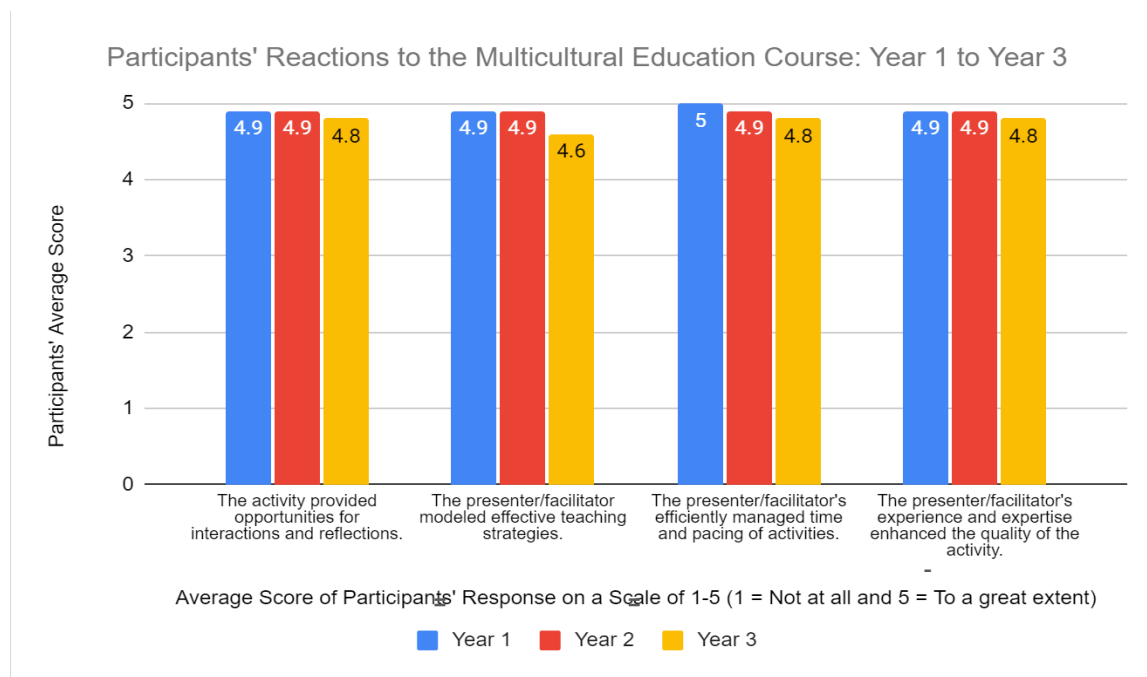


Figure 6 (see above) summarizes Year 3 participants' reactions to the course, as captured by the NNRPDP Evaluation. This figure also compares these results to Year 2 and Year 1 participants' reactions. Overall, Year 3 participants continued to feel that "the class matched their needs" and "provided opportunities for interactions and reflections" to a "great extent." There was an average decrease of 0.1667 from Year 2 to Year 3 in terms of perception of the facilitator's effectiveness. The average of scores was 4.7, suggesting that participants still felt that facilitators "modeled effective teaching strategies," "managed time and pacing of activities" and used their "expertise and experience to enhance the quality" of the class "to a great extent."

Increased Knowledge and Skills

Guskey (2002) states that Level 2 evaluation of professional development assesses participants' learning. Items six through nine on the NNRPDP Evaluation form addressed participants' perceptions of their learning from the Multicultural Education course, specifically with regard to increased knowledge and skill, using the following scale: 1/2 = Not at all, 3/4 = To some extent, 5 = To a great extent, and 6 = Not applicable (NNRPDP Evaluation, Appendix B).

Figure 7 *Participants' Learning to the Multicultural Education Course: Year 2 to Year 1*

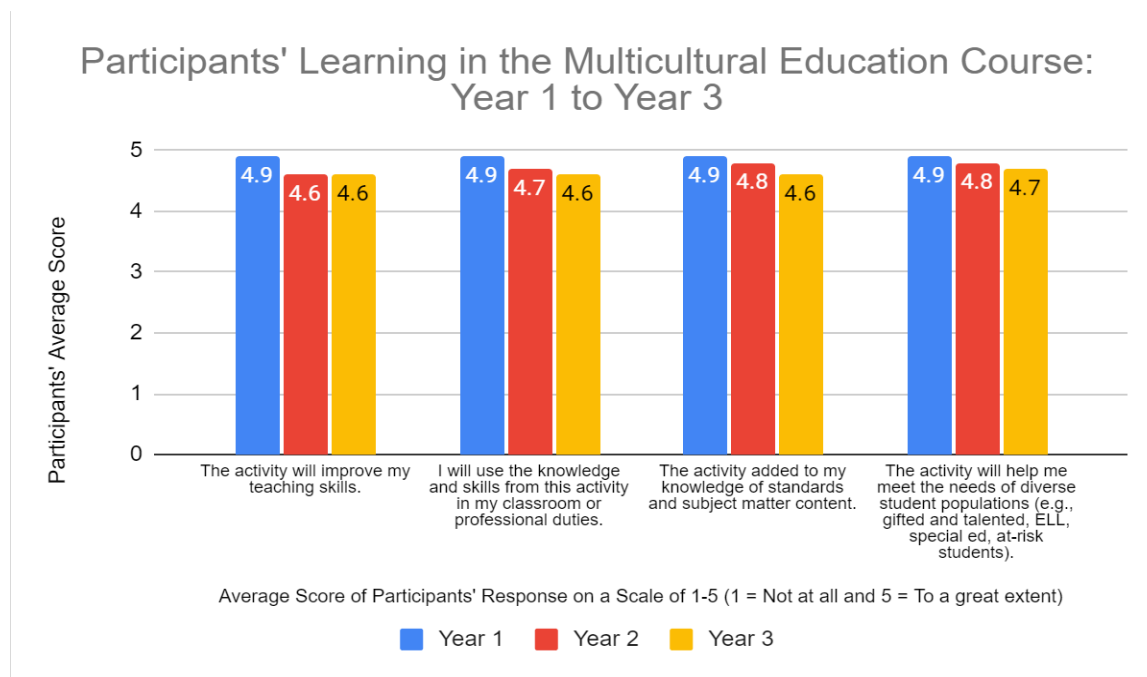


Figure 7 (see above) summarizes Year 3 participants' perception of what they learned from the course, as captured by the NNRPD Evaluation. This figure also compares these results to Year 2 and Year 1 participants' perception of what they learned. Slight decreases of an average of 0.1 exist between Year 2 to Year 3 when participants were asked about if knowledge and skills from the class will be used in "their professional duties," added to "their subject matter," and whether it will help "meet the needs of diverse populations." The average of scores was 4.63, suggesting that participants still felt that the class improved knowledge and skills in a way that was somewhere between "to some extent" and "to a great extent." This inference is consistent with the Year 3 score for the prompt, "the [class] improved my teaching skills."

Increased Dispositions for Culturally Responsive Pedagogy

Guskey (2002) argues that evidence of participants' learning must "show attainment of specific learning goals" (p. 47). The primary goal of the Multicultural Education course, beyond the licensure purposes outlined by the state of Nevada, was to positively impact education professionals' dispositionality for multicultural teaching and learning. The Dispositions for Culturally Responsive Pedagogy Scale (Whitaker & Valtierra, 2019) measures education professionals pedagogical decision-making within four critical aspects of multicultural teaching: praxis, community, social justice, and knowledge construction. Dispositions for Praxis assess the extent to which educational professionals' understanding of themselves affects their professional practices (Whitaker & Valtierra, 2019). Dispositions for Community assess how educational professionals develop and leverage relationships with others to collaborate and

resolve conflict (Whitaker & Valtierra, 2019). Dispositions for Social Justice assess the extent to which educational professionals recognize schools as sites for the disruption or maintenance of social inequities (Whitaker & Valtierra, 2019). Dispositions for Knowledge Construction assess educational professionals' beliefs about how knowledge is constructed and whose knowledge "counts" in school contexts (Whitaker & Valtierra, 2019). The overarching scope of evaluation with the DCRPS is to evaluate educational professionals' recognition of the value for continual professional learning, degree of value working collaboratively with students, families and colleagues to resolve conflict and enhance learning, and their understanding of the sociopolitical context and complexities of schooling in the U.S. (Whitaker & Valtierra, 2019). Participants completed the DCRPS questionnaire prior to beginning the Multicultural Education course and again after completing the course.

Of the 164 participants completing the course, 134 completed both the pre- and post-DCRPS questionnaires which included 26 dispositions grouped under four thematic aspects of multicultural teaching – praxis, community, social justice, and knowledge construction. Participants were asked to rate the extent to which they endorsed each item from strongly disagree (1) to strongly agree (6). Statistical analysis of each of the 26 dispositions using paired-t-tests provided evidence of changes, or a lack thereof, in dispositionality among the 134 respondents. Paired t-test statistical analysis was used to determine if the change was statistically significant ($p < 0.05$). Tables 2, 3, 4, and 5 (see below) summarize Year 3 dispositional results (i.e., mean, standard deviation, and p-value for pre- and post-questionnaires).

Table 10 *Participants' Disposition for Praxis (n = 134, DCRPS Pre- and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post - Mean	Post -- Standard Deviation	P-value
I value assessing my teaching practices.	5.7	.6000	5.7	.6607	0.4943
I am open to feedback about my teaching practices.	5.7	.5453	5.7	.6028	0.2396
I am aware of my cultural background.*	5.1	.9591	5.4	.7891	0.0345
I am willing to be vulnerable.*	4.9	.9581	5.1	.9452	0.0182
I am willing to examine my own identities.*	5.4	.7561	5.5	.6331	0.0179
I am willing to take advantage of professional development opportunities focused on issues of diversity.	5.5	.7528	5.6	.6969	0.3798

*Denotes a statistically significant item.

Table 11 *Participants' Disposition for Community (n=134, DCRPS Pre-and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I value collaborative learning.*	5.6	.6502	5.7	.5009	0.0093
I value collaborating with families.	5.6	.6491	5.5	.6320	0.309
I view myself as a member of the learning community along with students.	5.7	.5728	5.7	.5430	0.8665
I value student input into classroom rules.	5.4	.8844	5.4	.8844	1
I value developing personal relationships with students.	5.7	.6507	5.8	.4600	0.2867
I value dialog as a way to learn about students' out of school lives.	5.7	.5852	5.8	.5120	0.1164
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	4.7	.9974	4.85	.9925	0.2155
I value student differences.	5.8	.4849	5.8	.4102	0.117
I value collaborating with colleagues.	5.6	.6120	5.7	.6059	0.1824

*Denotes a statistically significant item.

Table 12 *Participants' Disposition for Community (n=134, DCRPS Pre-and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.*	4.7	1.210	5.0	1.156	0.0013
I believe that schools can reproduce social inequities.*	5.0	1.015	5.3	.8603	0.0006
I believe it is important to acknowledge how issues of power are enacted in schools.*	5.1	.8272	5.4	.9221	0.0026
I value equity (giving each student what they individually need) over equality (giving each student the same thing).*	5.4	.8336	5.6	.8145	0.0017

*Denotes a statistically significant item.

Table 13 *Participants' Disposition for Community (n=134, DCRPS Pre-and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I believe that diverse perspectives can enhance students' understanding of content.*	5.6	.6580	5.7	.5143	0.0081
I believe that students' cultural norms affect how they learn.*	5.5	.8286	5.7	.5885	0.0012
I believe that teachers' cultural knowledge influences their pedagogical practices.*	5.3	.8206	5.7	.5885	0.0001
I believe that class content should be viewed critically.*	5.2	1.037	5.6	.6039	0.0001
I believe that knowledge is constructed with my students (as opposed to taught to students).*	5.0	.9834	5.4	.7221	0.0005
I value cultural knowledge.*	5.5	.6774	5.7	.5045	0.0009
I value experiential learning.*	5.5	.7430	5.7	.5235	0.004

*Denotes a statistically significant item.

Of the 26 dispositions assessed on the DCRPS, fifteen dispositions showed statistically significant increases while eleven dispositions showed no statistically significant increases. In comparison, the second year of the course had 21 dispositions that showed statistically significant increases. In the first year of the course 13 dispositions showed statistically significant increases. Table 6 below outlines these changes.

Table 14 *Changes in Dispositions for Culturally Responsive Pedagogy from Year 1 to Year 3*

DCRPS Item	Year 1 P-value	Year 2 P-value	Year 3 P-value
I value assessing my teaching practices.	0.0279	0.0015	0.4943
I am open to feedback about my teaching practices.	0.1328	0.0003	0.2396
I am aware of my cultural background.	0.0036	0.0711	0.0345
I am willing to be vulnerable.	0.0008	0.0019	0.0182
I am willing to examine my own identities.	0.0022	0.0007	0.0179
I am willing to take advantage of professional development opportunities focused on issues of diversity.	0.0958	0.4486	0.3798
I value collaborative learning.	0.2281	0.0002	0.0093
I value collaborating with families.	0.7986	0.8848	0.309
I view myself as a member of the learning community along with students.	0.6209	0.0426	0.8665
I value student input into classroom rules.	0.6347	0.2871	1
I value developing personal relationships with students.	0.1818	0.0258	0.2867
I value dialog as a way to learn about students' out of school lives.	0.3699	0.0002	0.1164

DCRPS Item	Year 1 P-value	Year 2 P-value	Year 3 P-value
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	0.5048	0.0063	0.2155
I value student differences.	0.5314	0.3865	0.117
I value collaborating with colleagues.	0.5359	0.0202	0.1824
I believe that hot topic conversations (e.g. race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.	0.0012	0.0074	0.0013
I believe that schools can reproduce social inequities.	0.0069	0.0001	0.0006
I believe it is important to acknowledge how issues of power are enacted in schools.	0.0043	0.0001	0.0026
I value equity (giving each student what they individually need) over equality (giving each student the same thing).	0.0206	0.0110	0.0017
I believe that diverse perspectives can enhance students' understanding of content.	0.5314	0.0039	0.0081
I believe that students' cultural norms affect how they learn.	0.1065	0.1065	0.0012
I believe that teachers' cultural knowledge influences their pedagogical practices.	0.0019	0.0046	0.0001
I believe that class content should be viewed critically.	0.0001	0.0207	0.0001
I believe that knowledge is constructed with my students (as opposed to taught to students).	0.0011	0.0001	0.0005
I value cultural knowledge.	0.0003	0.0125	0.0009
I value experiential learning.	0.0379	0.0001	0.004

Perceived Impact on Changes in Professional Practice

The fourth level of evaluation for professional development must assess the degree and the quality of implementation of participants' learning in their educational contexts (Guskey, 2002). Although the course learning design included multiple opportunities for participants to evaluate, reflect on, and identify specific changes to practice to make in response to their self-assessment of their professional practices, the degree and quality of the implementation of learning was not a specific course outcome. However, participants were provided an opportunity to share their perceptions about how their learning from the Multicultural Education course might impact, and subsequently, prompt them to make changes to their professional practices through the post-course survey (Appendix C). Of the 29 participants who were asked "What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?", one participant (3%) said their learning did not prompt them to change their practice at all while the remaining 28 participants (97%) indicated at least one update to their practice as a result of the course.

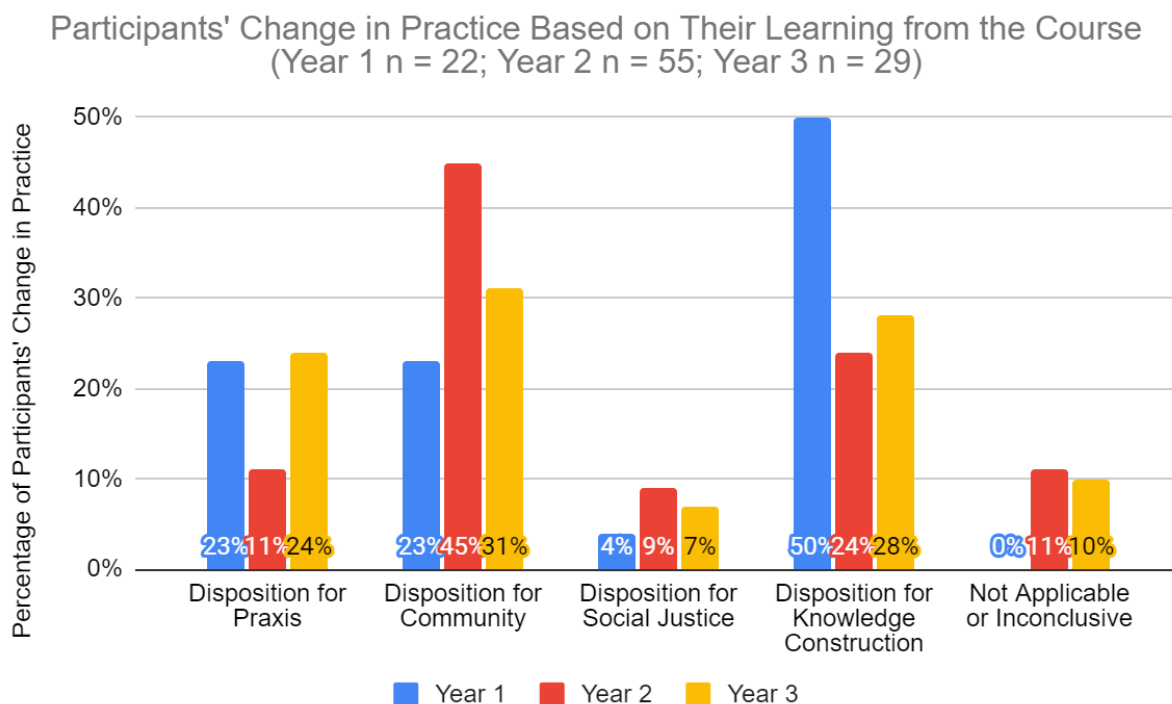
The quotes below further elaborate on participants' perceptions of the impact on, and changes made to, their professional practices from their learning:

Being culturally sensitive, knowing and understanding biases, and equity pedagogy. I would have not known this on my own and I am thankful for Multicultural Education because it opens my eyes to be culturally responsive teachers.

What I have done differently in my professional context after taking this course is evaluating and improving my practice as a culturally literate educator. I am much more aware of my behavior and responsibilities to provide my kids with culturally appropriate practices and materials, as well as creating a more culturally responsive classroom environment. This class was instrumental in improving my practice and ensuring that I provide relevant cultural opportunities for my students in teaching standards and objectives.

Textual analysis of the responses highlighted changes in professional practice that once again aligned with the four dispositions of culturally responsive pedagogy -- praxis, community, social justice, and knowledge construction. Twenty-four percent of the responses were related to a Disposition for Praxis, thirty-one percent of the responses were related to a Disposition for Community, seven percent of the responses were related to a Disposition for Social Justice, and twenty-eight percent of the responses were related to a Disposition for Knowledge Construction. Ten percent of participants responded with “Nothing” or the responses did not match the prompt in any way and were deemed inconclusive. Changes in the responses from the first year of the course to the third year of the course are highlighted in Figure 8 below.

Figure 8 Participants’ Change in Practice Based on Their Learning from the Course: Year 1 to Year 3



A Disposition for Praxis-related change in professional practice is evident in this quote from one participant, “I constantly remind myself to evaluate the glasses that I look through so I can be a better teacher to my students and their families.” A Disposition for Community-related change in professional practice is highlighted in this participant statement:

I am showing my students that I am vulnerable and that I am flawed. I believe this will help my students see that they can be flawed and vulnerable, too. I am also trying to bring a new aspect to my curriculum and my teaching in ways that can improve my relationship with my students and their families. In other words, I am trying to adjust my curriculum to connect better to my students by bringing some of their cultures into my lessons.

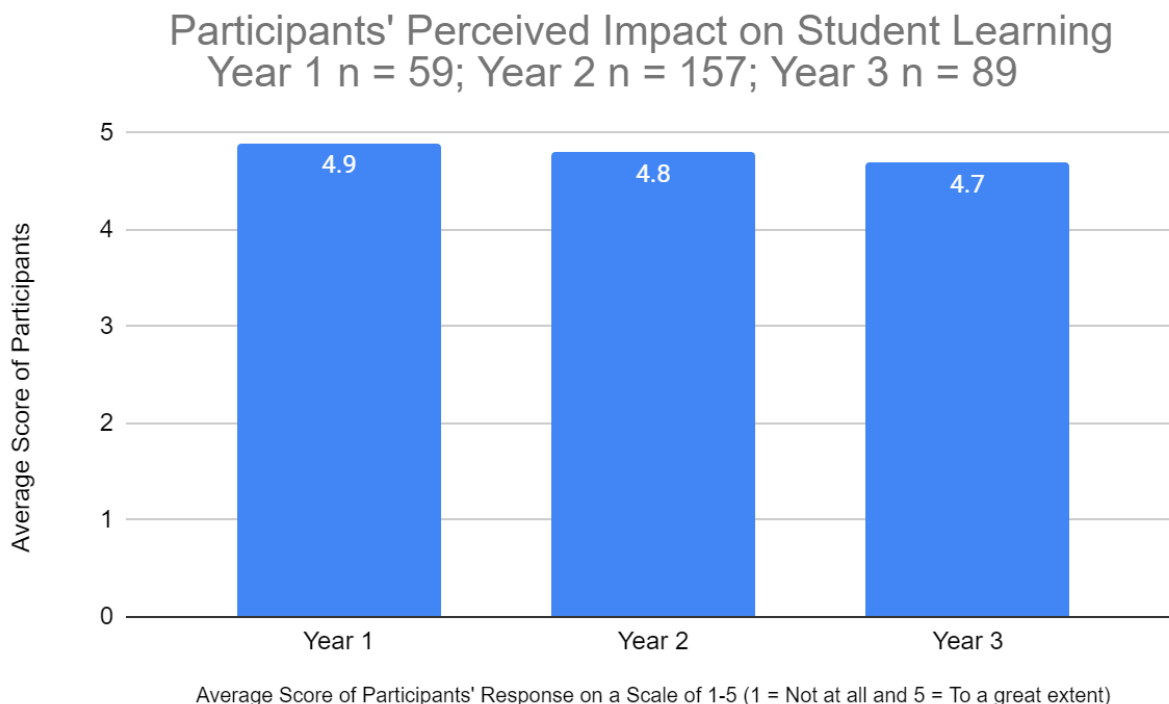
A Disposition for Social Justice-related change in professional practice is clear in one participant’s response, “I am thinking about equality and equity entirely different [sic]” and a Disposition for Knowledge Construction-related change in practice is illustrated in the following participant’s response,

I know now where to find extra resources. I am starting to let students answer or tell me their responses after they finish on paper. Some students do not have the correct written answer but can tell what they are trying to answer.

Perceived Impact on Student Learning

The highest level of evaluation of professional development, Level 5, is professional development that positively impacts student learning (Guskey, 2002). The Multicultural Education course did not explicitly address nor evaluate a link between participants’ learning and increased student learning. However, participants were invited to reflect on how their learning in the Multicultural Education course would impact student learning of diverse student populations (e.g., gifted and talented, ELL, special ed, at-risk students). The responses, gathered through the NNRPDP Evaluation (Appendix B), revealed participants’ perceptions about how their learning from the Multicultural Education course would impact student learning.

Figure 9 *Participants' Perceived Impact on Student Learning from Year 1 to Year 3*



*Denotes a statistically significant item.

Figure 9 (see above) summarizes Year 3 participants' perception how much the course helped with meeting the needs of diverse student populations, as captured by the NNRPDP Evaluation. This figure also compares these results to Year 2 and Year 1 participants' perception of impact on student learning. Slight decreases of an average of 0.1 exist between Year 2 to Year 3. The average for Year 3 was 4.7, suggesting that participants still felt that the class helped participants meet the needs of diverse student populations "to a great extent." This average is consistent with the Year 2 and Year 1 scores of 4.8 and 4.9, respectively.

Discussion

Guskey (2002) suggested that "through evaluation, you can determine whether these [professional development] activities are achieving their purpose" (p. 46). Guskey (2002) proposed five levels of critical information that must be collected and analyzed in order to assess the professional development's effectiveness in achieving its intended purpose or goal. Each level increases in complexity and sophistication in relation to the type of evidence gathered, what the goal is for that particular professional development participant outcome, and how the evidence is used to measure effectiveness of the professional development.

The overarching goal of the Multicultural Education course was to positively impact education professionals' dispositions for culturally responsive pedagogy as measured through

the Dispositions for Culturally Responsive Pedagogy Scale (DCRPS, Appendix A; Whitaker & Valtierra, 2019). The secondary goal of the Multicultural Education course was to provide high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014).

The primary findings suggest that the Multicultural Education course was successful in meeting the goals of the professional learning course. First, analysis of the participants' dispositions for multicultural teaching and learning (DCRPS, Valtierra & Whitaker, 2019) provided evidence that the Multicultural Education course was successful in increasing education professionals' dispositions for culturally responsive pedagogy as 58% percent of the increased changes in dispositionality were statistically significant. This was a decrease from the second year, when the number of dispositions with statistical significance was 21 of the 26 dispositions. It is noteworthy that the change from the first to the second year of the course with regards to participants' dispositions for culturally responsive pedagogy is quite marked. It is possible that year 2 was a statistical anomaly and that year 3 was a reversion to the mean since 50% of dispositions showed statistically significant increase in the first year, which is similar to the 58% increase in the third year. Disposition data compiled in the fourth year will provide more evidence regarding possible mean reversion.

Analysis of participants' reflections on their learning from the Multicultural Education course demonstrates that they perceived the course to provide a quality, beneficial, and relevant learning experience, thus affirming that the Multicultural Education course met the intended goal of providing high quality professional learning. Participants' reflections also confirmed that the Multicultural Education course was successful in providing a professional learning experience that prompted them to make a change in their professional practices that would positively impact student learning.

General Course Outcomes

Using Guskey's (2002) framework for evaluating the effectiveness of professional development, the first level of evaluation seeks to assess participants' overall satisfaction with the professional development. Darling-Hammond et al. (2017) and Murray (2014) note that effective professional learning is specific, contextualized, and relevant to participants' professional roles and duties. The data collected from participants who completed the Multicultural Education course show that participants perceived the course to be of high quality, beneficial to their professional roles, and relevant to their personal and professional lives. Ninety-seven percent of participants' responses to the open-ended prompt "Reflections and Feedback" were positive and referenced the quality of the course, the benefit of the course for their professional work, and the relevancy of the course learning experiences for their professional role and/or work. Furthermore, 98 percent of participants indicated that the Multicultural Education course met their needs (Murray, 2014), 99 percent indicated the course provided opportunities for interactions and reflections (Darling-Hammond et al., 2017; Gay &

Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011), and 99 percent stated that the course instructor's expertise and facilitation skills enhanced the quality of the learning experience (Darling-Hammond et al., 2017) to some extent or to a great extent. Ninety-seven percent of participants indicated that the course instructor effectively modeled effective teaching strategies to some extent or to a great extent (Banks et al., 2001; Darling-Hammond et al., 2017). In the third year of the course, participants' overall satisfaction with the professional development was reaffirmed as only two percent of participants expressed feelings of strong discontent for the course content and course learning experiences, which was a sentiment expressed by four percent of participants in the second year of the course. No participants expressed feelings of strong discontent in the first year of the course.

Of the original participants who started the course, 82 percent completed the course, which is a higher percentage than is typically expected in online courses. The low attrition rate (18%) adds support for participants' satisfaction with the course as Bawa (2016) notes that online courses typically have an attrition rate of 40 to 80 percent. The low attrition rate may also be related to the fact that most participants are completing the course as a requirement of the state for licensure. While the attrition rate of 18% is much higher than that of the second year, it is also important to note that the attrition rate for the course in year two was measured based only on those participants who started the course, meaning that participants were counted as "starting" the course if they participated in the first week of the course, and later withdrew or did not complete the course. Attrition rates vary depending on whether attrition is measured based on the number of students initially enrolling and completing the course, or, based on the number of students actually starting the course and completing it. Year 3 attrition rates were calculated based on initial enrollment as week 1 enrollment in Year 3 was unavailable. It may be worth exploring in future years of the course what prompts individuals to enroll but not start the course along with what prompts individuals to remain or withdraw after starting the course.

Overall, participants' reactions and satisfaction with the Multicultural Education course affirm that the design, implementation, and facilitation was effective and successful, and that these positive findings support the continuation of the course design approach used for this professional learning experience (Darling-Hammond et al, 2017; CGCS, 2021; Learning Forward, 2011; Murray, 2014). Any changes in course design and facilitation for the next year of the course might be most effective if based on initial responses to the DCRPS questionnaire wherein the modifications made might be implemented in real-time during Zoom interactive sessions, or based primarily on participants' initial indication of strengths and areas for growth during the first week of the course.

Increased Knowledge and Skills

In the second level of evaluation in Guskey's framework (2002), data is collected to determine the effectiveness of the professional development in increasing participants' knowledge and skills. The Multicultural Education course was successful in increasing participants' knowledge and skills based on the data collected. Ninety-eight percent of

participants stated that Multicultural Education course, to some extent or to a great extent, added to their knowledge and skills in teaching their specific subject matter content (Darling-Hammond et al., 2017; CGCS, 2021; Murray, 2014) and improved their teaching skills (Banks et al., 2001; Darling-Hammond et al., 2017; Murray, 2014). Ninety-eight percent of participants responded that their increased knowledge and skills would support their work with diverse students in their professional context (Banks et al., 2001; Center for Multicultural Education, 2021; Darling-Hammond et al., 2017; Gay, 2018; NAME, 2021; Murray, 2014; Learning Forward, 2011) to a great extent.

These findings indicate that the course design, implementation, and facilitation were successful and effective in increasing participants' knowledge and skills, thus, it would behoove course instructors to adopt a similar approach when revising the course for future participants as the findings are similar to those gathered during the first and second years of the course.

Increased Dispositions for Culturally Responsive Pedagogy

Extending Guskey's (2002) evaluation of participants' increased knowledge and skills as a result of professional learning to include the dispositions necessary for effective multicultural teaching and learning (DCRPS, Whitaker & Valtierra, 2019), which was the primary objective of the Multicultural Education course, provided additional evidence of success, as well as insight for future course design and development. Analysis of the participants' dispositions for multicultural teaching and learning (DCRPS, Valtierra & Whitaker, 2019) provided evidence that the Multicultural Education course was moderately successful in increasing education professionals' dispositions for culturally responsive pedagogy as 15 of 26 dispositions showed statistically significant increases in year three of the course. These included dispositions for praxis, community, social justice, and knowledge construction thus validating that the Multicultural Education course design, implementation, and facilitation was effective in positively impacting education professionals' dispositions for multicultural teaching and learning (Banks et al., 2001; Center for Multicultural Education, 2021; Gay, 2018; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019). While this is a decrease from the second year, it should be noted that the overall average of pre-course questionnaires was higher in Year 3 (5.4) than Year 2 (5.3), especially in the areas of Praxis and Community where average pre-course questionnaire scores were higher for Year 3 in fourteen of fifteen categories. These data suggest that participants were entering the course with less room to demonstrate growth. Therefore, the findings from year three of the course suggest that the revisions made based on findings from the first- and second-year evaluations of the course were impactful and positive, even though it is less noticeable when compared with the impact observed in Year 2. With this in mind, it appears that the third-year course design and facilitation should be continued for the fourth year of the course in order to determine if the impact of the revisions made after years one and two are only short-term or long-term.

A longitudinal analysis of participants' dispositions for multicultural teaching and learning revealed three dispositions for praxis, community, and knowledge construction that

have never shown statistically significant changes. These dispositions are: *I am willing to take advantage of professional development on diversity*, *I value collaborating with families*, and *I value student difference*. The disposition *I am willing to take advantage of the professional development opportunities focused on issues of diversity* continues to be of interest based on the mandatory nature of the course for licensure in Nevada. It may be helpful in a future course to invite participants to further elaborate on this specific disposition as it relates to other professional development opportunities beyond the course in order to better understand how the unique nature of the course as a licensure requirement might influence their responses, and potentially, assess if participants' willingness to take advantage of professional development opportunities focused on issues of diversity when it is optional changes the outcome (Darling-Hammond et al., 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011; Murray, 2014; Whitaker & Valtierra, 2019).

The disposition *I value collaborating with families* is particularly interesting as it is the only disposition that showed a decrease in average score between pre-course and post-course questionnaires. While the change wasn't statistically significant, it does raise questions about how Year 3 participants interpreted the challenges and opportunities associated with partnering with families with respect to multicultural education. It is possible that this decrease in average may be due to fears among educators regarding a recent nationwide effort among some politicians to invite and encourage families to protest the teaching of equity, diversity, and social justice in public schools. Educator fears about angering parents often showed up in Year 3 when participants were asked for the "hopes, fears, and wonderings" at the end of the course. For example, participants mentioned the following:

My fear is that parents will not like that I am teaching history slightly differently than how they learned it. I have already had some push back when I taught about slavery in the US.

I fear that I may get pushback from admin [sic] or parents and may not be able to feel fully comfortable explaining my reasoning for incorporating multicultural education other than "it's for the kids."

My fear is still implementation of certain topics. I always fear parents and confrontation.

The disposition *I value student difference* is the third disposition that has yet to show statistically significant growth in the three years that multicultural education has been offered by NNRPDP. This lack of growth could be attributed to the fact that pre-course questionnaires averages for this disposition being rather high each year – suggesting that participants came into the course valuing student difference. Participants averaged 5.8 and 5.7 in the third and second years, respectively. It is possible that demonstrating a statistically significant increase in this area may present a larger challenge, particularly when participants enter the course with an already strong disposition of valuing student difference.

Perceived Impact on Changes in Professional Practice

Guskey (2002) states that effective professional development leads to effective implementation of new knowledge and skills in professionals' unique educational contexts. The fourth level of his framework (Guskey, 2002) suggests the collection of data that provides evidence of the degree and quality of implementation. Although the course learning design (Multicultural Education PLP, Appendix Q) included multiple opportunities for participants to evaluate, reflect on, and identify specific changes to practice to make in response to their self-assessment of their professional practices, the degree and quality of the implementation of learning was not a specific course outcome, and therefore, not measured. However, participants were provided an opportunity to share their perceptions about how their learning from the Multicultural Education course might impact, and subsequently, prompt them to make changes to their professional practices through the NNRPD Evaluation collected at the end of the course (Appendix B) and post-course survey (Appendix C).

Participants' perceptions of how their learning from the Multicultural Education course would prompt them to change their professional practice provided evidence that the course was effective in eliciting specific ideas and plans for changing their professional practices based on their learning. Ninety-seven percent of participants indicated that their learning in the Multicultural Education course prompted them to change their professional practice to some extent or to a great extent (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014), which was an improvement from Year 2's ninety-one percent. Additionally, Year 3's improvement represented a reversion to the Year 1's ninety-seven percent.

Perceived Impact on Student Learning

Guskey (2002) and others (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014) argue that the ultimate goal of effective professional development is increased student learning. In evaluating the effectiveness of professional learning in impacting student learning, Guskey (2002) suggests that instructors or facilitators gather data that evaluates the impact of the professionals' learning on their students' learning. The Multicultural Education course does not explicitly address or evaluate this link, but anecdotal evidence was gathered about participants' perceptions of how their learning in the Multicultural Education course would impact their students' learning. Ninety-eight percent of participants believe their learning will help them meet the needs of diverse learners to some extent or to a great extent (Banks et al., 2001; Center for Multicultural Education, 2021; CGCS, 2021; Gay, 2018; Gorksi & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019), and 98 percent stated that their learning will impact students' learning to some extent or to a great extent (CGCS, 2021; Darling-Hammond et al., 2017; Learning Forward, 2011; Murray, 2014). These findings are similar to the first and second years of the course, and suggest that the course does positively impact student learning, although in what way and to what degree is still not known.

Additional analysis further supports that the Multicultural Education course was effective in shifting educational professionals' beliefs about the role of culturally responsive pedagogy in positively impacting students' learning in their schools and districts. Participants noted that their learning would increase student belonging and motivation, increase validation and representation of diverse student identities in the learning experiences and environments. Participants' responses also affirmed their belief that multicultural teaching that is student-centered and relevant to students' lived histories and backgrounds, increases equity of educational opportunities for all students, and helps them use critical reflection to continually evaluate and improve their effectiveness in their professional contexts (Banks et al., 2001; Center for Multicultural Education, 2021; CGCS, 2021; COPS, Regulation 130-18; Darling-Hammond et al., 2017; Gay, 2018, Gay & Kirkland, 2003; Gorski & Dalton, 2019; Learning Forward, 2011; NAME, 2021; Whitaker & Valtierra, 2019).

These findings suggest that the design, implementation, and facilitation of the Multicultural Education course was effective in addressing the required course learning outcomes and goals in a manner that supported participants in identifying and planning for implementation of their learning with the intention of positively impacting students' learning. However, intention is not enough (Gay, 2018; Gorski & Dalton, 2019; Whitaker & Valtierra, 2019) and it may be beneficial for the course instructor to consider if, and how, to incorporate specific measurement of student learning correlated to participants' learning for future courses in order to better evaluate the effectiveness of the Multicultural Education course on students' learning.

Conclusion

Multicultural education, through culturally responsive pedagogy, seeks to realize equitable learning opportunities and successful academic outcomes for every student, while also preparing students for successful and active participation in a pluralistic democratic society (Banks et al., 2001; Center for Multicultural Education, 2021; Gay, 2018, NAME, 2021; Whitaker & Valtierra, 2019). However, this requires that education professionals receive training and support in developing culturally responsive pedagogy through increased knowledge, skills, and dispositions for multicultural teaching and learning which has not previously been a reality for the majority of education professionals in Nevada prior to the change in licensure requirements instituted in 2019 by the Nevada Department of Education and Legislature (Committee on Professional Standards, Regulation 130-18; NAC 391.067, 2019; NRS 391.0347, 2019).

Therefore, the NNRPDP Multicultural Education course was designed to both meet the legislative requirements mandated in 2019 for educational licensure (NRS 391.0347 & NAC 391.067) and the goals of multicultural education (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021) through effective professional learning and development (Banks et al., 2001; CGCS, 2021; Darling-Hammond, Hyler & Gardner, 2017; Gay & Kirkland, 2003; Gorski & Dalton, 2019; Guskey, 2002; Learning Forward, 2011; Nevada Department of Education, 2017; Murray, 2014) that increases educational professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019) in the region.

Evaluation of the data collected prior to and after the course indicate that the Multicultural Education course was effective and successful in supporting participants' achievement of both the course learning outcomes and intended learning goals as demonstrated through increased knowledge, skills, and dispositions for multicultural teaching and learning. The findings also show that the impact of the Multicultural Education course on participants' culturally responsive pedagogy, which is the vehicle through which the goals of multicultural education can be realized and achieved including increased academic success (Gay, 2018), was statistically significant. According to Gay (2018), education professionals who possess the specific knowledge and skills needed for culturally responsive teaching are better positioned to teach and support all of their students, and will therefore increase the likelihood of those students' academic success in their classrooms. The potential positive impact on students' academic success warrants additional consideration in future course design and facilitation (Center for Multicultural Education, 2021; CGCS, 2019; Darling-Hammond et al., 2017; Gay, 2018; Learning Forward, 2011; NAME, 2021; Murray, 2014; Whitaker & Valtierra, 2019).

The positive findings, overall, suggest that the Multicultural Education Course Professional Learning Plan (Appendix Q) might serve as both a model for future courses, as well as a model to be shared with other organizations or professional learning facilitators seeking to accomplish the same goals with education professionals. In addition, collection of data or evidence of student learning might also be incorporated in order to better evaluate the effectiveness of the Multicultural Education course on student learning, moving from perceptions of potential impact on students' learning toward measurement tools that assess students' outcomes on specific learning goals or cognitive, affective, and/or psychomotor indicators (Guskey, 2002).

The overall effectiveness and success of the Multicultural Education course in accomplishing and achieving the goals of positively impacting education professionals' dispositions for culturally responsive pedagogy (Whitaker & Valtierra, 2019), and providing high-quality professional learning for education professionals that prompted a change in practice that would positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014) should be celebrated and replicated in future courses. However, both celebration and replication must be done in conjunction with the same qualities of critical reflection and corresponding changes in practice, recommended for participants, by the course instructors, using the data collected, in order to increase the effectiveness and success of future Multicultural Education courses.

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Computer Science Initiative, K - 5

As technology continues to evolve at an accelerated pace, transforming the way we live and work in the process, we find ourselves navigating the challenges of an always-changing digital landscape. Understanding the principles of computing is quickly becoming an essential skill. It provides people with a keen understanding of how technology impacts their lives, empowers them to become full participants in society, and unlocks a wide range of career opportunities. This is especially true for today's students, who will rely on computing skills throughout their lives, making it necessary for them to have opportunities to learn Computer Science. (Microsoft Education Team, 2023)

Nevada recognizes that it is critical to provide equitable access to computer science instruction for all K-12 students. Since expanding computer science education to students in 2017 through groundbreaking legislation (Nevada Revised Statutes 391A.125, 2019), Nevada has continued to make strides to ensure students have access to learning about computer science through statewide initiatives. Nevada's continued commitment to ensuring access to learning about computer science is evident in the Nevada Department of Education's Addendum to the State Plan for the Improvement of Pupils (2021) goal to increase access to STEM learning and the earmarking of Elementary and Secondary School Emergency Relief (ESSER) funds to support STEM learning. The Nevada Department of Education's (2020) vision for Nevadans is that all are ready for success in a global 21st century. Realizing this vision will require educators with the knowledge and skills to teach computer science concepts. The Northeastern Nevada Regional Professional Development Program (NNRPDP) is leading the charge, equipping Nevada's educators with the knowledge and pedagogical skills to teach the Nevada Academic Content Standards for Computer Science (NVACS-CS) by providing ongoing local, regional, and statewide professional learning opportunities.

Initial Data and Planning

Fifty U.S. states and territories, including Nevada, reported teacher and school personnel shortages. Teacher preparation programs in Nevada did not graduate a single new teacher prepared to teach computer science in 2018 (Hays et al., 2018.). A large majority of elementary school teachers do not possess the computer science content or pedagogical understandings, resulting in an urgent need to provide educators with professional learning opportunities necessary to effectively address the Nevada Academic Content Standards-Computer Science (NVACS-CS). Data collected in the 2019 - 2020 school year indicated 76% of the K-5 rural educators surveyed in six counties in Nevada were not even moderately aware of the NVACS-CS and 86% were not very confident in teaching the NVACS-CS (C. Thomson, personal communication, 2020).

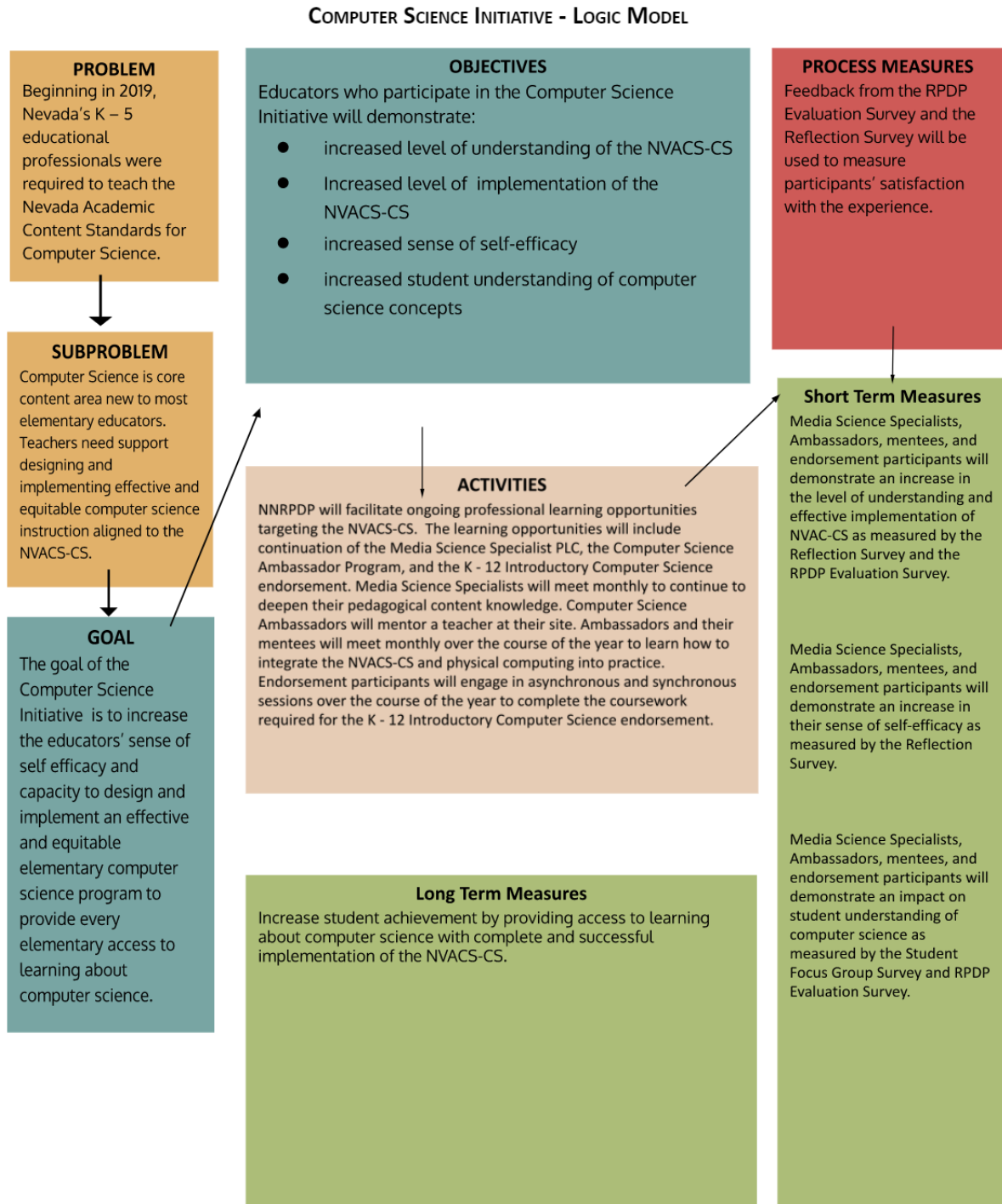
The NNRPDP has one professional learning leader on staff who possesses the capacity to support educators throughout the region with their learning and teaching of computer science

concepts. The NNRPDP Computer Science Specialist (CSS) has a Master of Science in Mathematics Education and is a National Board-Certified Teacher in Adolescent Mathematics.

The CSS also obtained Nevada's K-12 Introductory Computer Science licensure endorsement and serves as a facilitator for Code.org as part of the Regional Professional Development Program's (RPDP) partnership with Code.org. The CSS has participated in work with the NVACS-CS at the local and state level, and served on the Nevada Department of Education's Computer Science Curriculum Review Committee. In addition to leading four years of the Computer Science Ambassador Program, the CSS offered an endorsement program for K-12 Introductory Computer Science in partnership with the Northwestern Regional Professional Development Program and the Southern Nevada Regional Professional Development Program. The CSS also developed and facilitated professional learning to support a rural district's Media Science Specialist Professional Learning Community in 2021-2022 and 2022-2023.

To ensure all K-12 students have access to learning about NVACS-CS, the objectives for the Computer Science Initiative (CSI) are outlined in the following Logic Model (Figure 10):

Figure 10 *Computer Science Initiative Logic Model*



Method

Learning Design

The NNRPDP is called upon by members in the region and the state as an intervention measure to impact desired outcomes. The effectiveness of the NNRPDP is evidenced in annual reports to stakeholders and outlined in research-based professional learning plans. The learning design of the MSS-PLC was informed by Nevada’s Standards for Professional Development (2018), Guskey’s Five Levels of Professional Development (2002), the Seven Elements of Effective Professional Development (Darling-Hammond et al., 2017), the U.S. Department of Education’s guidance document, Non-Regulatory 2 Guidance: Using Evidence to Strengthen Education Investments (2016), the research of John Murray (2014), as well as other effective teacher professional development research. The content and foci of the MSS-PLC was informed by the NVACS-CS, K–12 Computer Science Framework, Computer Science Teachers Association (CSTA), International Society for Technology in Education (ISTE), Code.org, and research by Jeanette Wing, as well as others in the field. To ensure students have access to effective computer science instruction and to support the district’s MSS in their new role, the objectives for the MSS-PLC were informed by the Computer Science Teachers Association Standards for Computer Science Teachers (2020). The CSTA established the standards to provide clear guidance around effective and equitable computer science instruction in support of rigorous computer science education for all K-12 students (2020).

The CSS constructed a Professional Learning Plan (see Appendix R) that provides an overview of the design of the MSS-PLC. The Professional Learning Plan also delineates how the MSS-PLC’s learning design aligns with Nevada’s Standards for Professional Development (2018) and Learning Forward’s Standards for Professional Learning (2011).

In addition to these professional learning standards, the CSS’s learning design of the MSS-PLC also incorporated the seven elements of effective professional development identified in a meta-analysis of 35 studies (Darling-Hammond et al., 2017).

Table 15 *Incorporation of the Seven Elements of Effective Professional Development in the NNRPDP Computer Science Initiative*

Professional Development Element	Computer Science Initiative: Element Alignment Evidence
Content Focus	The Computer Science Initiative’s intentional focus on discipline-specific curriculum development and pedagogies is reflected through: <ul style="list-style-type: none">• Alignment with the NVACS-CS• Implementation of NVAC-CS

Professional Development Element	Computer Science Initiative: Element Alignment Evidence
	<ul style="list-style-type: none"> • Integration of NVACS-CS into other core content instruction
Active Learning	<p>The opportunity for participants' engagement in active learning in the Computer Science Initiative is reflected through:</p> <ul style="list-style-type: none"> • Lessons modeled by NNRPDP Computer Science Specialist • Lessons modeled by participants • Learning Walks • Implementation of physical computing resources • Metacognitive routines
Collaboration	<p>The creation of space for sharing ideas and collaboration in the Computer Science Initiative is reflected through</p> <ul style="list-style-type: none"> • Content learning • Lesson analysis • Learning Walks • Curriculum analysis • Resource review and analysis
Models of Effective Practice	<p>The modeling of effective practice in the Computer Science Initiative is reflected through:</p> <ul style="list-style-type: none"> • Lesson review and analysis • Learning Walks • Curriculum analysis • Resource review and analysis • Application-to-Practice reflection
Coaching and Expert Support	<p>The sharing of expertise and best practices targeting individual needs in the Computer Science Initiative is reflected through:</p> <ul style="list-style-type: none"> • Individual supports offered outside of the monthly sessions via classroom visits, emails, and/or one-to-one meetings
Feedback and Reflection	<p>The facilitation of reflection and solicitation of feedback in the Computer Science Initiative is reflected in:</p> <ul style="list-style-type: none"> • Model lesson analysis • Content focus debrief • Curriculum analysis • Resource analysis • Learning Walks • Metacognitive routines
Sustained Duration	<ul style="list-style-type: none"> • Adequate time to learn, practice, implement, and reflect is evidenced in the Computer Science Initiative is reflected through the ongoing and sustained nature of the professional learning:

Professional Development Element	Computer Science Initiative: Element Alignment Evidence
	<ul style="list-style-type: none"> • Media Science Specialist PLC: Ongoing over the 2021-2022 school year and continuation in the 2022-2023 school year • Computer Science Ambassador Program: Ongoing over 2019 - 2020; 2020-2021; 2021-2022; and 2022-2023 school years • K-12 Introductory Computer Science endorsement: Ongoing sessions for each course required over the course of the 2021-2022 school year and the 2022-2023 school year

As noted by John Murray (2014), “effective teacher professional learning [includes] an emphasis on pedagogical content knowledge, a focus on student learning, implementation over time, alignment with school goals, a connection to teacher needs, and ongoing teacher collaboration” (p. 13). The CSI design addresses these key components of effective professional learning:

- The learning design is focused on increasing participants' understanding of the NVACS-CS. Thus, the focus is on content knowledge.
- The learning design includes an element for classroom application, which highlights the focus on student learning.
- The duration of CSI is ongoing as indicated in Table 2.
- The CSI is aligned with the NRS (NRS 389.520, 2017 and NRS 391A.370S, 2019), and, thereby, school goals.
- The CSI is based on regional, state, and national data that demonstrates educators’ need to increase their understandings about computer science.
- The structure of the CSI provides opportunities for teacher collaboration when synthesizing understandings, planning implementation, analyzing and sharing resources, and debriefing implementation successes and challenges.

Participants and Procedure

To achieve the overarching goal of impacting student achievement, each component of the CSI (i.e., Media Science Specialist PLC, Computer Science Ambassador Program, and the K-12 Introductory Computer Science endorsement) was designed to continue to deepen understanding and support implementation of the NVACS-CS.

Twelve out of the 13 Media Science Specialists from ECSD participated in Year 2 of the Media Science Specialist Professional Learning Community (PLC). The Media Science Specialist PLC met each month with the exception of December 2022 and April 2023. The structure of the monthly, full-day, onsite sessions included whole group instruction on computer science concepts, continued analyses of the piloted curriculum’s alignment to the NVACS-CS, curating

supplemental resources, constructing common assessments, and exploration of physical computing devices, and notions (e.g., discussing logistical and management challenges and solutions, determining structural consistency). Learning walks were also incorporated into the monthly sessions. The learning walks consisted of an informal visit to the hosting Media Science Specialist's classroom where fellow Media Science Specialists observed the host and offered detailed feedback on the area of focus determined by the host.

Thirty-five educators from across the region participated in Year 4 of the Computer Science Ambassador Program. There were 22 participants from the Elko County School District, two participants from Lander County School District, four participants from Eureka County School District, five participants from Humboldt County School District, and three participants from charter schools. To extend the impact of the program, Year 4 of the Computer Science Ambassador Program included participants from previous years along with participants new to the program. Returning ambassadors selected a colleague from their respective school sites to participate in Year 4 and offered mentorship to the new participants. The Computer Science Ambassador program included monthly virtual sessions and monthly asynchronous sessions from October 2022 through March 2023. During the synchronous sessions, participants explored physical computing devices, planned instruction, shared analyses of resources, and debriefed successes and challenges related to implementation. The CSS partnered with a non-profit (Desert Research Institute) who provided participants with the physical computing devices and training on how to use the devices during the virtual sessions. During asynchronous sessions, participants explored resources provided by the CSS to strengthen concept understanding and to support integration of CS into other core content areas.

Thirty-three educators participated in the K-12 Introductory Computer Science endorsement. There were 24 participants from Clark County School District, four participants from Elko County School District, two participants from Washoe County School District, and one participant from Carson City. The K-12 Introductory Computer Science endorsement participants completed three, 3-credit, graduate level courses over the course of the 2022-2023 school year: *Concepts in Computer Science*, *Methods for Teaching Computer Science*, and *Methods for Teaching Computer Applications*. Each of the three courses included virtual synchronous and asynchronous sessions conducted over the course of a seven-week time frame. The content of the courses was approved as meeting the requirements for licensure by the Nevada Department of Education.

Measurement and Methodology

The purpose of the CSI to increase student achievement by providing access to learning about computer science with complete and successful implementation of the NVACS-CS as outlined in legislation. The long-term outcome and overall measure of the CSI is to increase student learning and growth as measured by aggregate assessment scores from participating educators and those same scores analyzed against a comparison group. Due to system structure barriers, this has not been completed to date, and will continue as a future goal for the CSI.

The goal of the CSI to increase educators' sense of efficacy in teaching computer science by building the capacity of educators to design and implement an effective and equitable CS program that provides access to learning about computer science as outlined in legislation. The short-term outcomes and measures of this goal within the CSI are as follows:

1. Participants will demonstrate an increase in the level of understanding of NVACS-CS and instructional design as measured by the Exit Survey (Appendix D) and NNRPDP Evaluation (Appendix B).
2. Participants will demonstrate an increase in the level of effective implementation of the NVACS-CS, as measured by the Exit Survey and NNRPDP Evaluation.
3. Participants will demonstrate an increase in their sense of self-efficacy as measured by the Exit Survey.
4. Participants will demonstrate an impact on student understanding of computer science concepts as measured by the Student Impact Survey (Appendix E) and NNRPDP Evaluation.

Qualitative and quantitative measurements were used to assess the following variables:

- Level of understanding
- Level of instructional proficiency
- Level of self-efficacy
- Student learning

The variables informed the evaluation plan based on Guskey's Five Levels of Professional Development (2002):

Table 16 *NNRPDP Computer Science Initiative Evaluation Plan*

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Training expectations, presenter skills, increased knowledge, motivation to improve	<i>NNRPDP Evaluation</i> <i>Exit Survey</i>	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	<i>NNRPDP Evaluation</i> <i>Exit Survey</i>	<i>Participants' increased understanding of NVACS-CS</i>	To improve program content, format, and organization

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
3. Organization Support & Change	<p>Was implementation advocated, facilitated, and supported?</p> <p>Was the support public and overt?</p> <p>Were problems addressed quickly and efficiently?</p> <p>Were sufficient resources made available?</p> <p>Were successes recognized and shared?</p> <p>What was the impact on the organization?</p> <p>Did it affect the organization's climate and procedures?</p>	<i>Exit Survey</i>	The organization's advocacy, support, accommodation, facilitation, and recognition	<p>To document and improve organization support</p> <p>To inform future change efforts</p>
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	<p><i>NNRPDP Evaluation</i></p> <p><i>Exit Survey</i></p>	<i>Participants' ability to implement NVACS-CS</i>	To document and improve the implementation of program content

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
5. Student Learning Outcomes	<p>What was the impact on students?</p> <p>Did it affect student performance or achievement?</p>	<p><i>NNRPDP Evaluation</i></p> <p><i>Student Impact Survey</i></p>	Student growth and achievement	To document impact and subsequent student growth and achievement

Note: Italicized text is specific to this intervention.

Results

Process Measures

Implementation

Ninety-eight percent of the participants consistently attended their respective sessions and completed asynchronous assignments when included in the component's structure (n = 103).

Perspectives

The NNRPDP Evaluation item -- *The training matched my needs* -- received a mean rating of 4.7 on a scale of 1-5, where a rating of one indicated not at all and rating of a five indicated to a great extent (n = 103). The NNRPDP Evaluation item -- *The presenter's experience and expertise enhanced the quality of the training* -- received a mean rating of 4.7 on a scale of 1-5, where a rating of one indicated not at all and rating of a five indicated to a great extent (n = 103). The following participant reflections from the NNRPDP Evaluation further indicate the positive nature of the professional learning:

This PLC learning experience time has been invaluable! It gives me hope for our profession and all the possibilities for our students.

This course built [sic] year after year. I have enjoyed the growth and well-rounded education and practice we have been able to learn and do has given me so many skills and tools that I can continue to use year after year!

This was one of the BEST trainings and opportunities I've participated in! It transformed how I am as a teacher because no matter what content area I will teach moving forward, I will be including technology and computer science with student-based inquiry. Last year (2021-22) was basically traumatic on all fronts, but for the first time in about 5 years, I

LOVE my job. Everything that I feel confident or excel at has been in some way influenced by taking this coursework with RPDP.

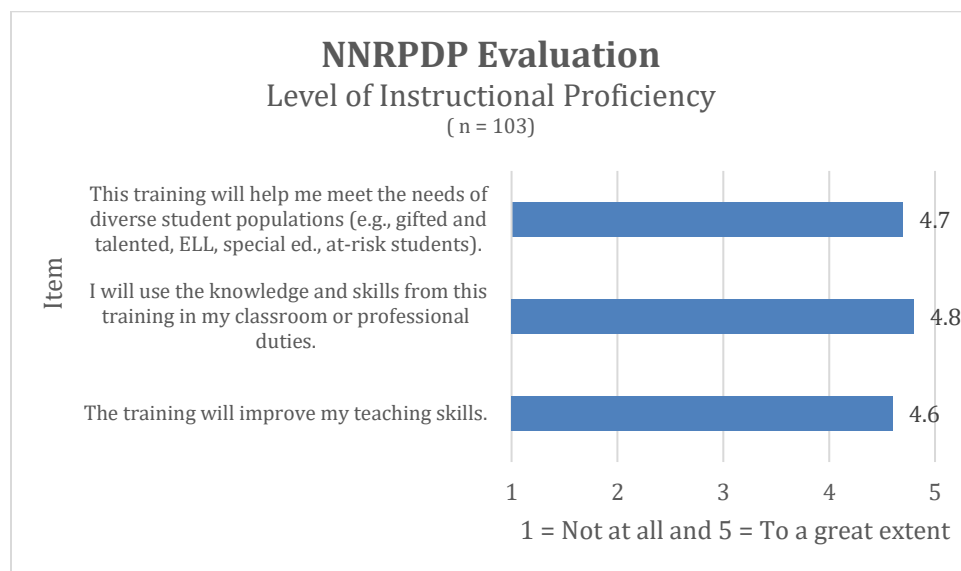
Level of Understanding

The measures used to assess levels of understanding were included the NNRPDP Evaluation and the Exit Survey. The NNRPDP Evaluation item -- *This training added to my knowledge of standards and/or my skills in teaching subject matter content* -- received a mean rating of 4.7 on a scale of 1-5, where a rating of one indicated not at all and rating of a five indicated to a great extent (n = 103). Participants completed the Exit Survey after the CSI component in which they participated had concluded. When comparing their level of understanding and knowledge of skills prior to engaging the CSI component to their level of understanding and knowledge of skills at the conclusion of the component, the increase in their understanding of the NVACS-CS received a mean rating of 5.0 on a scale of 1 - 6, where a one rating indicated the level of understanding was similar to the start and a rating of a six indicated the level of understanding had grown significantly (n = 49).

Level of Instructional Proficiency

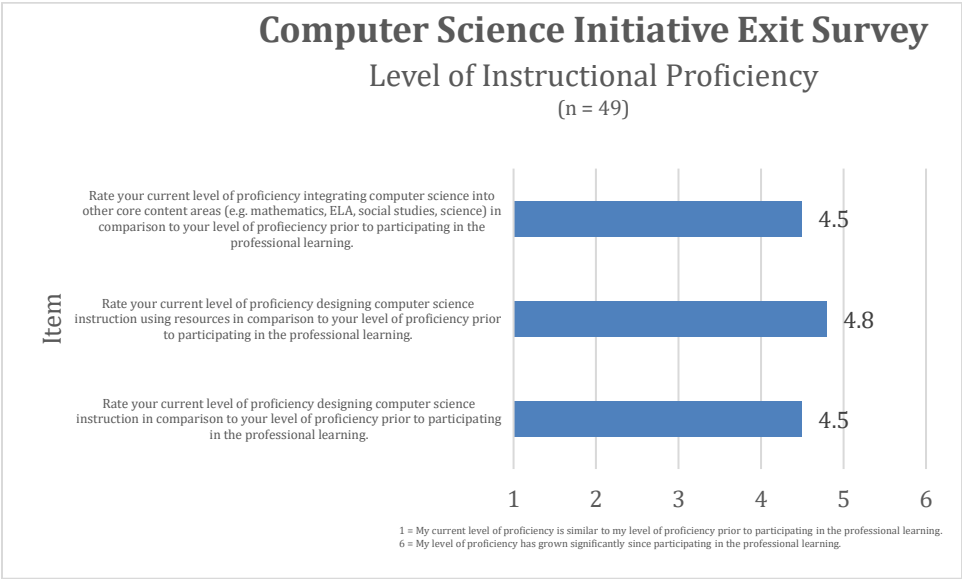
The measures used to assess levels of understanding included the NNRPDP Evaluation and the Exit Survey.

Figure 11 NNRPDP Evaluation (Level of Instructional Proficiency)



The mean ratings of the items related to instructional proficiency on the NNRPDP Evaluation indicate the participants' instructional proficiency was impacted to a great extent as a result of participating in the CSI.

Figure 12 Exit Survey (Level of Instructional Proficiency)

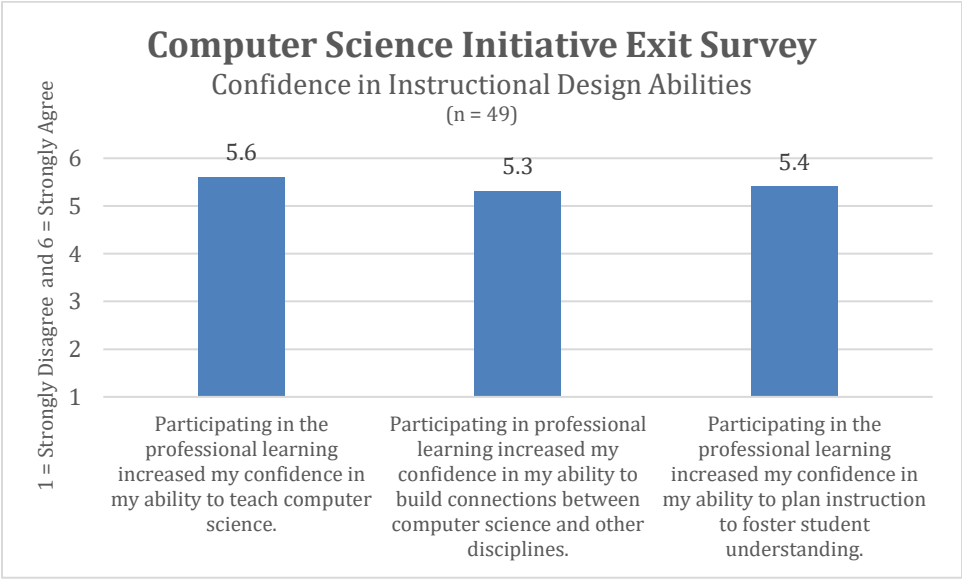


Responses on the Exit Survey indicate participants’ level of proficiency teaching the NVACS-CS grew moderately as a result of participating in the CSI.

Level of Self-efficacy

Self-assessments of participants’ confidence in their ability to design instruction and perception of organizational support were measured in the Exit Survey to assess participants’ sense of self-efficacy.

Figure 13 RPDP Exit Survey (Confidence in Instructional Design Abilities)

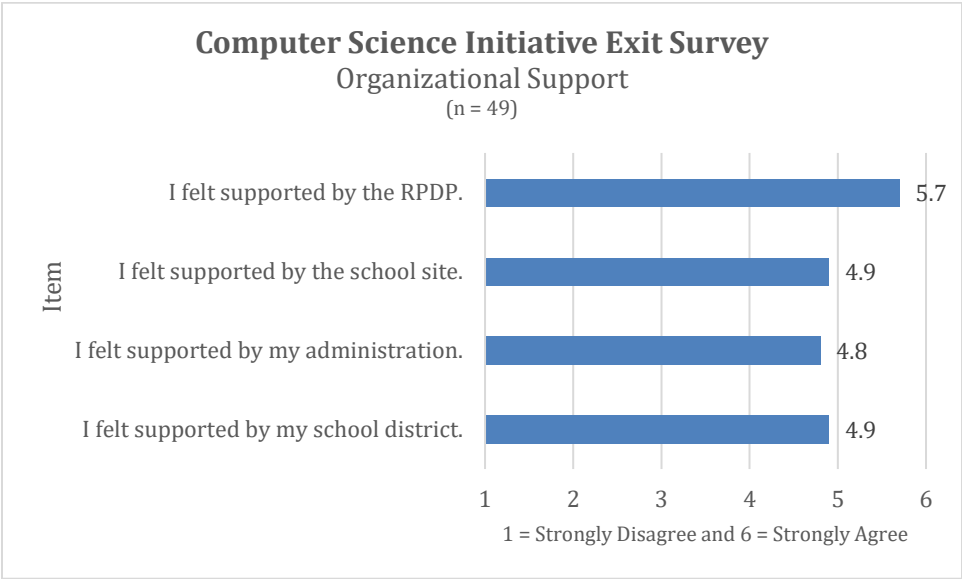


Ratings on the Exit Survey indicate a strong impact on participants' confidence in their ability to design computer science instruction. A textual analysis of participants' comments on the Exit Survey reflected increases in confidence in their level of ability.

Table 17 *Representative Excerpts from Exit Survey*

Component	Computer Science Initiative: Participants' Increased Self-Efficacy
Media Science Specialist	<i>This year I have developed even stronger bonds with my PLC and learn something new every time we are together. My colleagues and leader pushed me outside of my comfort zone to try new things, reconsider why and how I engage my students in CS learning, and challenge me to learn more about the field, best practices, and how best to engage my students in deepest level learning.</i>
Computer Science Ambassador	<i>I've learned so much and grown to see the importance of implementing CS into everyday [sic]. With that knowledge, my confidence has grown to be able to just let the kids try. They learn by making mistakes and with computer science, that is what matters. They need to "debug" something to make it work correctly. It also helps build my confidence in implementing activities into every subject. I feel so much more ready to do that.</i>
K-12 Introductory Computer Science endorsements	<i>Participating in the Computer Science endorsement courses has significantly boosted my confidence to teach computer science, build interdisciplinary connections, and plan effective instruction. These courses have provided me with a strong foundation of fundamental concepts and principles of computer science, taught me how to integrate computer science with other subjects, and equipped me with techniques to engage students in hands-on activities, promote critical thinking, and problem-solving skills. Overall, the endorsement courses have been a valuable experience that has helped me grow both professionally and personally.</i>

Figure 14 Exit Survey (Organizational Support)



In general, participants felt supported by organizational entities. A review of participants’ comments on the Exit Survey identified continuing opportunities for professional learning, increasing awareness of the importance of teaching the NVACS-CS, creating opportunities for collaboration, and prioritizing the NVAC-CS as the types of organizational support that would be helpful to participants as they continue on with their journey as computer science educators.

Table 18 Representative Excerpts from Exit Surveys

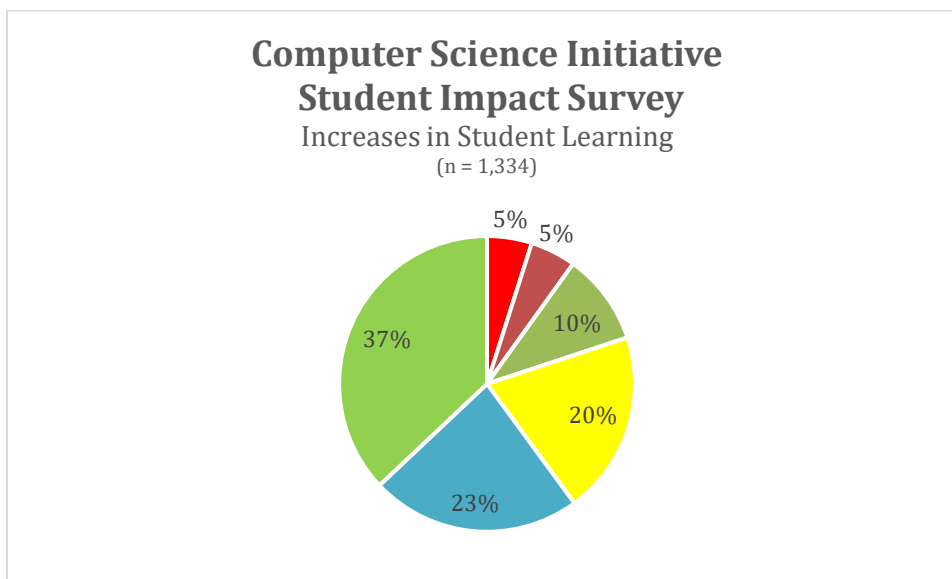
Organization	Type of Support	Computer Science Initiative Participant Comments
RPDP	Continuing opportunities for professional learning	<i>Please have another session next year. I am just beginning, and I am so excited to continue this journey.</i>
School Site	Understanding the importance of teaching the NVACS-CS	<i>I feel that more teachers need awareness and understandingand how important these standards are to teaching!</i>
Administration	Creating opportunities for collaboration	<i>I would like to be able to visit other schools and teachers that are having success (or not!) and have time to see what they are doing and discuss with them steps that are needed to get their level of success (or avoid</i>

Organization	Type of Support	Computer Science Initiative Participant Comments
		<i>their same mistakes!).</i>
District	Prioritizing NVACS-CS	<i>More validation from the District to the site administrators on the importance of teaching this core subject.</i>

Student Learning

Two measures were used to assess student learning: (a) the NNRPDP Evaluation and (b) the Student Impact Survey. On the NNRPDP Evaluation, the participants' mean rating of the item -- *My learning today will affect students' learning* -- was 4.6 on a scale where one indicates not at all and a five indicates to a great extent (n = 39).

Figure 15 *Student Impact Survey (Increases in 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. Seven percent of students' comments to the item -- *Describe something that you now know about computer science that you did not know at the beginning of school year* -- were nonsensical, such as random letters, or unrelated to computer science, such as *I love my teacher* and *I learned how to make Google slides* (n = 1,334). Ninety-three percent of the comments described something that students had learned about computer science with varying levels of

detail about their learning. The majority of the comments made reference to learning about algorithms and programming concepts. The Student Impact Survey also included the question -- *What else would you like to learn about computer science?* Again, the majority of the responses referenced learning about concepts related to algorithms and programming. Table 20 captures concepts students identified that they would like to learn outside of the typical response of coding.

Table 19 *Representative Excerpts from the Student Impact Survey*

<i>Describe something that you now know about computer science that you did not know at the beginning of the school year.</i>	<i>What would you like to learn about computer science?</i>
<i>We learned about nested loops and a Function how to stay safe on the internet Private VS Personal. We also learned about the history of who invented [sic] computers Charles Babbage.</i>	<i>I want to learn about viruses on computers and how to handle it.</i>
<i>Using a repeat [sic] block inside a repeat [sic] block.</i>	<i>I want to learn to do hacking for good not for bad</i>
<i>I did not know about Ida love lace and the history of computers.</i>	<i>how to be safe on the computers</i>
<i>Nested loops debugging functions V.R headsets</i>	<i>I would like to know if AI can do your chores?</i>
<i>I know [sic] that coding comes with plenty of challenges that you overcome with practice there will always be difficulties when coding and its okay to ask for help, its [sic] okay to allow others to help find your bugs...</i>	<i>What's inside a computer</i>

Discussion

Evaluating the effectiveness of the CSI based on the variables of Guskey's (2002) five critical levels suggests the CSI provided effective professional development that resulted in an increase in levels of understanding, instructional proficiency, self-efficacy, and student learning. Meeting on an ongoing basis provided the participants with time to learn, practice, implement, and reflect, which are key elements of effective professional learning (Hammond, et.al, 2017).

Level of Understanding

Results on the questions aligned to the levels of understanding on the NNRPDP Evaluation and Exit Survey indicate the CSI contributed to the participants' increased levels of

understanding. The structure of the CSI provided opportunities for the participants to deepen their pedagogical content knowledge. Given the overall increase in understandings, the CSI was successful in achieving the attainment of its specific learning goal to impact participants' learning, which is Guskey's (2002) second level of evaluation of professional development effectiveness.

Level of Instructional Proficiency

The design of the CSI was structured to provide participants with opportunities to apply the acquired knowledge and skills. Each component of the CSI included elements of job-embedded professional development. The Media Science Specialists translated their learning to practice through instructional design for the program, the curation and analysis of supplemental resources, development of assessments, and learning walks. The Computer Science Ambassador Program participants translated their learning to practice through the analysis of supplemental resources, integration of computer science into other core content, and the incorporation of physical computing into their practice. The K-12 Introductory Computer Science endorsement participants elevated their understandings and capacity to teach computer science through developing and analyzing their practice using the lens of the Standard for CS Teachers. The Council of the Great City Schools (2021) notes that "discipline-specific, content focused professional development supports teaching and learning within the classroom context ... as opposed to generic professional development delivered externally or divorced from teachers' school or district contexts" (p. 8). Thus, the CSI addressed Guskey's (2002) fourth level of evaluation of professional development effectiveness: participants' use of new knowledge and skills.

Level of Self-efficacy

"Teachers' self-efficacy ... plays a key role in influencing important academic outcomes, e.g., students' achievement and motivation" (Barni et al., 2019, np). Results from the Exit Survey indicate participants' sense of self-efficacy increased as a result of participating in the CSI. The CSI increased participants' confidence in their ability to teach computer science, to build connections between computer science and other disciplines, and to plan effective computer science instruction. Another factor that contributes to a greater sense of self-efficacy is organizational support (Skaalvik, E.M., & Skaalvik, S., 2018). The results also indicate participants generally felt supported by the district, the school, and the administration. Due to the ongoing nature of each component of the CS, which included frequent interaction with the CSS, participants indicated the strongest sense of support was provided by the NNRPDP. Thus, the CSI also addressed the third level of Guskey's (2002) evaluation: organizational support.

Student Learning

Results from the Student Impact Survey indicate the student understanding of computer science increased from the beginning of the year. Eighty percent of the students identified growth in understanding within the 4-6 range on the Likert scale of 1 (low growth) to 6 (a lot of

growth). The majority of the students' responses described learning related to coding. While the data indicate impact, it is not substantive enough to draw the conclusion that the CSI met the fifth level of Guskey's (2002) evaluation: student learning outcomes.

Many typical forms of assessments, such as classroom assessments, present validity challenges, and the "best way to counter these threats to the validity of results is to include a comparison group — another similar group of educators or schools not involved in the current activity or perhaps engaged in a different activity" (Guskey, 2016, p. 36). Identifying a comparison group was not an option given there were too many other variables impacting outcomes, such as the inconsistency in the amount of instructional time devoted to teaching NVACS-CS. Further explorations will be necessary to identify measurement tools that will provide reliable and valid data regarding increases in student learning specific to the NVACS-CS five core concepts and seven practices.

Conclusion

Computer science is a core content area at the K-5 level, yet, many educators do not feel equipped to teach the standards. In order to ensure all of Nevada's students have access to learning about computer science as outlined in legislation, educators need to be provided with ongoing professional development. Ongoing professional learning promotes sustained changes making it more effective than other structures of professional learning, such as conferences or one day workshops (Wang, M., & Odell, S.J., 2019). Indeed, the key element inherent to all three components comprising the CSI is the ongoing structure. Participants' sense of self-efficacy increased as they made great strides in building their levels of understanding and instructional proficiency with the NVACS-CS over the course of the Computer Science Initiative, i.e., the last two years of the Media Science Specialist PLC and the K-12 Introductory Computer Science endorsement and over the last four years of the Ambassador program, and the year of the Ambassador program with Mentees.

While great strides have been made, there is more to be done. Computer science encompasses more than coding. Algorithms and programming are certainly central to computer science, but computing systems, networks and the internet, data and analysis, and the impacts of computing are becoming even more critical as we embark on navigating the world of artificial intelligence. Continued investment in the components of the CSI is warranted to ensure educators are equipped to teach all facets of computer science. By continuing to provide high-quality, ongoing, professional learning, the CSI will continue to empower educators to impact students' understanding of the NVACS-CS and equip students with essential problem-solving, critical thinking and complex analytical skills.

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Family Engagement Course: Year 4

Nevada defines family engagement as a shared responsibility between schools, families, and communities where all receive equitable access to tools and supports needed to successfully work together toward the development of children and youth for college, career, and lifelong learning (Nevada Department of Education, 2019). In accordance with Nevada Revised Statute (NRS) 391.019 and Nevada Administrative Code (NAC) 391.030 effective July 2015, initial licensees require 3 semester hours of parental involvement and family engagement (PIFE) course work that meets the goals for effective involvement and engagement set forth in NRS 392.457; and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds.

In alignment with Nevada's definition of family engagement and Nevada's Policy of Parental Involvement pursuant to NRS 385.620, the Northeastern Nevada Regional Professional Development Program (NNRPDP) Effective Family Engagement course was designed to increase teachers' and other educational professionals' knowledge and implementation of the six National Standards for Family-School Partnerships: 1) welcoming all families, 2) communicating effectively, 3) supporting students' well-being and academic success, 4) speaking up for every child, 5) sharing power, and 6) collaborating with community to increase family participation in student learning in order to positively impact student growth and achievement. This year, NNRPDP initiated a partnership with Southern Utah University (SUU) to provide the opportunity for participants to earn 3-graduate level credits at a reduced cost of \$69.00. This report describes year four of the course and shares evidence of participants' reactions and learning.

Initial Data and Planning

This course was designed to bring together education professionals across the state in an online learning model over nine weeks. Weekly synchronous meetings via Zoom were scheduled after contract hours from 4:30 p.m. to 5:30 p.m. Pacific Standard Time with follow up asynchronous module work in Canvas, an online learning management system.

Table 20 presents the logic model for the course showing objectives, activities, and measures in order to achieve short and long-range outcomes. The course design focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's pre-K-12 students. Participants examine research supporting family engagement, Nevada's adoption of the National Standards for Family-School Partnerships (National PTA, 2017), as well as the Nevada Educator Performance Framework (NEPF) (Nevada Department of Education, 2019). It is designed to provide strategies for educators to support the goals and indicators of each standard.

NNRPDP offered two sessions of the family engagement course, in the fall of 2022 and spring of 2023. A digital flyer announcing the course with a registration link was emailed to all schools in the regions and made available statewide on the NNRPDP website. Participants could register to complete the course for three graduate-level credits in partnership with SUU or for a

45-hour Certificate of Professional Learning (COPL) from NNRPDP. A detailed syllabus was developed outlining expectations and intended learning outcomes of the course. The course instructor has 28 years teaching experience across K-12 and higher education settings and holds a Ph.D. in Literacy Studies.

Table 20 *NNRPDP Family Engagement Course: Year 4 Logic Model*

Logic Model Component	Description
Problem	Many early career teachers and other licensed educational professionals do not complete a Family Engagement Course prior to entering the field.
Subproblem(s)	Across the state, student achievement is consistently low and research shows that effective family engagement is linked with increased student achievement.
Goal	Provide a 45-hour or 3 graduate credit Family Engagement course for educational professionals in order to increase knowledge of family engagement and implement meaningful family engagement in their unique contexts in order to positively impact student achievement.
Objective(s)	<ul style="list-style-type: none"> ● Demonstrate knowledge of the National Standards for Family-School Partnerships ● Demonstrate knowledge of the expectations of the Nevada Educator Performance Framework Professional Standard for Family Engagement ● Demonstrate knowledge of the Dual Capacity-Building Framework ● Reflect on and evaluate current family engagement efforts ● Research effective strategies, activities, resources, and materials to enhance current family engagement efforts ● Design a plan for effective family engagement with action steps that may be taken immediately, in the near future, and in the distant future ● Implement methods and strategies for effective family engagement
Activities	<p>Weekly Structure of the Course:</p> <ul style="list-style-type: none"> ● Participate in Interactive Zoom Session (1 hour) ● Complete Canvas Modules focused on the National Standards for Family School Partnerships (National PTA, 2017) 1) welcoming all families, 2) communicating effectively, 3) supporting students' well-being and academic success, 4) speaking up for every child, 5) sharing power, and 6) collaborating with community

	<ul style="list-style-type: none"> ● Read, reflect, and respond through weekly Family Engagement Interactive Notebook (FEIN) documents ● Read assigned chapter from course text <i>Powerful Partnerships</i> (Mapp et al., 2017) ● Reflect and respond to readings on the CANVAS discussion board ● Explore and curate evidence-based strategies ● Family Engagement Inquiry Project (Weeks 7-9)
Measures	<ul style="list-style-type: none"> ● NNRPDP Evaluation (Appendix B) ● Post Knowledge Questionnaire ● Family Engagement Inquiry Project ● Canvas Discussion Responses
Short Term Outcomes	Participants who complete the course will demonstrate increased knowledge and ability to engage with families in their educational context.
Long Term Outcomes	Participants who complete the course will sustain effective family engagement practices throughout their educational careers.

Method

Learning Design

The course was facilitated online over nine weeks, including online interactive Zoom sessions that allowed participants to engage in whole group and small group discussions with the course facilitator and other participants. Course content included three primary components: 1) a series of nine online family engagement training modules developed collaboratively by the RPDG regional groups, 2) a course text, *Powerful Partnerships* (Mapp et al., 2017), and 3) research-based articles and videos featuring recommended best practices for effective and meaningful family engagement across educational contexts.

Participants completed a variety of learning tasks throughout the nine weeks in order to make connections between their learning and their educational context. These tasks included synthesizing research, analyzing current practices using self-assessment tools, critical self-reflection, discourse with other participants, and locating and organizing evidenced-based practices to be integrated into their current educational context (Murray, 2014; Learning Forward, 2022). Research shows that inquiry has the potential to foster meaningful shifts in practice (Butler & Schnellert, 2012; Dana & Yendol-Hoppey, 2019). Therefore, course participants also completed a Family Engagement Inquiry Project where learning was applied, evaluated, and used to determine next steps for changes in instructional and professional practice.

Participants and Procedure

Thirty-five participants completed the course in fall or spring in order to remove the PIFE provision on their educational license. Education professionals who participated were from the following seven counties: Clark, Douglas, Elko, Lander, Lincoln, Storey, White Pine, and Washoe. Of the thirty-five participants, 18 worked at the elementary level, 13 at the middle or high school level, and 4 across the K-12 continuum. While the majority of participants were classroom teachers (n=29) two counselors, two nurses, a speech pathologist, and a middle school principal also completed the course.

Measurement

The overarching goals of the family engagement course were to increase participants' knowledge of effective, research-based family engagement and to increase family engagement through implementation of the National Standards for Family-School Partnership (National PTA, 2017).

The NNRPDP evaluation was collected to determine participants' reactions and satisfaction as well as participants' learning and use of new knowledge and skills (Guskey, 2002). Perceptions of growth, learning, and application were measured by combining data across the two sections for a qualitative analysis of open-ended textual responses within the post-questionnaire, the NNRPDP evaluation, and the family engagement inquiry projects. The final inquiry project consisted of three components: 1) integration of family engagement standards in participants' unique contexts, 2) collection of data to evaluate the effectiveness and impact of standards integration into practice, and 3) analysis of data (Darling-Hammond et al., 2017; Murray, 2014).

Results

Participants' evaluation of course quality was measured using their mean Likert scale ratings for five statements on a continuum from not at all (one) to a great extent (five). The results are presented in Table 21.

Table 21 *NNRPDP Evaluation: Mean Scores for Items 1-5*

Evaluation Statement	Mean Score
The training matched my needs.	4.4
The training provided opportunities for interactions and reflections.	4.7
The presenter's experience and expertise enhanced the quality of the training.	4.5
The presenter efficiently managed time and pacing of the training.	4.7
The presenter modeled effective teaching strategies.	4.6

The NNRPDP evaluation is also intended to gather information about participants' perceived learning and how the learning in turn impacted their professional practice. The mean Likert scale results shown in Table 22 indicate a high degree of learning as well as positive changes in professional practice.

Table 22 NNRPDP Course Evaluation: Mean Scores for Items 6-11

Evaluation Statement	Mean Score
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.6
This training will improve my teaching skills.	4.5
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
The training will help me meet the needs of diverse student populations. (e.g., gifted and talented, ELL, special education, at-risk students).	4.6
My learning has prompted me to change my practice.	4.5

In addition, the NNRPDP evaluation also invites respondents to add written reflections and feedback in order to better understand how participants received the learning experience. The following responses further indicate a high level of satisfaction and perceived learning among the participants:

This was a very meaningful course, and I learned about a lot of new resources to support my students and foster communication with their families.

I learned quite a bit about family engagement and how it plays a big part in students' educational achievement. Thank you for the amazing ideas and guidance!

I learned new techniques to communicate effectively and to engage families in their student's learning.

I appreciate this class. I feel like it's a good step to broadly cover what family engagement looks like and how I can impact the amount of engagement in my classroom and at my school.

I love what I learned and am excited to try so many of these ideas next year.

Prior to this course I had very little to no family communication or engagement, unless the parent was upset because their student was failing.

Thank you. I had negative feelings towards having to take this class at the beginning, but I have a really positive feeling leaving [sic] and feel hopeful for my practice.

I really enjoyed this class!

Thank you! I learned a lot in this course and plan on transferring [sic] what I learned into my own practices.

An analysis of comments gathered from the post questionnaire provided additional evidence that participants valued the course alongside a tension in terms of time commitment. In response to the following prompt, “If I could share advice with future participants, I would say...” the following three participants’ wrote: “It is a lot of work, but you will get a lot of good strategies to increase your family engagement.” “To fully engage in this course, it is going to take a fair amount of time, but it helps you be a better educator as you think through your environment.” “Put your all into this course because it can change the way you view yourself and your classroom.”

Advice for future registrants included staying on top of the coursework by chunking the modules into increments throughout the week, planning ahead to schedule completion of assignments, and not waiting until Sunday night to start the weekly module. One participant’s outlier response indicated the class was mostly busy work with little knowledge gained.

At the conclusion of the course, participants were also asked to rate their confidence in removing barriers to family engagement using Likert scale ratings ranging from not confident (one) to very confident (five). The mean of the ratings was 3.5.

In order to gain additional insight about participants’ learning in the course, the final Canvas discussion posts were analyzed and coded for themes. Three themes emerged: 1) increased understanding of family engagement 2) a shift in beliefs, and 3) a change in practice.

Theme 1: Expanded Knowledge of Family Engagement

Providing professional learning focused on effective family engagement can positively impact educators' increased knowledge regarding families’ roles in their children’s education, and increase family engagement practices (Amatea et al., 2012). According to Smith and Sheridan (2019), this may indirectly improve students’ academic, social-emotional, and behavioral development as cooperative efforts between families and schools are cultivated.

It was evident that participants increased their knowledge as a result of participation in the course. As one teacher noted, “My understanding has changed during this course as we

collaborated and discussed ideas and real-life examples. The big picture was broken down into manageable chunks that I could slowly incorporate into my classroom.” Participants also detailed how they broadened their understanding of family engagement:

In the beginning of the course, I understood family engagement as parents being part of the child’s educational experience. For instance, ‘effective family engagement’ was viewed as parents being aware of the homework assignments and helping with homework. Now, I see that all stakeholders (i.e., the school staff, parents, community members) can participate and these groups all support each other.

Throughout the course, my understanding has changed because it expanded as we went through each module. I had not previously thought of all of the components needed to make sure families are engaged with the school. I thought that it was only making sure families were invited to functions and making contact with them. Now I know that it includes way more than that, and it is a team effort.

Theme 2: Shift in Beliefs

A shift in educators’ beliefs has been identified in the literature as a key component of parent involvement and family-school partnerships (Grolnick, et. al., 2014). As evidence of how the course impacted their beliefs a participant wrote, “My beliefs have changed about the power dynamic between the school and families. Now I understand that it is truly more of a partnership rather than the school holding most of the power and making most of the decisions.” The following comments provide further insight into how the course impacted participants’ beliefs:

My beliefs about families, students, teaching and engaging have changed so much after taking this course! In working through the modules and reading the research within each FEIN [Family Engagement Interactive Notebook], I noticed that the family engagement in our school is next to nothing and the sad part is, I didn't realize what was missing until this class. I want to change that. I want our students' families to know that we are a team and that in order for their children to succeed, it takes all of us working together.

I don’t think I truly understood the importance of family engagement. I always knew it was important to have families involved in schools, but seeing how many different ways you can get families engaged is huge. After this class, I see the effectiveness of it and know so many ways I can implement it now.

My understanding of effective family engagement has changed drastically throughout this course because I can see the correlation between family engagement and student success now. In completing my inquiry, I learned that there are more families than I thought that want to be involved in our school- I was under the impression that they are all "too busy" or not willing to be part of our school and I was very wrong about that.

In the beginning, my belief was that most families believe education is important, but I didn't think so many parents were really interested in being actively engaged in their children's education. Now, I can clearly see, through research and personal experience with my inquiry project, the parents really do want to be engaged. They just need support in doing so.

Theme 3: Change in Practice

Teacher training programs have been shown to have a significant positive effect on teachers' family-engagement practices (Smith and Sheridan 2019). Consistent with this body of work, participants in the NNRPDP Effective Family Engagement course reported a positive shift in practice as revealed in the following participant quotes:

I think I am more motivated as a school nurse to support family engagement from a healthcare point of view. I struggled initially finding ways as a nurse to implement family engagement into my health office, but as I dug deeper into the course, I soon realized how I can make a huge impact at my school. I began by creating a more welcoming environment. I made my health office a bit more happy and cheerful than a cold clammy white office. I added colorful bulletin boards and fun posters. I also have more of an understanding and sensitivity for families with mining schedules.

My practices have really changed quickly! The inquiry project-the math multiplication night was such a huge hit; I'm going to make it a regular thing.

Thirty-two participants completed the family engagement inquiry project and collected data indicating a positive impact on students and parent engagement in the learning process. Three participants were not currently working at a school site and therefore developed a family engagement action plan designed to meet all six standards in a future classroom context. Of the 32 participants who engaged in the inquiry, 17 implemented a strategy intended to address Standard 2) Communicating Effectively, 14 implemented a project to address Standard 3) Supporting Student Success, and 1 participant implemented a strategy intended to address Standard 6) Collaborating with Community. Analysis of the family engagement inquiry projects demonstrated increased implementation of evidence-based strategies within participants' educational settings. Table X offers examples of inquiry questions from each selected standard gathered across the fall and spring offerings.

Table 23 Family Engagement Inquiry Questions Across Three Standards

Communicating Effectively	Supporting Student Success	Collaborating With Community

<p>How might I increase communication with the parents of my special education students?</p> <p>How might using the BlueLoop App for students with diabetes improve family communication among students, staff, and parents?</p> <p>How might having an effective communication tool help keep parents informed and engaged and cause deeper learning for students?</p> <p>How might surveying parents and students foster more interaction and student success in the classroom?</p>	<p>What impact would giving families more time and day options for Parent/Teacher conferences have on family engagement in my context?</p> <p>How might I increase student success through parental awareness of student grades?</p> <p>How can 5th grade shift homework to get more parents involved?</p> <p>How might having a family training night help our students improve their knowledge of multiplication facts?</p>	<p>How might collaborating with the community increase family engagement?</p>
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While it is beyond the scope of this report to share all of the inquiry projects, selected inquiries are highlighted in the next section and participants' reported data are summarized to provide a window into how a sampling of the group applied their knowledge of a selected standard into their practice.

Standard 2: Communicating Effectively

The intent of standard two is for families and school staff to engage in regular, two-way, meaningful communication. In order to address this standard, a participant set the goal of calling or emailing one parent each day from their caseload of high school students with Individualized Education Plans in place. In reflection they wrote, "The thing that surprised me the most was the positive attitude that I have had from my students since contacting their parents. None of my students' parents that I contacted have ever gotten a positive email or phone call home from the school."

As another example, a school nurse reached out to three parents of high school students with diabetes to share information and training on the use of the BlueLoop App in order to improve diabetic care. As a result, use of the BlueLoop App increased communication among the students, school nurse, and parents. For example, during the school day, the nurse was able to send a note to a parent through the app regarding low supplies. The next day, the

student brought extra snacks and test strips to the health office to replenish the supply box. In order to learn more about the parents' experience with BlueLoop, the nurse called families to gather feedback. A mother stated, "I really like using it because I feel less worried about my daughter knowing her blood glucose numbers and amount of carbohydrates throughout the day. I think it's been great having frequent communication with you. I appreciate you setting this up."

A third example of an inquiry to address two-way communication was demonstrated in an inquiry project conducted by a high school physical science teacher. The teacher consulted with their students in their first period class to gather students' ideas for parent communication and with their assistance, learned how to use Instagram. Students became very excited to assist with this project, and due to their enthusiasm, the teacher established an Instagram account to communicate important class updates with parents across all four class periods. As an example, the teacher posted updates about a helicopter lab. At the end of the three-week data collection, a total of 33 parents had signed up for the Instagram account. This positive response motivated the teacher to post class updates two or three times a week and develop a questionnaire to gather parents' feedback about using Instagram for ongoing communication.

Standard 3: Supporting Student Success

The goal of standard three is for families and school staff to continuously collaborate to support students' learning and healthy development at home and school and to have regular opportunities to strengthen their knowledge and skills to do so effectively. While family-teacher conferences are built into district and school schedules in the fall and spring, the schedules are not always ideal in relation to families' work schedules. Therefore, a fifth grade English Language Arts and Social Studies teacher offered the opportunity for parents to attend as early as 7:00 a.m. The teacher also extended the time frame of each conference to prevent parents from feeling rushed and provided additional dates beyond the designated district conference week. For families who were still not able to attend in person, the teacher set up phone or virtual conferences. In all, they met with 40 of the 43 students' parents. The teacher gathered the following parent-guardian comments regarding the flexible schedule:

Having the ability to pick from more times and dates made meeting more convenient.

We didn't feel rushed when meeting with the teachers.

I was able to spend more time with the teachers and was able to talk more with them about how my child was doing in his classes.

The extra dates were nice.

I liked having more time.

Student success was also addressed by a fifth grade teacher who wanted to improve students' knowledge of multiplication facts. The teacher hosted a *Family Make It, Play It, and Take It Math Night* from 6:00 p.m. to 7:30 p.m. in the school library. Ten families attended and all ten students showed improved knowledge of their multiplication facts as measured by comparing pre and post test scores.

Standard three was also selected as a school-wide focus by a middle school administrator who set the goal of enhancing student success with student-led conferences. In reflection the administrator wrote,

I only expected 20 or so parents to come, not 75. Teachers began to see students as agents of their learning. The community began to see these conversations as meaningful. I believe this effort is going to bring families into our school, give them more knowledge about their child, and allow them to better understand the efforts students are making.

Standard 6: Collaborating with Community

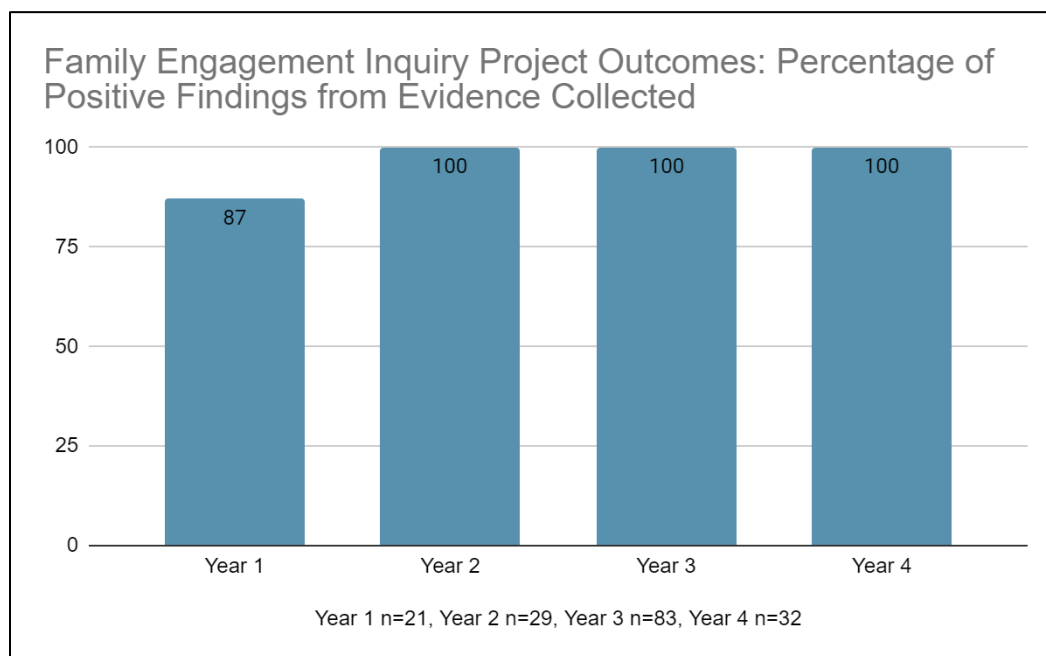
Families and school staff collaborate with community members to connect students, families, and staff to expanded learning opportunities, community services, and civic participation. To address this standard, a high school teacher of business courses surveyed parents in order to identify members of the local community who held expertise in business and may be interested in serving as guest speakers. The teacher wrote, "I was surprised by the number of responses I received. Parents are onboard to have guest speakers, and there were a lot of parents who recommended specific names."

While only one participant across the two semesters selected standard six for the final inquiry project, another participant emailed the following note to the course instructor after the conclusion of the class:

I know that our class is finished; however, I had to share something amazing! Throughout the course modules in class, I mentioned that I had veterans coming into my classroom to share their experiences and talk about why Veteran's Day is so important. I was only seeking out local veterans, but one of my students has a grandparent that served in the Marine Corp, and he traveled all the way from Montana just to share his story! He was absolutely amazing! He was so engaging with the students and they learned so much about why our veterans deserve honor and respect. I just wanted you to know that I appreciate what I learned through the class and you as an instructor. It is definitely changing my classroom.

In addition to these highlighted examples, several participants surveyed parents to determine their preferred means of contact, identify resources they would like to access, and to learn about how they would like to be more involved with their child's education. Overall, participants reported positive inquiry project outcomes which mirrors the experience of participants in previous years as shown in Figure 16.

Figure 16 *Family Engagement Inquiry Project Outcomes: Positive Findings from Evidence Collected Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22) and Year 4 (22-23)*



Discussion

The goal of the Family Engagement Course was for K-12 teachers and other licensed professionals to demonstrate increased knowledge and ability to engage with families in their educational context in order to positively impact student success. Together, the numerical evaluation ratings and analysis of coursework described in this report show that the vast majority of participants reported an increase in their knowledge of the standards, a positive shift in beliefs, and improved engagement with parents in their unique contexts.

These findings also show that course participants' overall self-efficacy increased, which is an important aspect of effective implementation of family engagement. According to the American Psychological Association (2020) self-efficacy reflects confidence in the ability to exert control over one's own motivation, behavior, and social environment.

Participants also revealed positive shifts in their beliefs about families' capacities for supporting their student(s), the need for two-way collaboration and communication, and the necessity for embedding family engagement within the learning process so that every stakeholder is working towards the same goal of student achievement. Rosenthal and Jacobson

(1968) argue that beliefs determine actions, which underscores the importance of teachers and other educational professionals believing that families are capable and an important part of the learning process.

Guskey (2002) argues that participants' increased knowledge and skills must integrate or be aligned with organizational support and change in order for the benefits of professional development to be successful. Organizational support for change is crucial if the professional development is to be successfully implemented into participants' classrooms or educational contexts. While the Family Engagement course design and facilitation did not include specific collection of evidence related to organizational support and change, evidence of awareness of this critical element emerged through participants' discussions, inquiry projects, and post questionnaire responses. For example, every participant identified steps they could take to extend their learning and implementation from their individual context out into the broader school context. Some participants also described their intention to invite their colleagues to collaborate with them in family engagement efforts, while others explained their plans to share their new knowledge and skills with colleagues and administrators through presentations given during staff training days.

After the course, participants were invited to share family engagement questions they were still pondering. Seventeen participants did not have any further questions, but the remaining participants posed questions that pointed to the need for organizational support and change in order to fully sustain or expand their current family engagement practices:

What are ways to gain funding for family engagement?

What funding/state resources are available to help support family engagement efforts?

What are some sustainable practices for family engagement at the secondary level?

I'm still wondering what ways I can help parents become engaged in the political processes and how to connect parents to resources outside of the school.

How do I convince my colleagues that this is important without them taking the course?

I'm wondering how much of what I want to do next year will be allowed by my administration.

How will my families [sic] respond to the sharing of power that I want to do next year?

These questions regarding the importance of organizational support may also partially explain participants' mean confidence rating of 3.5 for removing barriers to family engagement.

Guskey (2002) posits that participants must apply their learning within their educational settings. The family engagement inquiry project provided participants a structured learning

opportunity to implement, modify, and evaluate the effectiveness of a specific family engagement strategy within their educational context. During the inquiry process, participants received feedback from peers and coaching from the instructor. A participant shared the following feedback:

I really enjoyed being able to choose a project that directly impacted my families in my community. I was able to engage with the content in a way that I felt was valid and important to my growth as a teacher and my school's growth in family engagement. I like how the project was broken into sections. It made it easier to manage my time on different aspects of the inquiry. Finally, I really appreciated the short virtual presentation, as I didn't have to plan anything long and drawn out, and I was able to get immediate feedback from colleagues.

Overall, participants collected evidence that suggested a positive impact on students and families directly related to implementation of the selected strategy. Additional analysis also suggests that the family engagement inquiry project was an effective component of the course as it provided participants the hands-on experience of implementing a new family engagement strategy with support and coaching thereby enhancing the possibility for a positive implementation experience.

The ultimate goal of professional development is to positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Guskey (2002) states that the fifth, and final level of professional development evaluation measures student learning outcomes related to the goals of the specific professional development. Due to the short time frame of the course, nine-weeks, participants were not able to collect data that could measure impact of student learning over an extended period. However, anecdotal evidence suggests that at the start of this course, many participants did not see a direct connection between student learning and family engagement, while the post questionnaire responses suggest that participants began to understand the importance of family engagement in relation to student success. In response to the following open-ended statement, "I think family engagement ...," twenty-three of the thirty-five participants mentioned student success as evident in the following representative responses: *I think family engagement ...*

... empowers teachers, students, parents, and the community to work as a team for a common goal of student success.

... is important for the success of our students.

... is imperative to a child's educational success.

The long-term outcome set forth in the course logic model is for participants to sustain effective family engagement practices throughout their educational careers. Therefore, in the future, developing an additional family engagement course for participants who completed the first course could be a valuable NNRDPD offering in order for participants to further their

learning and examine student learning outcomes. It would also be interesting to follow-up with participants who completed the course in the last three years to learn more about what family engagement practices are working in their settings and to determine what further support from our organization could be beneficial. These data would provide additional insights and information that could be used to refine the current course or inform the design of additional professional learning opportunities focused on effective family engagement.

Conclusion

Students' academic, behavior, and social-emotional development are supported when families are engaged in their education (Wilder, 2014; Wood & Baumann, 2017; Weiss, et. al., 2018; Mapp & Bergman, 2019). Smith and Sheridan (2019) conducted a meta-analysis of 39 studies to analyze the effects of teacher training programs on teachers' family engagement practices, attitudes, and knowledge. Analysis revealed that teacher training programs had a significant positive effect on all measures. The data and findings shared in this report support the findings of Smith and Sheridan's (2019) meta-analysis showing the positive impact of teacher training on the implementation of family engagement practices. These findings align with the evidence collected and analyzed in Year 4 of the NNRPDP family engagement course, suggesting that the course continues to achieve the intended outcomes set forth in both the legislation and the course design.

The NNRPDP plans to offer the family engagement course again in the fall, winter, and spring of the 23-24 academic year, for a total of three sections, in order to provide an additional opportunity to meet the increasing need of education professionals across the region. NNRPDP administrators and professional learning leaders will use the data collected in this report to further refine and enhance facilitation of the course in order to best meet the needs of participants across the region and state.

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Supporting the Continuous Improvement Process in Schools

Initial Data and Planning

Continuous Improvement (CI) methodologies have gained traction in spheres such as healthcare, welfare, and technology with the premise that, through an iterative process, cycles of improvement build on previous cycles rather than starting from square one. Continuous improvement processes also seek to apply systems thinking, considering ways in which components of the system impact one another and how the system as a whole functions and can be improved.

School improvement is certainly not new; however, the tenets of continuous improvement are a fairly recent development in the education system. In 2015, the Every Student Succeeds Act (ESSA) was signed into law by President Obama. While the new legislation does not specifically use the term, “continuous improvement”, there are provisions within the legislation that have prompted states to implement policies of continuous improvement. As ESSA went into effect in the 2017-18 school year, many states included continuous improvement (CI) in their policies and plans with many more states implementing CI plans since then.

In the 2021-22 school year, the Nevada Department of Education partnered with UPD Consulting, a Maryland-based consulting firm, to redesign the school improvement process, launching a beta version of the Continuous Improvement Process (CIP). The beta version of CI was updated and streamlined for the 2022 - 23 school year based on feedback from the participating pilot schools and districts.

Nevada’s Continuous Improvement Process (CIP), like those of other states, is an attempt to “re-orient education from compliance and inertia to learning and improvement.” It is also an attempt to “employ data less as hammers and more as flashlights to identify opportunities for learning, improvement, and growth; celebrate successes; and nurture a culture of improvement throughout their organizations” (Gordon, 2019).

In one district, during the 2021-22 school year and again in the 2022-23 school year, the Northeastern Nevada Regional Professional Development Program (NNRPDP) provided professional learning sessions for administrators focused on the Nevada Educator Performance Framework (NEPF). During those sessions, discussion amongst participating administrators surfaced a need for support to navigate the new CI process; it was inferred that if schools in that particular district needed support with the CI process, schools in other districts could also use support.

Figure 17 *Supporting the Continuous Improvement Process in Schools Logic Model*

PROBLEM	OBJECTIVES	PROCESS MEASURES
The Nevada Department of Education replaced the traditional school improvement process with the Continuous Improvement, or CI, process.	NNRPDP will: <ul style="list-style-type: none"> • Meet with schools to determine desired level of NNRPDP support • Make a plan for the CIP support to be enacted • Enact the plan and gather evidence 	<ul style="list-style-type: none"> • CIP Completion Report • CI team survey • RPDP Evaluation Survey following professional learning sessions • Request for CIP Services for the 23-24 school year
SUBPROBLEM	ACTIVITIES	
Administrators & schools needed support in order to effectively complete the revised school improvement process (CI).	Lead and/or support schools in requested components of the CI process including:	
GOAL		IMPACT
Schools partnering with NNRPDP will: <ul style="list-style-type: none"> • complete all requested components of the CI process (CIP) • perceive NNRPDP support as beneficial • receive professional learning, if requested, aligned to the SPP goals • be positively impacted through related PL 	<ul style="list-style-type: none"> • provide input on selection of CI team members • school data dive • root cause analysis • strategy selection • SPP roadmap development • professional learning aligned to the SPP • status checks and reviewing our journey 	Schools partnering with NNRPDP will complete the CI process and will report that NNRPDP support was beneficial. Professional learning provided by NNRPDP and aligned with the SPP plan will receive evaluation scores of 3 or higher. Schools will request support from NNRPDP for the 23-24 school year.

Method

Learning Design

NNRPDP created a customizable structure for support and presented the idea during a regularly scheduled administrator NEPF session in one district and again at a monthly administrative council meeting in the same district where schools were encouraged to reach out for support. Additionally, a flyer offering CIP support was distributed to other districts within the region.

In order to lead the CI process with schools, as an organization, NNRPDP engaged in deep learning around the process. Two NNRPDP professional learning leaders facilitated a series of sessions so the entire group could experience each component of the process, debrief the process, and pose problems and possible solutions to scenarios likely to arise when supporting schools with the CI process.

Once schools signed on for CIP support, NNRPDP professional learning leaders were assigned to participating schools based on expertise and availability. NNRPDP professional learning leaders met with administrators to customize a plan to support the school with the process. Some administrators opted to have NNRPDP professional learning leaders lead the process with their CI team, while others administrators chose to lead the process themselves, with NNRPDP professional learning leaders taking on the role of consultants for the process. Professional learning leaders' expertise was utilized to gather and present data, lead productive discussions around root cause analysis, articulate goals based on the analysis, research and support the selection of evidence-based strategies to meet goals, and write the School Performance Plan (SPP) roadmap that detailed the school's goals and action plan. Professional learning (PL) aligned to each school's SPP was planned and, in many cases, facilitated by NNRPDP. Additionally, professional learning leaders helped keep administrators and schools on track during the year through status checks on progress toward goals.

NNRPDP professional learning leaders met throughout the year in internal Community of Practice sessions to provide one another support with facilitating, and or consulting in, the process, to resolve dilemmas, and to share successes.

The implicit goal for the NNRPDP organization was to make the process doable and meaningful. To that end, various supporting documents – ways to visualize the process and components – were created and customized for each school ([Inquiry Areas | Data Collection](#), Appendix G; [CI Team Planning Outline](#) to access important documents, Appendix H; [SPP at-a-glance](#), Appendix I). In addition, NNRPDP looked forward to providing, if requested, ongoing professional learning aligned to the goals of schools.

Participants and Procedure

Eleven schools from four of the six districts located in the northeast region received support from NNRPDP on the CI process. Schools receiving support included six elementary schools, one middle school, two high schools, one K-8 charter school, and one K-12 combined school.

The eleven CI teams included a total of 51 participants. Continuous Improvement teams met to complete the CIP, including creating and submitting a School Performance Plan (SPP) to the Nevada Department of Education by November 30th, 2022. CI teams also met several times throughout the year to revisit goals and check progress.

Twenty-nine professional learning sessions aligned to School Performance Plans were planned and facilitated by NNRPDP. These professional learning sessions served approximately 290 educators overall.

Instructional Context

Schools prepared for the CIP by choosing a CI team representing various stakeholders including administrator(s), teachers, paraprofessionals, and parents. CI teams also included students if the school was a secondary school, tribal representation if native tribes were present in the community, and Specialized Instructional Support Personnel, if appropriate, to engage in and inform the CI process.

The CI process is structured in three parts, called Acts, across the school year, with one or more components in each Act:

Act I: Setting Our Course. This includes organizing the school CI Team, understanding the current school landscape, and developing the school's SPP Roadmap for the year.

Act II: Navigating Our Course. This entails monitoring the SPP Roadmap goals and strategies, sharing progress updates with the school community and stakeholders, and celebrating where the plan is working and making adjustments where it is not.

Act III: Reviewing Our Journey. This encompasses evaluating the goals and strategies in the SPP Roadmap and identifying key learnings from the journey to determine what to continue doing as well as areas of improvement to continue for the next school year.

Two significant changes from Nevada's previous school improvement process are embedded within the Acts. One notable change is the cyclical nature of the improvement process and the expectation that schools check progress toward goals periodically through the year to stay on track and to make necessary adjustments to the plan, beginning again the following year in order to retain all of the knowledge, experience, and growth from the previous year. Another important change is the integration of a systems-level approach where, in order to gain clarity around the system as a whole, schools engage in inquiry looking broadly across three key areas, 1) student success, 2) adult learning culture, and 3) connectedness.

Act I: Setting Our Course

CI teams began the process by engaging in a **school data dive**, considering questions around each of the three inquiry areas as well as available data to shed light on the questions:

Student Success. When exploring the first inquiry area, student success, schools seek to answer the questions: *How are students performing on key measures? To what extent are students demonstrating social, emotional, and academic development (SEAD)? Are students being given opportunities to engage in rigorous academic experiences?*

Adult Learning Culture. When considering adult learning culture, a school seeks to answer the questions: *What does our instructional practice look like? What does our leadership practice look like? How are our systems and structures supporting or hindering our continuous improvement work?*

Connectedness. When delving into the connectedness area, a school seeks to answer the questions, *How are our students experiencing school? How are our teachers experiencing school? How are our families experiencing our school?*

The data dive goals are to, 1) identify areas of strength and areas for growth for each inquiry area, 2) develop problem statements for each inquiry area, and 3) identify SMARTIE goals for each inquiry area (a SMARTIE goal is a Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, Equitable performance target based on school data). NNRPDP support was critical both in preparing for, and engaging in, the data dive. CI teams discovered, in many cases, that they had an abundance of data around student academic performance, usually in the areas of math and English language arts (ELA), but almost no data in other areas such as the extent to which students have opportunities to engage in rigorous academic experiences. These gaps in data became important discussion points and NNRPDP professional learning leaders skillfully assisted CI teams to notice missing information, determine where and how they might gather necessary information, and have meaningful conversations surfacing possible problem areas without allowing emotional reactions to overtake, or become the focus of, the CI process.

Once CI teams analyzed data and identified problems on which to focus, NNRPDP professional learning leaders supported schools with the second activity of Act I, the **root cause analysis**. This activity focuses on listing possible causes for the problems identified in each inquiry area during the data dive, and then determining critical root cause(s) on which to focus improvement efforts. To make root cause analysis meaningful, it is important to seek a broad range of stakeholder perspectives including voices often missed, as well as considering physical, human, and organizational causes. Anticipating possible tendencies toward blame is also an important consideration in facilitating this session, as is holding the team accountable for utilizing an asset-based lens around what students and families bring and contribute, rather than a deficit-based lens focused on blame. Root cause prioritization includes confirming root causes with evidence; determining which root causes impact the most students, teachers, or families; determining root causes that disproportionately impact historically underserved populations; and determining which root causes the school has the capacity to address. Whether NNRPDP professional learning leaders led the root cause analysis or supported administrators to think through facilitating the session, the skillful ability of NNRPDP professional learning leaders to draw on effective coaching and facilitation skills helped ensure that all perspectives were considered and that the focus of the session maintained an asset-based lens.

The previous two components of Act I, if done well, can help schools focus on problems they can solve. Once the team has identified the root cause(s) on which to focus, CI teams engage in **strategy selection**, a two-part process of 1) identifying potential school improvement

strategies and evidence based interventions and practices, and 2) selecting and prioritizing these strategies to accomplish the school goals. Preparation for this session is crucial and can require a substantial amount of time as those leading the process research evidence-based practices around each of the problems and root causes identified in the three inquiry areas.

Without this preparation, CI teams may rely on the strategies they already know or have been using, rather than seeking to find and implement evidence-based practices. There is also a tendency in this portion of the process to purchase a program to “fix” the problem, rather than investing in increasing the knowledge and skills of educators. To support schools, NNRDPD professional learning leaders consulted a list of clearinghouses (What Works Clearinghouse, Ohio’s Evidence-based Clearinghouse), and research sites (ERIC, JSTOR, Google Scholar) as well as drawing on the recommendations of trusted educational organizations, authors, and professional literature, adding information to a shared Google folder, and ultimately, collaborating to share the workload across members of the organization.

High-quality, evidence-based professional learning is an improvement strategy that can be implemented to address problems identified in all three inquiry areas. NNRDPD professional learning leaders are well-versed in these strategies and were able to communicate these options, and support CI teams in choosing professional learning strategies most likely to increase student achievement. One district scheduled five professional learning days targeted toward the goals of the schools’ School Performance Plans throughout the year. Schools in that district that were supported by NNRDPD with the CI process utilized these five days for professional learning.

The final component in Act I is the **SPP Roadmap Development**, which, in reality, is best completed along the way. It is during this component that the plan is operationalized with details for implementation of strategies and an action plan outlined including who is responsible for completing each part of the plan and when it will be accomplished. With the bulk of the plan already determined in previous components, many administrators chose to have NNRDPD complete the roadmap, or worked in partnership with NNRDPD to complete the roadmap which was then shared with the CI team for final approval.

Of the challenges that arose, one was that completing the roadmap and submitting the document to the Nevada Department of Education felt, to some administrators and CI teams, as though the process was over, when in fact it was just beginning. Thus, sharing the roadmap, including school goals and the action plan for accomplishing those goals, with the school as a whole was often neglected or done in a perfunctory way leaving teachers and other stakeholders unsure of the goals and direction of the school and their role in accomplishing the goals.

Act II: Navigating Our Journey

While the heavy lift of considering the strengths and needs of the school, and creating the action plan, is completed in Act I, enacting the plan and checking progress towards the goals takes place in Act II. This includes two **Status Checks** during the year where CI teams evaluate the school's progress toward goals, analyze the quality and impact of improvement strategies, determine challenges impeding progress, and make decisions on next steps and needs, including potential adjustments to the action plan. To prepare for status checks, new relevant quantitative and/or qualitative data must be gathered and prepared. Data-informed status checks may be new to the CI team and the school and therefore, the teams may need to build the routines and thinking patterns needed to do the work in a meaningful way. NNRDP support helped schools stay on track throughout the year, reminding administrators and teams about status checks, supporting them to gather and analyze relevant data, including asking important questions to better understand the data, and managing time to ensure all improvement strategies and parts of the action plan were discussed and addressed. While the data can assist teams in understanding what is happening, discussions are critical for figuring out what is driving the findings and data trends, and ultimately what adjustments may be required in order to move the work forward within the school community.

Act III: Reviewing Our Journey

Act III of the Continuous Improvement Process is **Reviewing Our Journey**. CI Teams evaluate the goals and improvement strategies in the School Performance Plan, identify key learnings to inform the following school year, and determine next steps for each goal and improvement strategy. To prepare for this component, relevant data must be gathered and prepared. Discussion at this session is structured around three areas: Now, Next, and Need.

Now. Questions to consider in the Now section include: *How successful were we at implementing our improvement strategies? What does our data reveal about our progress toward our goal(s)? How have our improvement efforts impacted achievement across demographic groups?*

Next. Questions to consider in the Next section include: *Should we continue, correct, or cancel this goal in our next SPP? Why? Should we continue, correct, or cancel the associated improvement strategies in our next SPP? Why? What have we learned about ourselves and our school through this goal and these improvement strategies? What can we do right away to put these lessons into practice?*

Need. Questions to consider in the Need section include: *What do we need from others in this room to be successful in taking action? What do we need from others outside of this room to be successful in taking action?*

Measurement

NNRPDP support for the continuous improvement process in schools included the four goals listed below.

1. Schools will complete all requested components of the CI process as measured by the CIP Completion Report.
2. Schools will perceive support as beneficial as measured by a qualitative analysis of themes from the CI Team Survey and by Request for CIP Services for the 23-24 school year.
3. Schools who request additional support with the CI process will receive aligned professional learning as measured by the CIP Completion Report.
4. Schools will be positively impacted through related professional learning as measured by the NNRPDP Evaluation.

The table below outlines five levels of professional development evaluation (Guskey, 2002) alongside corresponding measurement tools, in conjunction with a brief description of how the evidence will be used in relation to evaluating the effectiveness of NNRPDP support for the continuous improvement process in participating schools.

Table 24 *Five Levels of Professional Development Evaluation for NNRPDP's CI Process Support (Guskey, 2002)*

Evaluation Level	Questions Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	<i>Training expectations, presenter skills, increased knowledge, motivation to improve</i>	<i>CI Team Survey NNRPDP Evaluation</i>	<i>Participants' satisfaction with the experience</i> <ul style="list-style-type: none"> • <i>How did receiving NNRPDP support affect the Continuous Improvement Process (CIP) at your school?</i> • <i>The training matched my needs.</i> • <i>The training provided opportunities for interaction and reflection.</i> 	<i>To improve program design and delivery</i>
2. Participants' Learning	<i>Did participants acquire the intended knowledge and skills?</i>	<i>CI Team Survey NNRPDP Evaluation</i>	<ul style="list-style-type: none"> • <i>This training added to my knowledge of standards and/or my skills in teaching subject</i> 	<i>To improve program content, format, and organization</i>

			<p><i>matter content.</i></p> <ul style="list-style-type: none"> • <i>I will use the knowledge and skills from this training in my classroom or professional duties.</i> • <i>My learning today has prompted me to change my practice.</i> • <i>My learning today will affect students' learning.</i> 	
3. Organization Support and Change	<i>Was implementation advocated, facilitated, and supported? Was the support public and overt? Were problems addressed quickly and efficiently? Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization's climate and procedures?</i>	<i>CI Team Survey Completion Report</i>	<i>Organization's advocacy, support, accommodation, facilitation, and recognition</i>	<p><i>To document and improve organization support</i></p> <p><i>To inform future change efforts</i></p>
4. Participants' Use of New Knowledge and Skills	<i>Did participants effectively apply the new knowledge and skills?</i>	<i>NNRPDP Evaluation</i>	<i>I will use the knowledge and skills from this training in my classroom or professional duties.</i>	<i>To document and improve the implementation of program content</i>
5. Student Learning Outcomes	<i>What was the impact on students? Did it affect student performance or achievement?</i>	<i>NNRPDP Evaluation</i>	<i>My learning today will affect students' learning.</i>	<i>To document impact on students' growth and achievement</i>

Results and Discussion

The mixed methods evaluation process included both quantitative and qualitative analysis utilizing several data sources, including the: CIP Completion Report (Appendix J), the CI Team Survey (Appendix H), NNRPDP Evaluation (Appendix B), and the Request for CIP Services for the 23-24 school year.

Goal 1: *Schools will complete all requested components of the CI process as measured by the CIP Completion Report.*

With NNRPDP support, all eleven participating schools completed all of the four components of Act I of the CI process: school data dive, root cause analysis, strategy selection, and SPP roadmap development and submission. With NNRPDP support, nine of the eleven participating schools completed Status Check 1 in Act II. Due to unique circumstances, NNRPDP and administrators at one school decided mid-year that the administrators should begin leading the process. A second school, a charter school, completed a slightly different process to meet requirements of both NDE and the State Charter Authority, and therefore, NNRPDP was not involved in the status check. Eight of eleven schools have scheduled Act II, Status Check 2, to be completed before the end of the academic year. In addition, all eleven schools have combined Act III, Reviewing Our Journey, with Status Check 2.

Schools that received NNRPDP support started the Continuous Improvement Process and exhibited a strong commitment to the process as well as high levels of engagement from CI team members. Each component in Act I was completed and the School Performance Plan submitted prior to the November 30th deadline. However, this deadline put schools halfway through the school year before they began implementing their action plan. Or, because professional learning days had already been scheduled by the district, some schools received professional learning prior to the completion of the SPP that was not directly tied to school goals since those were not yet determined. Many schools opted to wait until they had new fall student achievement data before beginning the process, therefore, some schools did not begin the CI process until late October or early November. This created a domino effect of “falling behind,” leading to future delays in completing remaining components of the CI process. For example, many schools delayed the first Act II Status Check 1 until March, which then resulted in schools combining Act II Status Check 2 and Act III Reviewing Our Journey. Additionally, the level of engagement shifted as the academic year progressed, with fewer members of CI teams attending CI Team sessions after the SPP was submitted, resulting in a loss of focus and momentum at some schools.

Goal 2: *Schools will perceive support as beneficial as measured by a qualitative analysis of themes from the CI Team Survey and by Request for CIP Services for the 23-24 school year.*

The CI Team Survey was completed at the end of Act I, and included an open-ended prompt, *how did receiving NNRPDP support affect the Continuous Improvement Process (CIP) at your school?* Of the fifty-one CI team members who received the survey, forty-three responded including ten administrators, twenty-six teachers, two paraprofessionals, three parents, and three specialized instructional support personnel. This high percentage of responses – 84% – in itself speaks to the positive perception of NNRPDP support for the CI process. When responses were submitted to ChatGPT for textual analysis of patterns and themes, the following seven themes described below were generated (OpenAI, 2023).

1. **Appreciation for support.** There is consistent appreciation for support and guidance provided by NNRPDP. Many respondents express that they could not have done it without the help of the facilitators.

2. **Improved understanding of the CI process.** Respondents noted that NNRPDP helped them better understand the CI process and the goals they were working towards.
3. **Unified focus.** Many respondents mention that NNRPDP helped bring their team together and provided a unified focus for their work.
4. **Streamlined process.** NNRPDP helped to streamline the CI process, keeping meetings on track and providing structure for tasks.
5. **Accountability.** NNRPDP facilitated critical conversations and provided accountability to ensure that tasks were completed.
6. **Improved outcomes.** Respondents noted that NNRPDP's support resulted in improved outcomes and a more meaningful process.
7. **Implementation challenges.** While respondents' express appreciation for the support they received, some note possible challenges with implementing the CIP goals, particularly those goals and action steps related to school culture and climate, which require additional follow-through and accountability in order to realize the hoped-for change.

In terms of completion of the CI process, Act I was the most successful part of the process with CI teams more involved in this portion than in subsequent parts of the process. It is possible that the responses from CI teams would be different if the survey were given at the end of the year.

A second measure used to evaluate the success of the second goal is the number of schools that received support for the 22-23 school year that have requested support for a second year. Of the eleven participating schools, nine have requested support again for the 23-24 school year.

Both the CI Team Survey and the percentage of schools requesting CIP support again indicate that NNRPDP support with the Continuous Improvement Process was perceived as beneficial. This speaks to the ability of NNRPDP professional learning leaders to form meaningful, positive relationships and to encourage individuals and teams to engage in the process.

Goal 3: *Schools will receive aligned professional learning as measured by the CIP Completion Report.*

Ten of eleven schools requested professional learning aligned with their School Performance Plan. Of those ten schools, six completed all professional learning as requested while four partially completed the requested professional learning. Of those schools in which aligned professional learning was only partially completed, participating schools, rather than NNRPDP, requested the cancellation of previously-scheduled professional learning.

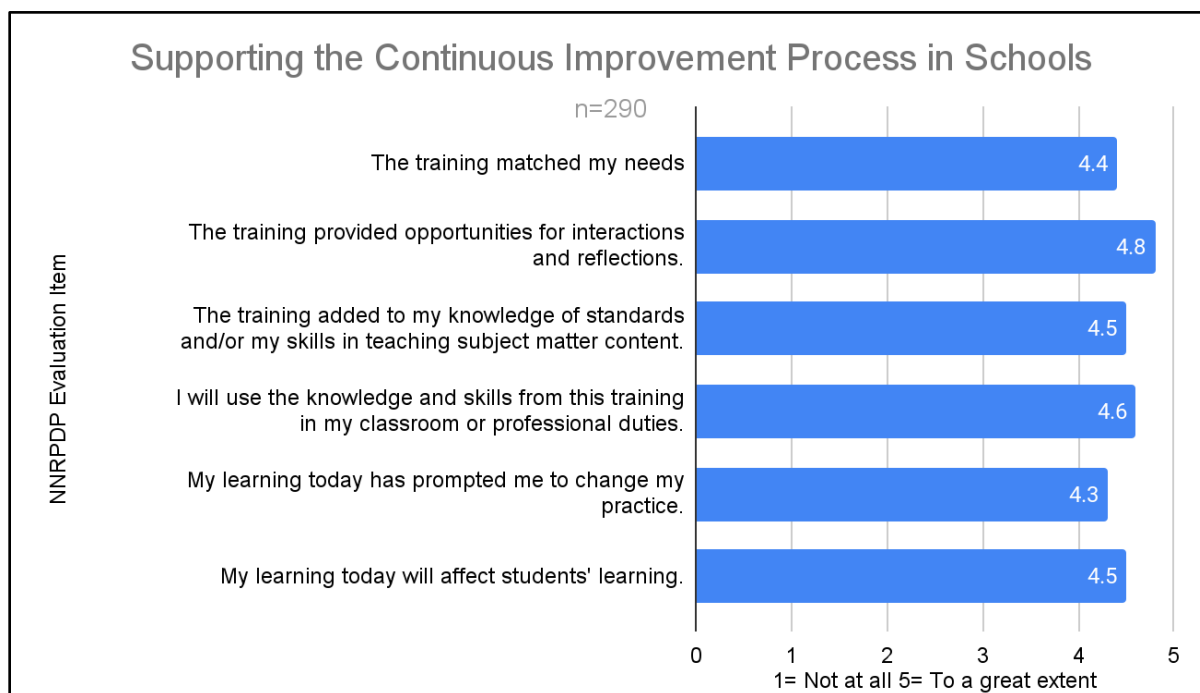
This measure seems to indicate that, although many schools started strong, maintaining focus and momentum was challenging. In multiple cases where professional learning was

canceled, problems perceived as urgent and time-sensitive by the administrator or the school usurped scheduled, focused professional learning.

Goal 4: *Schools will be positively impacted through related professional learning as measured by the NNRPDP Evaluation.*

The table below indicates that 100% of the nearly 300 teachers across the northeast region who participated in professional learning facilitated by NNRPDP, and aligned with their school's SPP, were positively impacted. On the NNRPDP Evaluation which utilizes a Likert scale of one (1) to five (5), where a rating of one indicates *not at all*, a rating of three indicates *to some extent*, and a rating of five indicates *to a great extent*, the mean rating for all NNRPDP Evaluation items was above four, suggesting that the aligned professional learning was effective and impactful.

Figure 18 *Five Levels of Professional Development Evaluation (Guskey, 2002)*



It is notable that the item that received the highest mean score (4.8) measured opportunities for interactions and reflections. NNRPDP professional learning leaders are skilled professional learning facilitators, mindful of the principles of andragogy and the importance of participants actively engaging with content. It is also notable that the item that received the lowest mean score (4.3) measured whether the participant was prompted to change practice based on the learning. While this score is far from disappointing, it may serve as an area for NNRPDP professional learning leaders to make adjustments in facilitation in subsequent years.

This might mean beginning the session by stating that the objective of this, and any professional learning session, is to change practice. Participants could be asked to set goals for ways they plan to change practice based on their learning and to schedule time to check in with a learning partner on their progress. The mean score of 4.5 for the statement, *“My learning will affect student’s learning”* is incongruent with the previous statement about changing practice. This may also indicate an area where professional learning leaders could impact educators as they clarify that, not only is the objective of the professional learning to change practice, but that students will not be impacted unless they do change practice.

Conclusion / Implications for Teaching & Learning

Supporting schools with the Continuous Improvement Process proved to be both rewarding and challenging. The four explicit goals of the project were, to a great extent, accomplished: schools completed or partially completed the CI process; NNRPDP support was perceived as beneficial; schools received professional learning aligned to their SPP goals, if requested; and educators were positively impacted through that related professional learning. Additionally, positive relationships were forged and maintained, and NNRPDP made progress on the internal implicit goal to make the process doable and meaningful for schools. Challenges can be attributed to one main cause: schools do not yet have a deep understanding of the CI process resulting in a lack of commitment and follow-through; NNRPDP, therefore, has the opportunity to continue to help schools make the paradigm shift necessary to espouse this kind of change. For schools to truly embrace continuous improvement in a manner that leads to positive change, several lessons learned in the inaugural year of the project can inform next steps.

NNRPDP can better support schools with a more meaningful experience by **partnering more purposefully and effectively with the administrator**. The school leader is a trusted professional to guide the process with NNRPDP organizing and facilitating the process; this sharing of roles can make the process less arduous for school leaders, alleviating the pressure to plan and facilitate each component of the process, yielding more energy to invest in the process in a more meaningful way. Every effort should be made to support the school leader to make the paradigm shift from compliance-driven school improvement to cyclical, meaningful continuous school improvement.

NNRPDP can begin by communicating the importance of purposefully **ensuring representation** on the CI team from all grade levels in elementary schools and all departments in secondary schools. They can also better plan to ensure voice among all stakeholders including families and students.

NNRPDP can **lead a more organized process**, outlining the terms of support including the date by which schools will begin the process, scheduling all session dates throughout the

year, and ensuring that the school commits to the time necessary to complete the process in a meaningful way.

NNRPDP can support the school administrator and CI team in **involving the whole school in the CI process**, soliciting input and data, and communicating the SPP goals and plan with stakeholders including the progress along the way. This might include specific plans and roles for communicating in multiple settings throughout the year including staff meetings, emails, PLCs, and family events with information posted on the school website and goals revisited throughout the year at all professional learning sessions. These goals should never be a surprise to any stakeholder. All teachers in the school, as well as families and students, need to understand where the school is headed and how the CI team arrived at goals so that when professional learning takes place, they understand how it is aligned to school goals and their role in achieving the goals.

Once Act I is completed and school's goals and action plans are in place, the work of clearly communicating the plan as a whole and putting the plan into action begins. Data from The Completion Report shows that this is where schools often begin to lose focus and momentum, becoming distracted and lacking follow-through; therefore, this is an area where NNRPDP could provide more support. With the roles and responsibilities of the administrator and the NNRPDP professional learning leader more clearly defined, NNRPDP can support the school in the ways that are most practical and powerful. This might include sending reminders to administrators of deadlines, and checking in regularly to offer support. Or, NNRPDP professional learning leaders could provide an opportunity for administrators from across the project to come together at key points as a whole group in order to share successes and dilemmas with the CI process.

The overall effectiveness and success of supporting the Continuous Improvement Process in schools and achieving the stated goals suggests that NNRPDP continue to support the CI process utilizing the structures created for the 22-23 school year with the aforementioned revisions for improved organizational support and change. Fortunately, the CI process is cyclical, with the expectation to build on strengths and address challenges, taking stock along the way. With nine of the eleven schools that partnered with NNRPDP in the 22-23 school year planning to receive support in the 23-24 school year and others jumping on board to receive support for the first time, all of the learning and experience from the 22-23 school year will make the process more meaningful.

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Critical Literacies Book Club 2022-2023

Critical Literacy is a way of thinking and a way of being that challenges the way we think about texts and life as we know it. The Critical Literacies Book Club was designed to give educators an opportunity to practice a critical stance for thinking and being. This report explains both the design of this book club and how the book club experience impacted participants. The Northeastern Nevada Regional Professional Development Program (NNRPDP) is called upon by members in the region and the state as an intervention measure to impact desired outcomes. Therefore, the NNRPDP State Evaluation Form results address the quality of the book club professional learning. Also, an analysis of an end-of-book club questionnaire corroborated by comprehensive open-response reflection statements collected during each book club session provides evidence of this project's success.

Initial Data and Planning

The Nevada Academic Content Standards (NVACS) call for critical ways of thinking and questioning in most if not all, content areas. For example, readers of these state documents can find this expectation in the following: 1) The Computer Science and Integrated Technology Standards Knowledge Constructor focus area, 2) NVACS for K-12 ELA portrait of a student, 3) NVACS for Social Studies requirements of a student-centered approach to instruction in which critical thinking and inquiry are the focus, 4) NVACS for Science requirements for students to demonstrate their understanding through critical reading, and 5) NVACS for K-12 Mathematics Standards for Mathematical Practice. Further, a post-licensure course in multicultural education is mandatory for newly licensed educators in Nevada. Examples of multicultural education themes include social justice, consciousness, respectful engagement with diverse people, and identity. A critical literacies lens for thinking and questioning can address these themes. The Critical Literacies Book Club was designed to provide Nevada educators an opportunity to practice their critical ways of thinking and questioning.

The goal of the Critical Literacies Book Club is to provide educators a space to practice positioning themselves, as Paulo Freire (1983) describes, "to read the word and the world from a critical stance." The objectives of the Critical Literacies Book Club include providing participants the opportunity to use critical literacies' way of thinking and questioning, engage in courageous conversations, recognize an understanding beyond their own points of view, and, in some way, change their ways of thinking and seeing the world.

To maintain a clear focus in planning a way to support teachers in their own critical ways of thinking, two areas of focus were chosen based on issues identified in recent peer-reviewed academic studies. First, educators are busy and overwhelmed (Boogren, 2018; Krame, 2021), suggesting little time to reflect on and become aware of various points of view, personal biases, or perspectives of the world that may impact how they conduct themselves in a classroom. Second is the call for increased critical thinking skills when consuming content in our technologically enhanced world. For instance, thinking critically, considering multiple perspectives, and questioning intent have become an asset when navigating an online world where anyone can both create and gain access to any information (Coiro, Knobel, Lankshear, &

Leu, 2014). This flood of information leads to possible problems, for example, accessing and trusting content that may be categorized as “fake news” (Gerosa, Gui, Hargittai, & Nguyen, 2021).

This report describes the third year this book club has been offered as a professional learning experience by NNRPDP. During the first year, this book club was offered once during the spring semester and attended by educators in northeastern Nevada (n=8). During this first year, a professional learning leader colleague from the Southern Nevada Regional Professional Development Program (SNRPDP) asked if they could be a participant. They enjoyed and valued the learning experience so much that they suggested a partnership for the following year to bring this learning experience to their region. The two regional coordinators worked together, opening up registration for both regions. During the second year, the book club was offered twice, once during the fall semester and once during the spring semester. The number of participants was capped at (n=30) for each semester as this number felt manageable within the established book club structure. The third year brought the book club back to only the northeastern Nevada region as the colleague from SNRPDP could no longer fit this work into their schedule. With the return to a single region, the number of participants was capped at (n=15) for each semester.

A digital flyer announcing the Critical Literacies Book Club, year three learning opportunity, including a link to register, was sent to all teachers in Nevada’s northeast region. The fifteen available spots for the book club filled quickly without reaching capacity (n=11), unlike year two, which had a waiting list. This was not surprising given the significantly smaller number of teachers in the region, Southern Nevada has over 18,000 teachers compared to Northeastern Nevada, with approximately 1,200 teachers.

During year three, two professional learning leaders from NNRPDP collaborated as the Critical Literacies Book Club facilitators. Each facilitator’s bio, co-composed with ChatGPT, follows.

The first facilitator and initial creator of the book club has an impressive 22-year track record of teaching across diverse educational settings, ranging from K-12 to college-level courses, including extensive experience in online education. Holding a Ph.D. in Educational Psychology and Educational Technology, this educator is a true expert in her field. Serving as a professional learning leader for the NNRPDP since 2008, this facilitator's commitment to enhancing the learning experience for all learners is second to none. She is also National Board Certified in literacy-related fields. As a literacy specialist, she has participated in work with the literacy standards at the local, state, national, and collegiate levels. She has presented at local, state, and national conferences and has facilitated numerous courses, workshops, and professional development opportunities related to literacy across the region.

The second facilitator, joining the book club work this year, possesses extensive teaching experience spanning from K-6 education to adult contexts, with a strong background in elementary school classrooms. Over the course of eighteen years, she has demonstrated her expertise in the classroom environment. In addition, she has dedicated years to facilitating on-site professional development sessions and served as a mentor for new teachers. Equipped

with a Master of Science in Curriculum, Instruction, and Assessment, the facilitator possesses a solid academic foundation that informs her teaching practices. Her educational background enhances her ability to design effective curricula, implement instructional strategies, and assess student progress. In her current role as a professional learning leader for the NNRPDP, the instructor places a strong emphasis on building upon teachers' strengths and empowering them to grow through reflection and discourse. Combining her extensive teaching experience, academic qualifications, and passion for empowering educators, the facilitator brings a wealth of knowledge and expertise to the book club, creating an enriching and dynamic learning environment for all participants.

With the goal to provide educators a space to practice positioning themselves to read the word and the world from a critical stance, the RPDP professional learning leaders' expertise served to establish roles and responsibilities, implementation timelines, resources, and monitoring strategies as outlined in the Critical Literacies Book Club Logic Model table below. For further details of the initial data and planning, see the Professional Learning Plan (PLP) in Appendix T.

Table 25 *Critical Literacies Book Club Logic Model*

Problem	Educators are expected to teach critical literacy skills. Educators are busy and overwhelmed, limiting their time to practice these skills for themselves.
Subproblem(s)	Educators are unlikely to provide themselves space and time to practice their own critical literacy skills.
Goal	To provide educators a space to practice positioning themselves, as Paulo Freire (1983) describes, to read the word and the world from a critical stance.
Objective(s)	<p>Critical Literacy Book Club participants will be able to:</p> <ul style="list-style-type: none"> ● Use a critical literacies way of thinking and questioning. ● Engage in courageous conversations. ● Recognize an understanding beyond their own points of view. ● Change their ways of thinking and seeing the world.
Activities	<p>Each of the five book club cycles will include four thirty-minute sessions sequenced as follows:</p> <p>Monday: Review Key Aspects of Critical Literacy. For example, reading and discussing excerpts from the NCTE publication, "Critical Literacy as a Way of Being and Doing" (2019), and or other information provided by the book club facilitators. This is followed by paired and small group</p>

	<p>discussion, concluding with an introduction to the picture book the group will focus on for the week.</p> <p>Tuesday: Work “within the book” discussing the contents of the picture book first recounting what happened first, next, and last in the book followed by a conversation about what the book made them think.</p> <p>Wednesday: Work “around the book” learning about the author and illustrator then engaging in discussion about the picture book and how their thinking may have changed about the picture book given their new knowledge about the author and illustrator.</p> <p>Thursday: Work “around the book” consuming additional resources of content related to various social justice themes connected to the picture book.</p> <p>All sessions were facilitated virtually through ZOOM.</p>
Process Measures	The process measures check that facilitators met expectations and were perceived as useful as measured by the State Evaluation Form.
Outcome Short Term	Book club participants demonstrate increased awareness of practicing critical literacy skills as measured by an ongoing open response reflection opportunity at the end of each thirty-minute session and a questionnaire at the end of the book club learning experience.

Method

Learning Design

The NNRPDP is called upon by members in the region and the state as an intervention measure to impact desired outcomes. The effectiveness of the NNRPDP is evidenced in annual reports to stakeholders and outlined in professional learning plans based on research-based practices. The NNRPDP literacy specialists’ learning design of the Critical Literacies Book Club was informed by Nevada’s Standards for Professional Development (2018), Guskey’s Five Levels of Professional Development (2002), the U.S. Department of Education’s guidance document, non-Regulatory 2 Guidance: Using Evidence to Strengthen Education Investments (2016), and effective teacher professional development research. Further, the content of the book club was based on a book club session the first facilitator participated in while attending a national literacy conference. Multiple book club session practice rounds with RPDP colleagues were conducted providing feedback on the design and final plan.

Seven Elements of Effective Professional Development

The Critical Literacies Book Club incorporates the seven elements of effective professional development identified in a review of 35 studies conducted by Linda Darling-Hammond, Maria E. Hyler, and Madelyn Gardner, with assistance from Danny Espinoza (2017), from the Learning Policy Institute. Incorporation of the seven Elements of Effective Professional Development follows.

Content Focus. Critical literacies are considered the content focus of this learning opportunity.

Active Learning. The opportunity for engagement in active learning is provided during paired and small group discussions. Active learning is also supported during each book club session through the completion of the whole group reflection shared document.

Collaboration. The creation of space for sharing ideas and collaboration is reflected in a focus on the frequent use of breakout groups for discussion.

Models of Effective Practice. The modeling of effective practice is reflected in a focus on transparency of facilitator planning, and the use of talk-alouds to model ways of thinking critically during book club sessions.

Coaching and Expert Support. The sharing of expertise and best practices targeting individual needs is reflected in individual support offered outside of the official sessions via emails, and/or virtual meetings.

Feedback and Reflection. The facilitation of reflection and solicitation of feedback is reflected in agendaized time for individual and collaborative reflection, end-of-session informal discussions, and end-of-course evaluations.

Sustained Duration. Adequate time to learn, practice, implement, and reflect is evidenced in the ongoing and sustained book club sessions over five months, offered twice each academic year.

Course Delivery

Given the vast geographical distances between school districts in the northeastern and southern regions of Nevada, a virtual platform, ZOOM, for synchronous class attendance was used. The book club sessions were taught in five-month sections, one picture book per month, from September 2022 to February 2023 for the first book stack, and from January 2023 to May 2023 for the second book stack. Each book stack contained five texts, for a total of ten texts covered across both sessions. Monthly book club sessions occurred for four consecutive days each month. Activities for each of the four days are described in the next section.

Book Club Overview and Session Descriptions

The book club structure was modeled after a learning experience one of the facilitators attended during a week-long literacy conference. During the conference, each book club session was thirty minutes long, one session per day over four consecutive days. Aware that educators are very busy, it was determined to maintain this same thirty-minute time structure. Each agenda was designed to be consistent and predictable, allowing participants to focus on the content rather than the book club structure.

The same structure is followed for each session: an introduction followed by three rounds of discussion: round one in pairs, round two in a small group, and round three as a whole group, ending the session with a quick closure. The only element of the structure that changes is the topic of discussion. Day one is an introductory day with a social justice theme or critical literacy lens. Day two is a discussion of the picture book. Day three is a discussion of the author and illustrator of the book and Day four is a discussion of social issues in the world that in some way could be connected to the book. This four-day cycle is repeated each month with a different book.

Every session starts with a reminder of the book club goals and objectives, followed by an invitation for participants to type in the Zoom chat a Courageous Conversation (Singleton, 2014) agreement they would intentionally practice during the meeting. The four Courageous Conversation agreements (Singleton, 2014) are to 1) stay engaged, 2) speak your truth, 3) be ready to sit inside discomfort, and 3) accept and expect non-closure. Once participants set their focus intention, the facilitator provides a mini-lesson or very brief opening statement before sending participants into round one discussions. This first round of discussion is conducted in pairs allowing each participant ample time to share their thinking. After round one, participants returned to the whole group. They reflected on the following prompts: a) "What made our conversation go well?" b) "What could you give yourself feedback for?" and c) "Did you hold to your self-selected agreement focus?". As participants silently give themselves feedback and consider what they will say during round two discussions, the facilitator creates small group break-out rooms and quickly sends participants into groups of four. Round three discussion is the whole group starting with open discussion for those who wish to speak, followed by all participants synchronously typing their thoughts and responding to colleagues in a shared Google Document. The session ends with a reminder of what will be discussed the next day.

To provide support for productive discussions, a digital book club handout is provided to each participant. This handout includes reminders of language to practice and questions to consider. For example,

Identity work interpretation lenses:

- Mirrors, Windows, (Emily Styles, 1988) and Sliding Glass Doors (Rudine Sims Bishop, 1990)
- "We bring the book of ourselves to the text in front of us."
- How does our personal identity influence what we are getting ready to read?

- Who do I sympathize with? Why?
- How do we see new parts of ourselves when reading a new story?

Questions to consider when thinking/reading:

- Who has power? Who doesn't?
- When does power shift in the text?
- Who is marginalized?
- Who is demonized?
- Who is stereotyped?
- Who is missing or Who is left out?
- Who is able to change their circumstances, and who is not?
- What is beautiful, what is problematic? A well-written text usually has both.

Participants and Procedure

The fall 2022 book club cycle launched in September with 13 members representing three of the six districts in the Northeastern Nevada region: Elko (7 teachers), Lander (2 teachers), and White Pine (4 teachers). Classroom experience ranged from over 20 years to less than three years. Over the first five-month book club experience, 4 participants discontinued the class, thus n=9 completed the fall book club.

The spring 2023 book club cycle launched in January with 11 members representing two of the six districts in the Northeastern Nevada region: Elko (10 teachers), and White Pine (1 teacher). Similar to the fall book club, classroom experience ranged from over 20 years to less than three years. During this five-month book club experience all 11 participants remained active maintaining n=11.

Measurement

Two of Guskey's Five Levels of Professional Development (Guskey, 2002) were measured in this project: level one, participants' reactions, and level two, participants' learning. These measures are also listed in the logic model as "process measures" and "outcomes short term," respectively.

Level One, Participants' Reactions

Evidence of course quality was documented using the participants' mean Likert scale ratings, ranging from not at all (one) to a great extent (five), of the following State Evaluation statements:

- The training matched my needs.
- The training provided opportunities for interactions and reflections.
- The presenter's experience and expertise enhanced the quality of the training.
- The presenter efficiently managed the time and pacing of the training.

- The presenter modeled effective teaching strategies.

Level Two, Participants Learning

The learning goal of the Critical Literacies Book Club is to provide educators a space to practice positioning themselves to read the word and the world from a critical stance. Four objectives were identified to measure the success of this goal. Participants will be able to 1) use critical literacies way of thinking and questioning, 2) engage in courageous conversations, 3) recognize an understanding beyond their own points of view, and 4) in some way, change their ways of thinking and seeing the world. To measure the extent to which the objectives were met, information regarding each objective was collected during the last session of the book club cycle. Participants from both the fall and spring book club cycles, fall (n =9) and spring (n = 11), completed the open response questionnaire. These open response questions are listed below.

- During this book club experience, did you have an opportunity to practice a critical literacy way of thinking and questioning?
- During this book club experience, did you have an opportunity to practice courageous conversations?
- During this book club experience, did you have an opportunity to grow an understanding beyond your own points of view?
- Please give some examples of how your thinking changed because of this book club experience. If your thinking did not change, please reflect on why that might be.

Results

RPDP Evaluation Survey

The process measures check that facilitators met participant expectations and were perceived as useful. The five evaluation questions and mean scores for each are shown in Table 26.

Table 26 *State Evaluation Survey Questions and Mean Scores*

Survey Question	Mean Score 2021-2022	Mean Score 2022-2023
The training matched my needs.	4.6	4.6
The training provided opportunities for interactions and reflections.	5.0	4.9

The presenter's experience and expertise enhanced the quality of the training.	4.7	4.7
The presenter efficiently managed the time and pacing of the training.	4.9	5.0
The presenter modeled effective teaching strategies.	4.7	4.8

The 2022-2023 data closely correspond with the 2021-2022 data. These data continue to suggest participants favored this learning experience as it was structured and facilitated. The questions scoring 5 and 4.9 are particularly noteworthy. All who responded to the evaluation agreed that the presenter efficiently managed the time and pacing of the training and that the Critical Literacies Book Club provided opportunities for interactions and reflections. The goal of this learning experience was to provide time for participants to practice critical literacy ways of thinking and questioning. Achieving this goal within a thirty-minute session requires well-managed time for discussion and reflection.

The state evaluation form given by the Northeastern region included an open-ended reflection question to understand better how participants received the learning experience. The example responses below further indicate a high level of satisfaction with the Critical Literacies Book Club:

From this experience I will strive to look at students through a better lens to help them and understand them and their background. This implementation will also help my students think more critically about books and be more accommodating when thinking about other cultures.

This class always brings so much insight about children's books. I no longer just grab a book and read it. I like to dive in and figure out the message, where the inspiration for the story and the pictures came from, and how my students can relate to it. Every book is selected with intention.

I truly enjoyed this book club and can't wait to participate in another one. This book club allowed me to sit in discomfort and listen to view points from the opposite of mine. It was a challenge not to confront the off comments.

Learning Goal

The goal of the Critical Literacies Book Club was to provide educators a space to practice positioning themselves to read the word and the world from a critical stance. Evidence of goal

achievement was provided through four book club objectives. An end-of-book club questionnaire measured objectives. The questionnaire asked participants to self-report their amount of experience engaging in a particular way of thinking and questioning using a four-point scale of yes (4), most of the time (3), a few times (2), and no (1). To corroborate these data, participant reflection statements were collected during each book club session. Outcomes for each objective are presented next.

Objective One: Participants will be able to use critical literacies way of thinking and questioning

All respondents reported using critical literacies ways of thinking and questioning to some degree, with half 50% reporting “yes” and the remaining respondents admitting this work was not something they experienced all of the time but did engage in either most of the time or a few times.

Table 27 *Participants Self-Report Critical Literacies Ways of Thinking and Questioning*

Survey Selection		(n) 20	Percent
Yes		10	50%
Most of the time		9	45%
A few times		1	05%
No		0	0%

A follow-up question was given: Please provide examples of new ways of thinking and questioning or talk about why this book club did not help you think or question in new ways. All respondents provided examples of new ways of thinking. Similar to the previous year’s book club response, participants in the book club reported engaging in critical thinking and questioning, challenging their initial understandings, and gaining new perspectives through diverse lenses. They also highlighted the importance of cultural awareness, self-reflection, and the impact of the book club on their teaching practices and personal growth.

Table 28 *Participant Examples for Critical Literacies ways of Thinking and Questioning*

Self-Reflective	These books really made me sit in discomfort and think about how others might perceive a book. I had chances to try and overcome and go beyond my initial understandings/opinions. I also had to think about these books through a variety of lenses.
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Appreciation for all perspectives	Sometimes we get wrapped up in our own way of thinking from our upbringing to our current situation or environment that I think we forget to take it to that next level. So for me this club really got the wheels turning in terms of my way of thinking.
Literary Analysis	My thinking and questioning changed in how I first read a story and then go back and research the author/illustrator. Then I go back and re-read knowing more about them brings the book alive in a different way. It helps me see their perspective better. Normally, I wouldn't look to much into topics like Gentrification or the importance of names or what you call a particular culture or object (Hajib) so it helped me dig a bit deeper.
Teaching practices and personal growth	I have been able to enjoy conversations with my students as well as my co-workers without the fear of hurting anyone's feelings. I have learned to be more transparent with my students in my classroom.

Objective Two: Participants will Engage in Courageous Conversations.

All respondent reported using courageous conversations to some degree, with 60% reporting “yes” and the remaining respondents admitting this work was not something they experienced all of the time but did engage in most of the time or some of the time.

Table 29 *Participants Self-Report Engaging in Courageous Conversations*

Survey Selection	(n) 20	Percent
Yes	12	60%
Most of the time	6	30%
A few times	2	10%
No	0	0%

The questionnaire included this follow-up question: Please say a bit about your selected response. For example, give a few examples of how you practiced courageous conversations or talk about why this book club did not help you practice courageous conversations. All respondent provided examples of engaging in courageous conversations. The responses revolve

around participants' personal growth and learning as they engage in courageous conversations, overcoming challenges and stepping out of their comfort zones. They emphasize the importance of speaking one's truth, creating an open and non-judgmental environment, gaining empathy and understanding different perspectives, and their desire for continued growth and impact. When responses were submitted to ChatGPT for textual analysis of patterns and themes, the following six themes described below were generated (OpenAI, 2023). Themes overlapping last year's data are identified with an asterisk followed by the text describing that theme. One theme identified last year but not this year was collaborative learning.

Table 30 *Participant Examples for Engaging in Courageous Conversations generated by chat. Openai.com*

Importance of Speaking One's Truth * Feeling brave enough to speak my truth	Several responses emphasized the significance of speaking one's truth and sharing personal opinions, even if they differed from others. Participants felt empowered by being able to express their thoughts openly and have their opinions heard.
Open and Judgment-Free Environment *Open to justify my own thinking	Participants appreciated the supportive and non-judgmental environment provided during the courageous conversations. They felt comfortable sharing their perspectives, knowing that they would not be judged or deemed wrong. Honest and open discussions were valued.
Overcoming Challenges and Stepping Out of Comfort Zones * Discomfort in Sharing Views	Some participants mentioned finding it difficult to express their opinions or speak up, indicating that engaging in courageous conversations required them to step out of their comfort zones. Overcoming shyness and feeling out of place were mentioned as challenges to be overcome.
Personal Growth and Learning	Participants mentioned learning to communicate better, becoming better listeners, and being open to different perspectives. They expressed a desire to improve their ability to engage in courageous conversations and expand their understanding of various topics.
Empathy and Perspective-Taking	Some participants mentioned the importance of understanding different viewpoints and having their eyes opened to other ideas. They appreciated hearing the

	thoughts and experiences of others, as it broadened their understanding of various topics.
Desire for Continued Growth and Impact	Several participants expressed a desire to continue practicing courageous conversations, both personally and professionally. They saw the potential to apply what they had learned in their own lives and potentially teach others, such as their students.

Objective Three: Participants Recognize an Understanding Beyond their own Points of View

All respondents reported recognizing an understanding beyond their own point of view, with 85% reporting “yes” and the remaining three respondents admitting this work was not something they experienced all of the time but that they did engage in the work of this objective most of the time and for one participant, a few times.

Table 31 *Participants Self-Report About Recognizing an Understanding Beyond Their Points of View*

Survey Selection	(n)20	Percent
Yes	17	85%
Most of the time	2	10%
A few times	1	05%
No	0	0%

The questionnaire included this follow-up question: Please give some examples of how your thinking changed because of this book club experience. If your thinking did not change, please reflect on why that might be. All respondents provided examples of how their thinking changed. These examples provide evidence for the last objective as detailed below.

Objective Four: Participants, in some way, “Change their ways of Thinking and Seeing the World”

When analyzing examples from the associated follow-up question, the emerging themes from last year could be found in statements from this year. The table below provides representative examples for each of these two themes, changes in classroom practice and changes in levels of awareness with a focus on personal change.

Table 32 *Participant Examples for Changes in Thinking and Seeing the World*

Changes in the classroom	<p>I started to evaluate the books that are in my classroom and decided I need to add a few more.</p> <p>I think, having access to different books related to culture unlike my own is beneficial, not only for myself but for my students. I plan on bringing these books into my classroom library.</p>
Self-awareness and wanting to make personal change	<p>Many of the books were windows into lives I had not considered before.</p> <p>I had to think a lot beyond my own thoughts and understandings. I was presented with new concepts that pushed me to think outside the box and dig deeper. I had never even considered how deeply ingrained my bias was when thinking about Islam and Muslim people, but digging through this topic (and being reminded about many of the events that I have lived through) really opened my eyes to my personal prejudice.</p> <p>Looking at topics beyond a single perspective and digging deeper into the books and digging deeper into the topics the books were portraying. I wouldn't normally do that I would just read and enjoy a story, not look too much into it. Now my interest is piqued and I want to find out more!</p>

The overall goal for this professional learning experience was to provide educators a space to practice positioning themselves to read the word and the world from a critical stance. Again, similar to last year, comments emerged expressing appreciation for space and time to practice this way of thinking and questioning, and the importance of feeling safe within this space. The following participant statements capture this:

It helped me realize that within the context of this class, I can think of topics in multiple ways not just a single way. We were able to discuss topics in honest, open ways without feeling judged or wrong because of this.

I enjoyed hearing other people's point of view during our time together. It was nice to hear what others are thinking and experiencing and how they were applying what they were learning, it gave me more ideas and insight into how I could do better.

Discussion

The Nevada Academic Content Standards (NVACS) call for critical ways of thinking (or critical literacies) in most, if not all, content areas. The Critical Literacies Book Club was designed to provide Nevada educators a place to practice their critical literacy skills. Given this focused time to pause, reflect, and practice critical ways of thinking, an expectation is for book club participants to change their ways of thinking in some way. It is considered a bonus if this work transfers to the participant's role in education, but such measures were not formally part of this project. Therefore, the goal of the Critical Literacies Book Club was to provide educators a space to practice positioning themselves to read the word and the world from a critical stance. This report described the book club design and how the experience impacted participants during the third year of implementation. Data were collected using the required state evaluation form and an end-of-book-club questionnaire in corroboration with participant reflection statements written during each book club session. Both measures provide evidence suggesting goals and objectives were achieved.

Data from the third year of teaching this book club mirror the data reported from year two. The state evaluation mean Likert scale ratings ranged from 4.6 to 5.0, indicating the Critical Literacies Book Club met participants' expectations and was perceived as high-quality professional learning. The thirty minute, fast-paced sessions seem to work well to help participants engage in the sometimes difficult, oft-avoided social justice themes that arose. It may be beneficial to conduct a follow-up study exploring this conjecture. Themes found for three of the four learning objectives and self-report data for all four objectives further suggest the success of this project. Each objective was achieved, including some participants providing examples of classroom connections.

Participants' responses suggest that the first objective, using critical literacies ways of thinking and questioning, was met as 95% agreed that they use this way of thinking all of the time or most of the time. This positive response may be in connection with the use of the book club handout. During all sessions participants were given access to the digital handout and frequently reminded to use the language of the handout. One respondent admitted, "I think at times I didn't really understand my critical thinking or how to think critically." They followed up by asking for "...some sentence frames to guide responses." As facilitators of the book club, we added an additional sentence-frame resource to the original handout.

Similarly, the second objective, using courageous conversations, was met with 90% reporting they used this way of talking all of the time or most of the time. Again, this was an expectation during each book club and participants set personal goals to maintain a courageous conversation focus. The remaining respondents reported using courageous conversations at some point. This makes sense as the work of courageous conversations is not easy and takes

practice as illustrated in the following response, “I can't say always, because I know that I held back. The book club gave me the opportunities to experience courageous conversations, and maybe with more practice I can help to teach my students.”

The third objective, recognizing an understanding beyond their own point of view, was met with 85% (compared with 95% last year) reporting they experienced this understanding all of the time with 10% most of the time, and 05% a few times. Although the percentage dropped by ten, considering points of view beyond one's own perspective remained one of the most successful of the four objectives. The conjecture stands as written in the year-two report, these results may be because no presentation of action is required. Although building awareness is a mental action, it does not require the added effort of sharing anything with a larger audience. One does not have to explain themselves or feel uncomfortable speaking a truth, rather, they can maintain feeling safe within their own thoughts and reflections in preparation for future action.

The fourth objective, participants, in some way, change their ways of thinking and seeing the world, was successful with all participants providing some examples of how their thinking has changed. These reflections of change were directly connected to their increased awareness of other points of view and or actions in the world and in the classroom. Similar to last year, given the data collected, the degree of change and level of actions beyond mental actions is unclear. What is clear, is the positive response from all book club participants. In some way, once again, in year three, each individual grew as a critical thinker.

Conclusion

When educators are expected to teach their students critical thinking skills, it makes sense that they would appreciate and benefit from a structured learning opportunity to develop these habits of mind. Developing these habits of mind takes time, practice, and support. As this report suggests, the Critical Literacies Book Club is one means of providing a structured learning opportunity that assists educators in developing the necessary habits of mind for embodying critical thinking skills, personally and professionally. Furthermore, the Critical Literacies Book Club structure and design provide an opportunity to achieve this goal in a reasonable amount of time, thus making it more realistic for overwhelmed educators to engage in and benefit from the professional learning.

Unfortunately, the paragraph written a year ago still applies as what was proposed in some states has now become law.

Beyond state-mandated standards, this unique professional learning experience is important, especially now, in what seems to be a moment of tumultuous anger in North America and around the globe. To gain ratings, cable news magnifies this anger, encouraging individuals to only see and value a single perspective. Social media video clips highlight emotional parents calling for library book bans and censorship of some textbook content. Teachers have been threatened with job loss based on what they may

say in the classroom or who they might love in their personal life. Learning to pause, reflect, and consider other perspectives is only the beginning of what might help solve this us-against-them mentality.

The optimistically minded might point out a few positive changes from last year with some of the most controversial voices on cable news being released from their contracts and some more divisive political figures are finding less time in the public spotlight. Maybe these are signs for a more reflective, critically minded way of being in our country.

Like the year two conclusions, themes remained in year three. Analysis of participants' responses about their experiences and learning in the Critical Literacies Book Club validated that practicing courageous conversations is valuable but can sometimes be uncomfortable. During book club conversations participants admitted such conversations are often avoided, when possible, but, most of the time, met with gratitude when it is clear that other educators are also committed to thinking and teaching critically. The variety of experiences and learning is to be expected when the content is something usually avoided otherwise. This avoidance seems to be a defense mechanism. Some participants admitted to avoiding discomfort. A discomfort they may project onto themselves as they worry about hurting feelings or causing trouble. Ideally, learning about courageous conversations and how to effectively engage in these conversations should help with these worrisome feelings.

The Critical Literacies Book Club structure and design continues to help participants recognize an understanding beyond their initial point of view through courageous conversations with other participants during the sessions. Ultimately, participants reported the Critical Literacies Book Club changed their way of thinking and seeing the world because the professional learning was structured to provide opportunities for practice, conducted in a feasible amount of time, and included support from facilitators focused on consideration of various points of view.

The NNRDPD will continue to offer this Critical Literacies Book Club learning opportunity next year with the addition of book stack three, including text addressing gender themes not included in the first two stacks.

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Supporting New Teachers: Year 2

A teacher's first year in the classroom is one of the most crucial. Even with years of preparation, the demands of the education profession can feel overwhelming. Without support, it can be difficult for new teachers to navigate the complexities of the profession. Elko County School District (ECSD), a large rural district, has long recognized the importance of supporting new teachers, as well as supporting teachers who are not new to the profession but are new to the district. The RISE (Retain, Induct, Support, Encourage) program for new teachers, provided through a partnership between ECSD and Northeastern Nevada Regional Professional Development Program (NNRPDP), has been in effect for almost twenty years.

Supporting new teachers aligns with the specific goals of Nevada's 2020 Statewide Plan for the Improvement of Pupils (STIP, 2021). Goal 2 states that "all students have access to effective educators" in the areas of equity, access to quality, success, inclusivity, community, and transparency. Providing induction programs and mentoring for new teachers increases retention (Ingersol & Strongl, 2012, Smith & Ingersoll, 2004). Based on a review of thirty independent studies, teaching experience is positively associated with student gains beyond test scores (Boogren, 2022). The structure of the RISE program offers support for new teachers, increasing the retention rate of new teachers in ECSD, thus increasing the number of experienced teachers for students in the district.

The umbrella goal of RISE is effectively communicated through the acronym, which is to **retain** newly-hired teachers through an **induction** program that provides **support** and **encouragement**. With that goal in mind, NNRPDP professional learning leaders provided a week-long RISE induction program in conjunction with a mentor component that provided support to mentors, who then provided support to new teachers at their school sites. These two components help teachers navigate the essential workings of the district and their schools, understand and implement high-leverage pedagogical practices, and receive ongoing, job-embedded support throughout the school year.

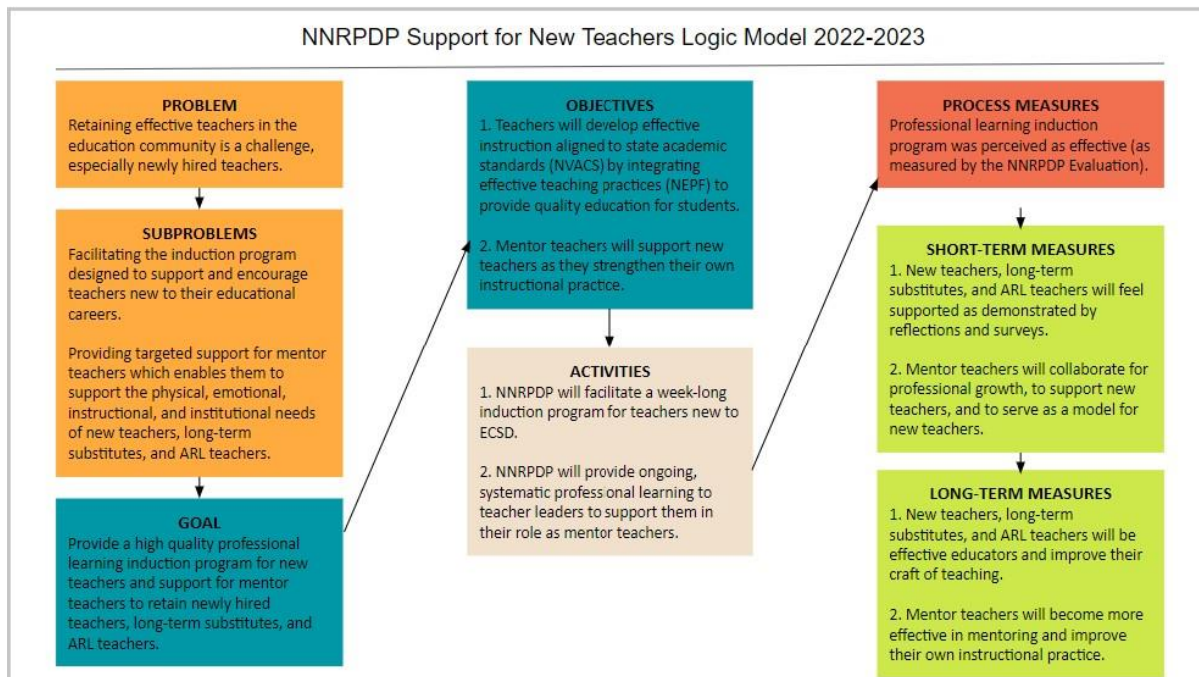
In the past, most RISE participants have been teachers new to the profession or veteran teachers new to the district. In the 2022-2023 school year, ECSD faced the unique challenge of filling many open teaching positions with long-term substitutes and employees completing an alternate route to licensure (ARL) program. Thus, in the 2022-2023 school year, over 25% of the new teachers who attended the RISE induction week in August were long-term substitutes. Many participants were concurrently completing licensure coursework through an alternate route to licensure, i.e., they already held a bachelor's degree in another field and were working towards their teaching license while working full-time in the classroom. These challenges factored into the ECSD/NNRPDP plan for support.

Initial Data and Planning

Retaining effective teachers has been a challenge for the education community for many years. Every year, schools in the United States hire approximately three hundred thousand new teachers for the first day of school, and that the high level of teacher attrition is a main factor in the teacher shortage (Sutcher, Darling-Hammond, Carver-Thomas, 2016). Researchers report that approximately 44 percent of teachers leave the profession within the first five years, and that those teachers who entered the profession through an alternative route (ARL) leave at a rate of almost 8 percentage points higher than their counterparts who graduated from a traditional teacher prep program (Boogren, 2022). Statistics like these suggest that districts and schools should focus on keeping effective teachers by providing additional support to first-year teachers.

To address the issue of teacher retention of year-one teachers, ECSD, in partnership with NNRPDP, facilitated the RISE program in 2022-2023 with teachers newly hired by the district. Although the primary, initial focus of RISE was teacher retention, the increased number of participants who were long-term substitutes and completing ARL programs while entering a new role required adjustments to be made to the design and implementation of RISE with short notice. Both the week-long RISE induction prior to the start of school and the ongoing site-based mentoring support has received overwhelmingly positive reviews from past participants. The logic model below visually illustrates the plan and support for new teachers, no matter their experience level, and mentors provided by the NNRPDP.

Figure 19 *Support for New Teachers Logic Model*



Method

Learning Design

Keeping in mind the overarching goal of RISE to support and encourage new teachers, and knowing that effective support and encouragement includes a variety of support structures at multiple levels, NNRPDP professional learning leaders planned to support new teachers through the implementation of two major components 1) week-long RISE induction program before the start of school, and 2) support for site-based mentors by establishing a mentor community of professional learning sessions, facilitated by the NNRPDP, at regular intervals throughout the school year.

The Support for New Teachers Professional Learning Plan 2022-2023 (Appendix U) describes the learning outcomes and evidence of participant learning, the design of both the induction week and mentorship program, and the structure of the learning opportunities. The learning design of the Support for New Teachers was also informed by Guskey's Five Levels of Professional Development (2002) and the state and national standards for professional development (Learning Forward, 2011; NDE, 2017).

Participants and Procedures

Elko County School District employs nearly six hundred teachers, hiring an average of 54 teachers each year over the past dozen years. Eighty-three new teachers (almost 15% of the teaching force) were hired for the 2022-23 school year. Twenty-two of those new hires were long-term substitutes. These educators teach in 36 rural and semi-rural schools filling an array of positions in grades K - 12, including regular education teachers in all disciplines, special education, career and technical education (CTE), music, PE, computer science, and library. They teach the district's student population (almost ten thousand students), including those with identified learning disabilities (nearly 13% with IEPs), those who speak English as a second language (nearly 9%), and those facing the challenge of poverty (34% free and reduced-priced lunch eligible) (Nevada Report Card, 2023, for 2021-2022 Data Set).

Instructional Context

Part I: Supporting New Teachers Through the RISE Program

Before the start of school, newly-hired teachers gathered at the NNRPDP presentation room for the induction week. Wednesday, Thursday, and Friday followed a predictable schedule designed to provide engaging pedagogical content differentiated by grade band, coordinated opportunities for connections and networking on multiple levels, and pertinent information regarding the practical details of working in the state of Nevada, specifically the Elko County School District. Monday and Tuesday of the following week were school site days, including collaboration time with their newly assigned mentors.

Content

To succeed in the classroom, new teachers must develop expertise in instructional practice. Content during the RISE induction focused on five major areas to support teachers in developing this expertise: Nevada Academic Content Standards (NVACS), Nevada Educator Performance Framework (NEPF), Social Emotional Learning (SEL), Family Partnerships, and Equity. With such a large and varied group of new educators, NNRPDP professional learning leaders decided to differentiate instruction by breaking the participants into three grade bands: elementary, middle school, and high school. Each cohort rotated through two content area sessions each morning, thus allowing them to build relationships with other participants teaching similar grades and content.

The NVACS vary depending on the content and grade level of each teacher assignment. Participants engaged in focused work time to locate and delve into the content standards applicable to them. This content was presented as the “what” to teach. Pedagogical content regarding “how” to teach included an opportunity to dive into each of the five high-leverage instructional standards and indicators comprising the NEPF (2019), which Nevada educators are expected to utilize and by which they are evaluated. As a continued effort to support teachers during the pandemic, SEL and Family Partnership sessions were included in the RISE induction program in 2021, and the Equity session was added in 2022. These three sessions encompassed “who” we teach and “who” we partner with for student success.

Connections

Fostering connections between new teachers and assigned mentors was an integral part of the RISE induction program. On day three, each site-based mentor met with the teachers new to their school. Mentors facilitated a short productive session intended to foster the relationship between new teachers and mentors by preparing them to learn and work together at their school sites. On days four and five, teachers became familiar with the school, set up their classrooms, and met others in the building. NNRPDP provided mentors with a comprehensive checklist to ensure that each new teacher received pertinent information concerning the complex details and systems particular to their school.

Teachers connected with site administrators and mentors during a luncheon hosted on-site, and the district provided a stipend for the induction program. Both were intended to show value and appreciation for new teachers’ efforts and time preparing for the school year.

District Details

Each afternoon, participants completed the required “district details” sessions. These sessions included the following topics: harassment and boundary policies, Olweus (anti-bullying) training, special education policies and procedures, the employee portal, housing information, employee records, the state retirement program, district health insurance, the online grading system, and the teacher’s union. District personnel facilitated these sessions.

Part II - Supporting Site-Based Mentors Throughout the School Year

Mentors for each school were chosen by the site administrator. The mentors received support from NNRPDP professional learning leaders, and they, in turn, supported newly-hired teachers at their schools. Mentors, who were paid a stipend by the district as a token of appreciation for the extensive amount of extra work required in their role, came together for an initial face-to-face orientation provided by NNRPDP professional learning leaders twice during the week of the RISE induction program. (See RISE Mentor Contract – Appendix L).

Critical Friends Group®

Critical Friends Group®(CFG) communities are a protocol-driven form of a Professional Learning Community (PLC). Based on past success, NNRPDP professional learning leaders chose to implement CFGs as the vehicle for ongoing professional mentorship and collaborative support for the mentors who, in turn, facilitated CFGs for new teachers at their school sites. The RISE mentor goals were as follows:

- Collaborate for Professional Growth
- Collaborate to Support New Teachers
- Serve as a Model for New Teacher CFGs

To accommodate all mentors in the 17-thousand square mile region of the district, mentors and NNRPDP professional learning leaders met via the online synchronized Zoom meeting platform following the initial face-to-face orientation meetings designed to build community. During each meeting, NNRPDP professional learning leaders supported mentors in their role with new teachers, correlating appropriate types of support with phases of teaching attitudes throughout a year, adapted from *The New Teacher Center* (Boogren, 2022), all while modeling effective facilitation of protocols. The mentors then used these protocols to facilitate new teacher CFGs at their school site.

The effectiveness of CFGs depends upon participants' voluntary attendance; therefore, new teachers and long-term substitutes were not required to attend; rather, mentor teachers developed relationships with new teachers inviting and encouraging them to attend but never requiring them to do so. Mentors also had the option to invite veteran teachers to join the CFGs to build community among the new teachers, long-term substitutes, and veteran teachers of a school.

Protocols

To provide relevant support and consistency, the NNRPDP professional learning leaders included two components in every CFG, which mentors then incorporated in the CFG they facilitated at their school. Each one-hour mentor CFG agenda included the following:

1. Engage in a mentoring dilemma protocol using The Consultancy Dilemma Protocol (adapted by NNRPDP from National School Reform Faculty, 2023—Appendix N), which provides a structured process to help a participant see new possibilities for a dilemma they face.
2. Participate in a success protocol using the Success Analysis Protocol (adapted from the National School Reform Faculty, 2023—Appendix N), which provides a structured process to share successes to gain insight into the conditions that lead to those successes, so participants can do more of what works in their contexts.

After engaging in the mentor CFG facilitated by NNRPDP professional learning leaders, mentors planned, scheduled, and facilitated a RISE CFG with new teachers at their school. Like the mentor CFG, the on-site new teacher CFG included:

1. Engaging in a teaching dilemma protocol encountered by a new teacher using The Consultancy Dilemma Protocol (National School Reform Faculty, 2023, adapted by NNRPDP).
2. Participating in a teaching success encountered by a new teacher using the Success Analysis Protocol (National School Reform Faculty, 2023, adapted by NNRPDP).

Responsibilities

Administrators, mentors, and NNRPDP professional learning leaders shared responsibility for the job-embedded year-long support provided at each site. Detailing, sharing, and effectively communicating responsibilities for the mentoring support for new teachers was essential for success, as noted below:

Principals

- Assign one or more mentors at their school site depending on the number of new teachers.

Mentors (See RISE Mentor Schedule of Responsibilities, Appendix O).

- Attend face-to-face orientation and planning meetings before the start of school.
- Provide an orientation and support new teachers at the school site before the start of school.
- Participate in monthly online synchronous mentor CFGs for a combined total of seven sessions with other mentors to collaborate, plan, and experience protocols to incorporate as a means of assisting new teachers.
- Schedule, plan, and facilitate six face-to-face new teacher CFGs over the course of the school year with new teachers at their school site(s).
- Share a written reflection through Google Docs for each of the six CFGs facilitated.
- Provide ongoing support to new teachers as needed.

NNRPDP Professional Learning Leaders

- Facilitate an orientation session for mentor teachers before the start of school

- Facilitate seven mentor CFGs over the course of the school year, which serve as a model for mentors to then replicate at their school site.
- Review and respond to reflections on CFGs and provide ongoing support for mentor teachers.

Measurement

Providing a high-quality professional learning induction program for new teachers and support for mentor teachers were the goals of the professional learning intervention provided by the NNRPDP. The long-term outcomes are as follows:

1. New teachers will be more effective educators and improve their craft of teaching.
2. Mentor teachers will become more effective in mentoring and improve their own instructional practice.

The short-term outcomes and measures are as follows:

1. New teachers will feel supported, as evidenced by written critical reflections and an end-of-year survey.
2. Mentor teachers will collaborate for professional growth, support new teachers, and serve as a model for new teachers as measured by monthly reflections, dilemma and success protocol anecdotal notes, and the NNRPDP Evaluation (Appendix B).

New Teacher Evidence

NNRPDP Evaluation. New teachers completed an evaluation at the end of the whole group RISE induction program prior to school starting. This evaluation involved using a five-point Likert scale to rate the effectiveness of the induction process in the following ways: 1) The training will improve my teaching skills, 2) I will use the knowledge and skills from this training in my classroom or professional duties, 3) The training provided opportunities for interactions and reflections, and 4) My learning today will affect students' learning. New teachers also completed an end-of-year survey (Appendix P) reflecting on the school site support from their mentor teacher, what additional support they felt was needed, and whether they were planning on returning to their role next year.

Reflections. Participants' reflections from the whole group RISE induction program prior to school starting gave the NNRPDP professional learning leaders additional awareness of the effect of the components of the in-person, whole group RISE induction program, including specific reflections on the five content sessions.

RISE Mentor Evidence

NNRPDP Evaluation. RISE mentor teachers completed an end-of-year evaluation, including open-ended questions designed to determine if they felt their role as mentors would ultimately impact student learning.

Reflections. RISE mentors' written reflections from each monthly CFG they facilitated at their school provided rich anecdotal evidence of the success of this component.

Dilemmas and Successes. During monthly CFG meetings, RISE mentor teachers recorded both a dilemma and a success they attributed to their responsibilities as mentor teachers. Many themes emerged that were analyzed and used to support the intervention of support for new teachers and mentor teachers.

In addition to the measurements above, effective professional learning evaluation requires consideration of five critical levels of evidence. Guskey's Five Levels of Professional Development (2002) considers that sustainable change in teacher practice can improve student learning outcomes as seen in the table below.

Table 33 *Guskey's Five Level's of Professional Development (2002) for the RISE Program*

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
1. Participants' Reactions	Did the participants like it? Was it time well spent?	NNRPDP Evaluation Survey Reflection Survey End of Year Survey	Initial satisfaction with the experience	To improve program design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	RPDP Evaluation Survey Reflection Survey	New knowledge and/or skills of participants	To improve program content, format, and organization
3. Organization Support & Change	Was implementation advocated,	Reflection Survey	The organization's advocacy, support, accommodation,	To document and improve organization support

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
	facilitated, and supported? Were successes recognized and shared?		facilitation, and recognition	To inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	RPDP Evaluation Survey Reflection Survey	Degree and quality of information	To document and improve the implementation of program content
5. Student Learning Outcomes	What was the impact on students? Did it affect student performance or achievement?	NNRPDP Evaluation Survey	Student growth and achievement	To demonstrate the overall impact of the professional development

Results and Discussion

New Teachers: Impact of RISE Induction Program

New teachers completed an evaluation at the end of the initial, whole group induction program five days prior to school starting. This core component of the RISE program, while changing somewhat from year to year in content, has remained much the same in the overall structure. One change made in the 2022-2023 year based on feedback from previous years was to differentiate the content sessions by grouping teachers into grade bands (elementary, middle school, and high school) to rotate through content sessions to build relationships among a common cohort of teachers. An analysis of evaluation responses to four items and open-ended reflections indicates that this change in approach to this component of RISE had a meaningful, positive impact as noted in the representative statements below.

Making connections with students and a solid pathway of learning will ensure the best opportunity for students to make progress on their education and future goals.

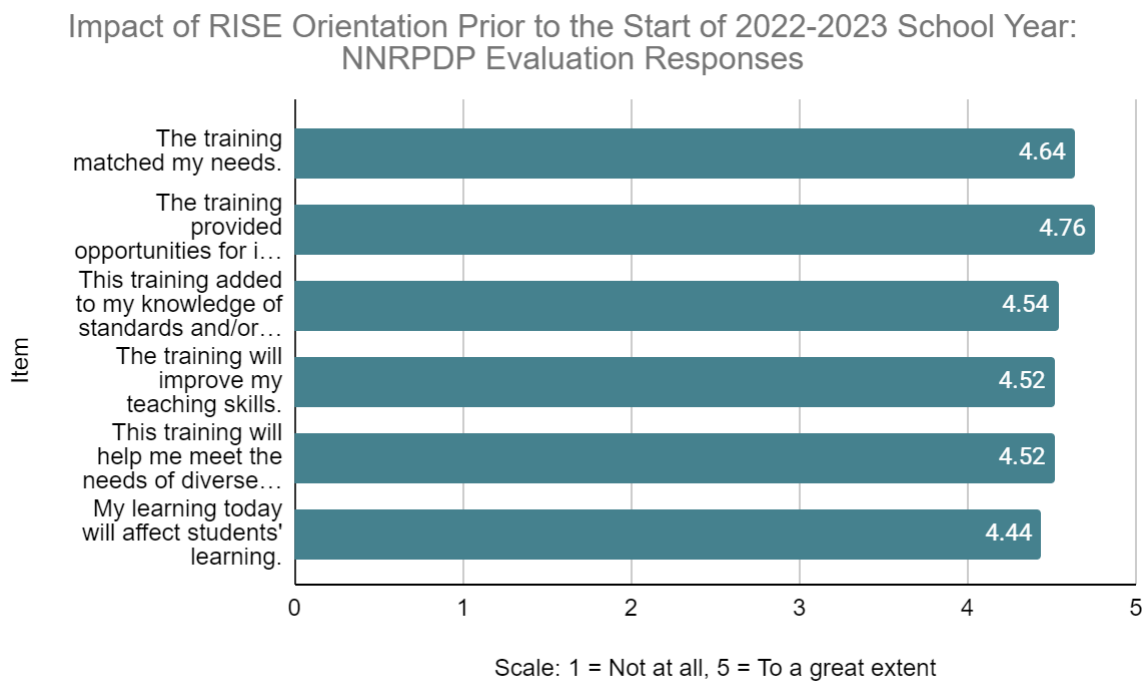
Implementation of the skills I learned during the RISE Teacher Training will allow me to continue to foster the most positive learning experience I can for my students.

The training really opened my eyes and mind to many areas that I can make dramatic improvements in my teaching and connecting with kids. Thank you for making this training available to us long term subs.

I thought the training was informative and useful. It was great that long term subs were included this time in order to best prepare them as a new school year begins.

I enjoyed meeting other new teachers/professionals in the district. The activities that enabled us to practice what we learned and share thoughts, ideas, and concerns with others was very helpful.

Figure 20 Impact of RISE Induction Program Prior the Start of the 2022-2023 School Year



In the same evaluation, participants were given the opportunity to respond to three open-ended questions. Question one asked, “From today’s session, what will you transfer to practice?” Four themes emerged reflecting the major components of RISE.

Table 34 *Participants’ Reflections on Transferring Their Learning to Their Practice*

Theme	Examples
Equity	<p>I will consider that <i>all students</i> have different needs.</p> <p>I will implement <i>equity</i> strategies in my classroom.</p> <p>I will transfer what I learned about <i>equity and inclusion</i> into practice.</p> <p>I will ensure all my students are treated <i>equally</i> and represented in the materials used.</p>
Social Emotional Learning (SEL)	<p>I will strive to implement equity and <i>social emotional learning</i> in the classroom to create a welcoming and safe learning environment.</p> <p><i>SEL</i> is not just a program but a way of being human together and helping each other through positive interactions.</p> <p>I will use the information I learned from the training to incorporate <i>SEL</i> in my teaching practices.</p>
Effective Teaching Practices	<p>I will focus on <i>(NEPF) 4.1</i> to be sure that my students are learning what they need to be learning and will feel successful as they take ownership of their learning.</p> <p>I will apply all I learned from RISE to help <i>plan meaningful lessons</i>.</p> <p>The <i>background knowledge of the NEPF</i> as well as <i>breaking down the standards</i> to teach my specific grade level</p>

New Teachers: Impact of Ongoing Site-Based Support from Mentor Teachers

At the end of the 2022-2023 school year, new teachers completed an end-of-year survey (Appendix P) that included reflections on mentor support. A majority of the new teachers who completed the survey stated that having a mentor made a positive impact on their school year as stated in the representative quotes below.

My mentor teachers made my first year in the classroom much smoother. I was supported through meaningful check ins from both. Both of my mentors always made time for anything I needed help with and anytime questions arose.

My mentor teacher was so helpful in my first year and has made a huge impact on the success in my first year.

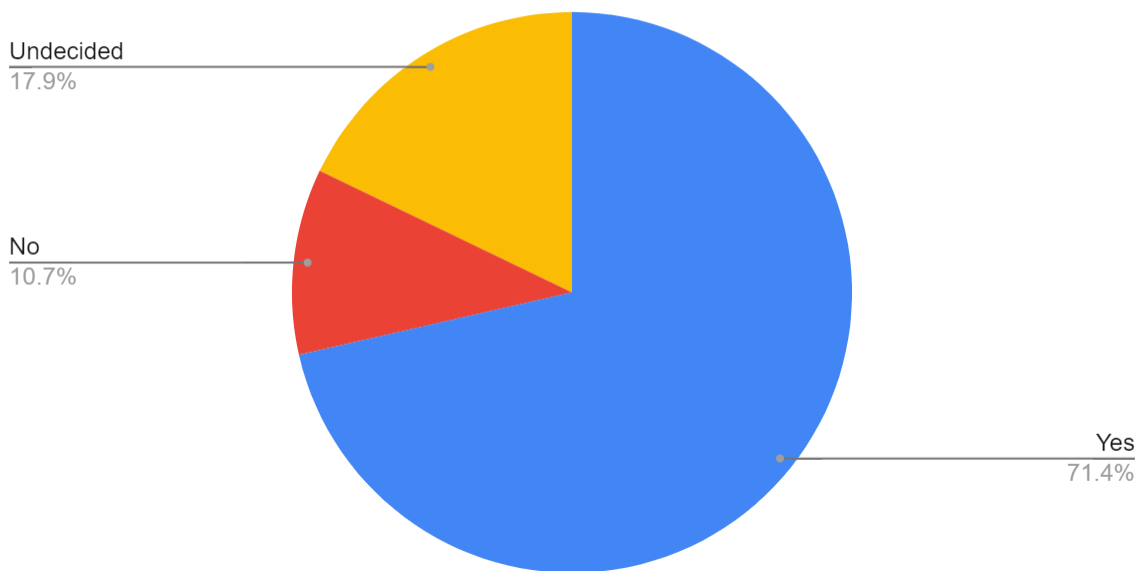
It helped me when I had questions. There is so much to know and do and it was extremely helpful as a first year teacher to have someone to turn to when seeking information or advice.

NNRPDP seeks ongoing feedback from participants to improve the RISE program in supporting new teachers. One of the survey questions asked what additional support new teachers felt they needed to make their year more successful. Almost half of the respondents stated they had all the support they needed. Of those that made suggestions, the most common responses were additional training specifically designed for new teachers, more communication on district and school policies and procedures, and increased support from site administrators. Studies show that approximately 44% of teachers leave the profession within five years (Boogren, 2022). When asked if they were planning on returning to their teaching roles for the next school year, the majority of new teachers (71.4%) stated that they would return. However, it is important to note that approximately 30% noted they would not return or were still undecided.

Figure 21 RISE New Teacher End of Year Survey

New Teacher End of Year Survey

Question: Are you planning on returning to your role next school year?



Mentors: Impact on New Teachers Through Ongoing Site-Based Support

Mentor Reported Dilemmas

The Dilemma Analysis Protocol allowed mentor teachers the opportunity to present a challenging situation they encountered while supporting their new teachers. Once presented, a culminating decision by all mentor teachers was made on which dilemma would be the focus

for the rest of the protocol. Tapping the power of the collaborative group in addressing dilemmas of practice, mentors were able to add: input, a new perspective, or even some possible solutions to try to mitigate or solve the dilemma. The most common or recurring dilemmas are illustrated below as evidenced by anecdotal notes shared during the mentor CFGs.

Table 35 *Themes from Mentors’ Dilemma Analysis Protocols*

Themes	Mentor Teacher Dilemmas
Time Management	<p>Mentees have many deadlines all at once. How do we prioritize how to help them?</p> <p>How to get my mentee to scale back some of her coaching (track, basketball, volleyball) to make more time for the classroom?</p> <p>I have a mentee that struggles with time management. My gut tells me to sit down with her and set timers for start and finish times.</p>
Workload and Burnout	<p>Our mentees are working at keeping up with the fast pace of teaching. There are so many deadlines to do with AMP Plans, Dibbles, lesson plans, observations, Opal, Evaluwize, etc... We are trying to support and not let burn out over take them.</p> <p>The amount of Reading AMP plans our teachers are having to write and the lack of guidance and assistance is very overwhelming for our new teachers/long term subs.</p> <p>We have a new teacher who is having a hard time with the workload of school and teaching. How can we offer more support?</p>
Communication and Collaboration	<p>One of my mentees has over 25 years of teaching experience. At times, it has been difficult to connect the purpose of her showing interest in meeting with her “mentor” that has 15 years less experience teaching than the mentee.</p> <p>Collaborating with other departments and why it is important.</p>
Relationships and Behaviors	<p>A long- term sub we have been working with is really struggling with the amount of behaviors she is seeing in her classroom.</p> <p>Some of our mentees are having trouble with balancing being “too nice” and “too strict”.</p> <p>How to help mentee adjust her classroom management mid year. She has realized that one of her classes is way out of control with disrespect, talking over her, not getting work done, goofing off etc. I talked with her earlier on in the year and suggested she start sticking to her guns and following through with consequences. At this point when she does try to discipline her students are ignoring it or laughing it off.</p>

Mentor Reported Successes

Sharing successes through the Success Analysis Protocol allowed participants to gain insights into conditions that lead to those successes so participants can do more of what works. Ending mentor CFG meetings with successes was also a great way to build relationships with and among mentor teachers. The table below depicts the four themes that emerged with corresponding authentic examples of a teacher's success from anecdotal notes shared during the mentor CFGs.

Table 36 *Themes from Mentors' Success Analysis Protocol*

Themes	Mentor Teacher Successes
Teacher Retention, Satisfaction, and Confidence	<p>New teachers are enjoying their job and working well with others.</p> <p>My mentee is gaining confidence in her abilities and her last evaluation went really well for her.</p> <p>They love what they are doing and want to teacher forever.</p>
Positive Communication and Collaboration	<p>We've been able to share little tips with each other and help each other with challenges that pop up.</p> <p>The trusting and judgment-free environment was a success.</p> <p>I feel like we worked as a team to make this year successful and all of the teachers are planning to return next year.</p>
Professional Growth	<p>My mentees are finishing up degrees and one has decided to go forward with getting a bachelors to be able to be a full-time teacher.</p> <p>They are reflecting on what they are doing and trying to find new ways to be better.</p> <p>My mentees are taking advice and trying it.</p>
Building Supportive Relationships	<p>We've built both a friendship as colleagues and out of work as well.</p> <p>[New teachers] say they appreciate all we have done and that our CFGs are something they looked forward to.</p>

The model of support new teachers received from their mentors included mentor support at their school site prior to school starting, monthly new teacher CFGs, and just-in-time support and check-ins. Reflecting on their mentors this year, new teachers had many positive comments that demonstrate the effectiveness of the mentoring aspect of RISE:

My mentor teachers made my first year in the classroom much smoother. I was supported through meaningful check ins from both. Both of my mentors always made time for anything I needed help with and anytime questions arose.

My mentor was so helpful and understanding. Being able to go ask questions and for help made this year go so much smoother. I can't imagine how hard it would have been without her help.

It was nice to have a resource for any information that I needed that you usually have to find on the job as my mentor knows the school and its little ins and outs as well as the district. He was amazing!

Other comments indicated that some teachers desired or would have benefitted from more specific support. This feedback is important and can be used when planning next year's RISE induction and mentorship program. These reflections included:

It would have been nice to have another RISE day or half day maybe partway through the first quarter with a site person to discuss issues, concerns, questions that arise.

The mentorship program was not sufficient for SPED teachers. We did not get the support that we needed as SPED teachers, the trainings were not relevant to our positions and they tended to support Gen Ed [sic] Teachers more than anything. I feel that the training over the summer was also more geared towards gen ed teachers and did not include what I needed to be supported in my role as a special education teacher.

RISE Mentor End of Year Survey

Mentor teachers were asked to reflect on whether the support from NNRPDP professional learning leaders met their professional needs as teachers and mentors. This survey used a five-point Likert scale, with 1 being "not at all" and 5 being "to a great extent." They also responded to open-ended questions regarding the implementation of their learning in their own classroom, as well as with their mentees. The quotes below capture mentors' perspectives on the effectiveness of the provided support:

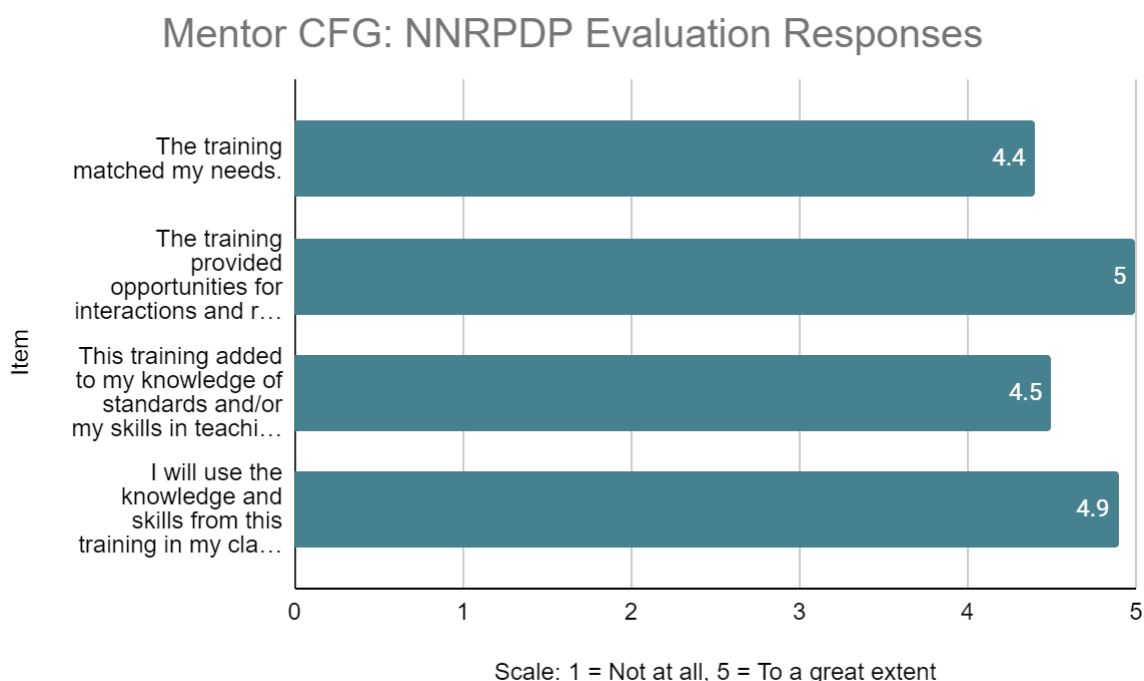
I have learned a great deal on dealing with broad and specific diversity when it comes to mentoring colleagues.

I feel with some 'dilemmas' presented, I was able to do some self-reflection and adjusted some of my own teaching practices.

This program helps guide our new teachers by using experienced teachers and the NNRPDP which will create better teachers and increase learning.

Results indicate that mentors believe collaborating with colleagues during the monthly CFGs was an effective way to strengthen both their own practice and that of their mentees.

Figure 22 *Mentor CFGs: NNRPDP Evaluation Responses*



When asked how NNRPDP professional learning leaders could better support mentors, many participants expressed gratitude for the support provided and the changes made for the 2022-2023 school year based on previous input. Some offered suggestions that are worthy of consideration for the next RISE program for the 2023-2024 school year, including:

- Offer virtual or in-person workshops for mentors and mentees to attend together with specific agendas based on feedback and reflections from CFGs once or twice a year.
- Keep working with new teachers during their second or third year of teaching to help strengthen their practice.
- Time for new teachers to observe effective veteran teachers at their own site or at other schools.

RISE Mentor Reflections

Each mentor CFG meeting began with a five-minute reflection period where mentors reflected on their mentoring experiences in a shared Google Doc. These reflections reveal teachers are deeply committed to the profession, their schools, and the new teachers they have been charged with mentoring. Many, if not most, went above and beyond the requirements of the contract to provide the support they believed their new teachers needed.

Based on the unique group of new teachers for the 2022-2023 year, including the high number of long-term substitutes and ARL teachers participating in RISE, NNRPDP professional learning leaders looked to the “Phases of First-Year Teaching” to guide mentors through the monthly CFGs (Boogren, 2022). In turn, the mentors’ monthly reflections followed a similar path in which common themes emerged.

Fall Reflections. In the fall, although new teachers were overwhelmed by the teaching workload, they were adaptable and willing to seek help. Mentors focused on building relationships and providing support while addressing specific needs based on the levels of experience their new teachers brought with them. Time was a recurring issue for both mentors and mentees: time to meet, time to plan, and time for responsibilities outside of the classroom (IEPs [individual education plans], AMP [annual measure of progress], SLGs [student learning goals]), required by Nevada for teacher evaluation.

My mentees have already built some strong bonds with other teachers within their content areas. They come to me when they have logistical questions, but seem to be getting more comfortable asking for more content specific questions from their peers.

The extra work (AMP plans, SLGs, Self-Assessment) is pretty overwhelming for the new teachers. Once again, time is an issue, not enough of it!

The mentees ask questions when they need to. They feel that they can come to me anytime when a problem or question arises.

I feel like I haven’t had time to check in with my mentees lately in person.

Winter Reflections. In the winter, mentors and NNRPDP professional learning leaders noticed that the current group of new teachers faced more instructional and classroom challenges than previous participants. Therefore, opportunities for peer learning were offered through NNRPDP. Mentors focused on providing guidance while addressing concerns about work-home balance and creating a supportive and collaborative environment for participants’ growth and learning as evidenced in the statements below:

This [peer observations] will be a great opportunity that we and our vice principal are getting set up. We are excited to reflect with our mentees and other teachers after observations. I am excited to be part of the discourse.

I would like for the mentees to observe some rockstar teachers at our school; see what works for them in their classrooms. Rigor has been a large focus and I would like them to see different strategies to engage in rigorous tasks.

A couple of teachers have been comfortable enough to come and talk to me about the personal stress they are experiencing that is affecting them at work. We were able to talk about it and help them to find that balance between work and home life. We held a

virtual meeting with a focus on mental health and setting boundaries. The mentees seemed to share their feelings and appreciated the focus on taking care of themselves.

In our last CFG, we focused on classroom management. Some great ideas were presented and teachers felt they walked away with a new strategy they could implement immediately.

Spring Reflections. In the spring there was an overall expression of the successes and challenges of the overall year based on fostering new teachers' growth through collaboration and support. Many mentors used these reflections as opportunities to look ahead to the next school year as highlighted in these quotes:

Our new teachers took their job and ran with it. One has created the robotics/computer/art program all with little guidance. She is doing some really neat things with math. The ELL aide and SPED aide tell me I really need to go watch how she teaches and that she is doing amazing.

One of our mentees has struggled with finding success in her day and seems very overwhelmed to the point that she has become very sensitive. I have struggled finding ways to keep her self confidence up.

My mentees are doing a great job. The primary grades are starting to meet as grade levels to discuss the end of the year push and what is going to happen next year. Those mentees are having good input with their grade levels. We are very lucky here to have amazing staff to take the mentees in with open arms and to have such a supportive team in the different grade levels.

My mentee is doing a really good job this year. We are starting to plan for next year and figure out a daily routine that will work for a 55-minute block.

Conclusion

Through the partnership between Elko County School District and NNRPDP, the RISE induction and mentorship program offered new teachers ongoing and effective support and encouragement. The two components of RISE, induction and mentorship, gave new teachers the necessary information and inspiration prior to the start of the school year as well as ongoing support throughout the school year. The evidence strongly indicates that both components were necessary and effective, working in tandem, to accomplish this primary goal of RISE: to support and encourage newly-hired teachers with high-quality professional learning and mentorship.

The evidence also suggests that effectively supporting new teachers during their first year requires a significant amount of time and commitment from mentors. With such intense effort, mentors themselves risk burnout, suggesting that future revisions to the program could

include increased support for mentors. Increased support could include having NNRPDP professional learning leaders attend at least one CFG meeting at each school site throughout the year in order to provide just-in-time support, as well as providing additional coaching for mentors beyond the CFG sessions. One additional overall revision that might be considered, although it is more robust in nature, could be to extend the ongoing mentorship for all new teachers from their first year through their first two years in the profession.

Finally, as the diverse needs of new teachers and the increasingly varied experience levels of new teachers grow, the types of support needed change and require different approaches, requiring flexibility and adaptability by the NNRPDP professional learning leaders. Thus, the overall evidence suggests that a differentiated approach in future RISE programs for both new teachers and their mentors would be beneficial so that the amount of support matches the needs of the individual teachers.

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APPENDICES

Appendix A Dispositions for Culturally Responsive Pedagogy Scale

Dispositions for Culturally Responsive Pedagogy Scale (Whitaker & Valtierra, 2019)	Response Scale (1 = Strongly Disagree ↔ 5 = Strongly Agree)				
Disposition for Praxis	1	2	3	4	5
1. I value assessing my teaching practices.					
2. I am open to feedback about my teaching practices.					
3. I am aware of my cultural background.					
4. I am willing to be vulnerable.					
5. I am willing to examine my own identities.					
6. I am willing to take advantage of professional development opportunities focused on issues of diversity.					
Disposition for Community					
7. I value collaborative learning.					
8. I value collaborating with families.					
9. I view myself as a member of the learning community along with my students.					
10. I value student input into classroom rules.					
11. I value developing personal relationships with students.					
12. I value dialog as a way to learn about students' out of school lives.					
13. I am comfortable with conflict as an inevitable part of the teaching and learning processes.					
14. I value student differences.					
15. I value collaborating with colleagues.					
Disposition for Social Justice					
16. I believe that hot topic conversations (e.g., race, gender, sexuality, religion, etc.) should be had in class when necessary and/or relevant.					

17. I believe that schools can reproduce social inequities.					
18. I believe it is important to acknowledge how issues of power are enacted in schools.					
19. I value equity (giving each student what they individually need) over equality (giving each student the same thing).					
Disposition for Knowledge Construction					
20. I believe that diverse perspectives can enhance students' understanding of content.					
21. I believe that students' cultural norms affect how they learn.					
22. I believe that teachers' cultural knowledge influences their pedagogical practices.					
23. I believe that class content should be viewed critically.					
24. I believe that knowledge is constructed with my students (as opposed to taught to students).					
25. I value cultural knowledge.					
26. I value experiential learning.					

Appendix B NNRPDP Evaluation Form

Participant Name: _____ Training Title: _____

Training Date: _____ District: _____ Presenter: _____

Please rate the following characteristics of the training.

		Not at all		To some extent		To a great extent	N/A
1.	The training matched my needs.	1	2	3	4	5	6
2.	The training provided opportunities for interactions and reflections.	1	2	3	4	5	6
3.	The presenter's experience and expertise enhanced the quality of the training.	1	2	3	4	5	6
4.	The presenter efficiently managed time and pacing of the training.	1	2	3	4	5	6
5.	The presenter modeled effective teaching strategies.	1	2	3	4	5	6
6.	This training added to my knowledge of standards and/or my skills in teaching subject matter content.	1	2	3	4	5	6
7.	The training will improve my teaching skills.	1	2	3	4	5	6
8.	I will use the knowledge and skills from this training in my classroom or professional duties.	1	2	3	4	5	6
9.	This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	1	2	3	4	5	6
10.	My learning today has prompted me to change my practice.	1	2	3	4	5	6
11.	My learning today will affect students' learning.	1	2	3	4	5	6

From today's learning, what will you transfer to practice? _____

How will your implementation affect students' learning? _____

Reflections and Feedback _____

Appendix C Post-Class Survey

Question: *What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?*

Response: {Open-ended text response box}

Appendix D Computer Science Initiative Exit Survey

Rate your current level of understanding of the Nevada Academic Content Standards for Computer Science in comparison to your level of understanding of the standards prior to participating in the professional learning.

*

	1	2	3	4	5	6	
My current level of understanding of the Nevada Academic Content Standards for Computer Science standards is similar to my level of understanding prior to participating in the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My current level of understanding of the Nevada Academic Content Standards for Computer Science has grown significantly since participating in the professional learning.

Rate your current level of proficiency teaching the Nevada Academic Content Standards for Computer Science in comparison to your level of proficiency prior to participating in the professional learning.

*

	1	2	3	4	5	6	
My current level of proficiency teaching the Nevada Academic Content Standards for Computer Science standards is similar to my level of proficiency prior to participating in the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My current level of proficiency teaching the Nevada Academic Content Standards for Computer Science has grown significantly since participating in the professional learning.

Rate your current level of proficiency designing computer science instruction in comparison to ^{*} your level of proficiency prior to participating in professional learning.

	1	2	3	4	5	6	
My current level of proficiency designing computer science instruction is similar to prior to participating in the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My current level of proficiency designing computer science instruction has grown significantly since participating in the professional learning.

Rate your current level of proficiency integrating the Nevada Academic Content Standards for ^{*} Computer Science into other core content areas (e.g. mathematics, ELA, social studies, science) in comparison to your level of proficiency prior to participating in the professional learning.

	1	2	3	4	5	6	
My current level of proficiency integrating the Nevada Academic Content Standards for Computer Science into other core content areas is similar to my level of proficiency prior to participating in the professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My current level of proficiency integrating the Nevada Academic Content Standards for Computer Science into other core content areas has grown significantly since participating in the professional learning.

Participating in the professional learning increased my confidence in my ability to teach ^{*} computer science.

	1	2	3	4	5	6	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Participating in the professional learning increased my confidence in my ability to build connections between computer science and other disciplines. *

	1	2	3	4	5	6	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Participating in the professional learning increased my confidence in my ability to plan instruction to foster student understanding of computer science. *

	1	2	3	4	5	6	
Strongly Disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly Agree

Elaborate on how participating in the professional learning impacted your confidence to teach computer science, to build connections between computer science and other disciplines, and/or to plan instruction to foster student understanding. *

Appendix E Computer Science Initiative Student Impact Survey

In comparison to the beginning of the school year, *

	1	2	3	4	5	6	
I don't know anymore about computer science than I did at the beginning of the year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	I know a lot more about computer science than I did at the beginning of the year.

Describe something that you now know about computer science that you did not know at the beginning of the school year. *

What else would you like to learn about computer science? *

Appendix F Family Engagement Post-Questionnaire

https://docs.google.com/forms/d/e/1FAIpQLSfi-5G9JiINgPCsfnuuBoev0LWfxMZxAFAYOICQGBdlbxdLbQ/viewform?usp=pp_url

Appendix G Inquiry Areas/Data Collection

WHAT MEASURES COULD WE USE/GATHER TO HELP ANSWER THESE QUESTIONS		
STUDENT SUCCESS		
Student Performance <i>How are students performing on key measures?</i>	Social & Emotional Learning <i>To what extent are our students demonstrating SEAD Competencies? Five Social Emotional Competencies</i>	Access to Rigorous Texts and Tasks <i>Are our students being given opportunities to engage in rigorous academic experiences?</i>
<ul style="list-style-type: none"> How are our students performing relative to the rest of the district and state on key measures? How does performance vary across student groups? How do student grades and progress monitoring assessment results compare with state assessment results? How has school-wide performance on key measures changed over time? 	<ul style="list-style-type: none"> How are our students performing across SEAD Competencies 	<ul style="list-style-type: none"> What percentage of assignments given to students are grade-appropriate? What percentage of observed lessons allow students to “do the thinking” on grade-appropriate content? What percentage of observed lessons showed the majority of students “on task”. Do our teachers believe our students can meet grade-level standards? What does the make-up of our advanced and remedial courses look like?
ADULT LEARNING CULTURE		
Instructional Practice <i>What does our instructional practice look like?</i>	Instructional Leadership <i>What does our leadership practice look like?</i>	Systems & Structures that Support Continuous Improvement <i>How are our systems and structures supporting or hindering our continuous improvement work?</i>
<ul style="list-style-type: none"> What do we do well instructionally? What do we need to do better instructionally? How does our instructional practice data compare with student performance data? 	<ul style="list-style-type: none"> What are our administrators doing well? What do our administrators need support to do better? How does our leadership practice data compare with instructional 	<ul style="list-style-type: none"> What systems and structures are in place to support our continuous improvement efforts?

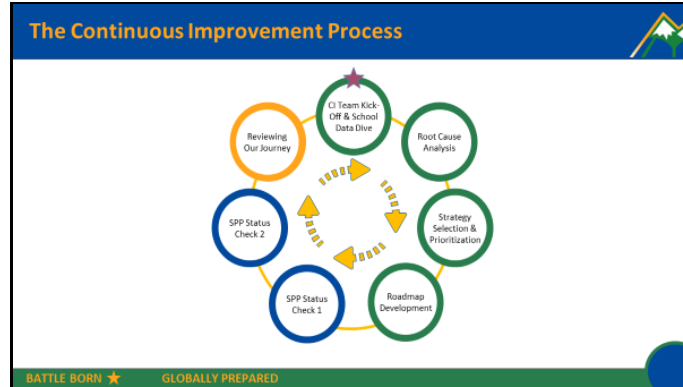
<ul style="list-style-type: none"> Where are ineffective, out-of-field, or inexperienced teachers placed and how does this impact student outcomes? 	<p>practice and student performance data?</p>	<ul style="list-style-type: none"> How do we know those systems and structures are working? What systems and structures are in place to support the collection, analysis, and use of data to inform instruction? What systems and supports are in place to support collaborative planning and professional learning?
CONNECTEDNESS		
<p>Student</p> <p><i>How are our students experiencing our school?</i></p>	<p>Staff</p> <p><i>How are our teachers experiencing our school?</i></p>	<p>Family & Community Engagement</p> <p><i>How are our families experiencing our school?</i></p>
<ul style="list-style-type: none"> What do students feel we are doing well? How are students being included in our school community? 	<ul style="list-style-type: none"> What do staff feel we are doing well? How are staff being included in our school community? 	<ul style="list-style-type: none"> What do families and partners feel we are doing well? How are families and partners being included in our school community?

STUDENT SUCCESS		
<p>Student Performance</p> <p><i>How are students performing on key measures?</i></p>	<p>Social & Emotional Learning</p> <p><i>To what extent are our students demonstrating SEAD Competencies?</i></p> <p>Five Social Emotional Competencies</p>	<p>Access to Rigorous Texts and Tasks</p> <p><i>Are our students being given opportunities to engage in rigorous academic experiences?</i></p>
<p>MAP Growth Projected Proficiency Summary</p> <p>SBAC/ACT Data: Nevada Report Card</p>	<p>Nevada School Climate Data Tool</p>	

ADULT LEARNING CULTURE		
Instructional Practice <i>What does our instructional practice look like?</i>	Instructional Leadership <i>What does our leadership practice look like?</i>	Systems & Structures that Support Continuous Improvement <i>How are our systems and structures supporting or hindering our continuous improvement work?</i>
Teacher Performance Evaluations Equitable Distribution of Teachers Data PLC Data Student Growth and Achievement Data Surveys	School Climate Data for Students, Parents, and Staff Student Growth and Achievement Data Administrator Self-Reflection on School Administrator Instructional Leadership Standards & Indicators and/or School Administrator Professional Responsibilities Standards & Indicators	PLC Data School and Staff Schedule Systems & Structures Evaluation: <i>When a student needs additional support, what systems and structures are connected to streamline the process? What barriers hinder the process?</i>
CONNECTEDNESS		
Student <i>How are our students experiencing our school?</i>	Staff <i>How are our teachers experiencing our school?</i>	Family & Community Engagement <i>How are our families experiencing our school?</i>
Nevada School Climate Data Tool	School Climate Data for Staff Survey / Informal Collection	School Climate Data for Parents Survey / Informal Collection Outreach efforts: <i>How many times did each staff member reach out to a family/guardians? For what purposes?</i>

Appendix H CIP Team Planning Template

School: _____ Nevada's **Continuous Improvement Process (CIP)**



CIP and SPP Overview

Date/Time	Session Focus	Resources
	<p>CIP Team Kick-Off & School Data Dive Agenda link</p> <p>Consider: <i>Whose perspective is missing? How can we include those perspectives?</i></p> <ul style="list-style-type: none"> • Student Focus Group? • Family Focus Group? <p>Consider: <i>What do we need to do to build our students? Ourselves? Our school? → “There are only three ways to improve student learning at scale...”</i></p> <ol style="list-style-type: none"> 1. Increase the level of knowledge and skill that the teacher brings to the instructional process. 2. Increase the rigor of the content being taught. 3. Change the role of the student (engaged and participatory) <p>(City, Elmore, Fiarman, & Teitel, 2009)</p>	<p>SDD Facilitation Guide (Padlet)</p> <p>SDD Participant Handout</p> <p>School Performance Plan Template</p> <p>Inquiry Areas Data Collection</p>
	<p>Root Cause Analysis Agenda link</p> <p>In-Person: Review summarized list of what is going well and what we might be worried about; develop 1-2 problem statements for each inquiry area; create a SMARTIE goal for each inquiry area; and, complete the Root Cause Analysis for each inquiry area (in groups)</p> <p>On-Your-Own: Consider potential strategies and/or actions that can be taken to address each problem and be prepared to share those with our group at the next session</p>	<p>Root Cause Analysis At-a-Glance (Padlet)</p> <p>RCA Facilitation Guide</p> <p>RCA Participant Handout</p>

	Strategy Selection, Prioritization & Action Plan Development Agenda link In-Person: Review list of potential action steps to take and rank in order of priority to determine which strategies and/or actions will be implemented/taken this academic year to improve student success, adult learning culture, and connectedness at AMS	Strategy Selection At-a-Glance (Padlet) SS Facilitation Guide SS Participant Handout
	SPP Roadmap Development Agenda link Consider: <i>How will the SPP “inform” what is happening across the school?</i>	SPP Roadmap Development At-a-Glance (Padlet) SPP RD Facilitation Guide SPP RD Participant Handout
	Peer Review of SPP	
	Submit SPP to NDE	
	Status Check #1 Agenda link	Status Checks (Padlet) Status Check Facilitation Guide Status Check Participant Handout Additional Resource to Analyze Progress
	SPP Status Check #2 Agenda link	<i>See resources above</i>
	Reviewing Our Journey Agenda link	Reviewing Our Journey (Padlet) ROJ Facilitation Guide ROJ Participant Handout
	Follow-Up *CIP Team Leader(s), site administrators & NNRPDP facilitator	

Appendix I SPP At-a-Glance Example

SPP At-a-Glance Example		
PROBLEM	SMARTIE GOAL	ACTION PLAN
STUDENT SUCCESS		
Based on ongoing observations and available evidence, student tasks primarily require lower cognitive demand, assessments often focus on memorization/recall knowledge, and teachers do not yet demonstrate a deep understanding of how to design rigorous tasks and/or assessments.	All students will have experiences with rigorous tasks in each class on a daily basis by the end of February 2023.	<ul style="list-style-type: none"> • Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff in December 2022 • Provide specific professional learning for department-level “teacher leaders” in order to enhance the capacity of department-level “teacher leaders” to facilitate and support structured professional work sessions for their department in January 2023 • Utilize department-level teams and shared department-level drives where rigorous tasks will be uploaded/shared beginning in January 2023 • Analyze implementation using department-level notes, rigorous tasks added to department-level shared drives, and outside observations of task levels throughout second semester
ADULT LEARNING CULTURE		
Student tasks primarily require lower cognitive demand, assessments often focus on memorization/recall knowledge, and teachers do not yet demonstrate a deep understanding of Depth of Knowledge levels in designing tasks and/or assessments.	Staff will gain a deeper understanding of rigorous tasks, and use their increased knowledge to analyze current lessons, identify low-rigor tasks, and then modify/revise low-level tasks to increase the rigor of the tasks using the Powerful Task Matrix (Antonetti & Stice, 2018) so that by February of 2023 each lesson will include at least one rigorous task.	<ul style="list-style-type: none"> • Collaborate with Northeastern Nevada Regional Professional Development Program (NNRPDP) to develop and implement professional learning for all staff in December 2022 • Provide specific professional learning for department-level “teacher leaders” in order to enhance the

		<p><i>capacity of department-level “teacher leaders” to facilitate and support structured professional work sessions for their department in January 2023</i></p> <ul style="list-style-type: none"> • <i>Utilize department-level teams and shared department-level drives where rigorous tasks will be uploaded/shared beginning in January 2023</i> • <i>Analyze implementation using department-level notes, rigorous tasks added to department-level shared drives, and outside observations of task levels throughout second semester</i>
CONNECTEDNESS		
<p>Females and underrepresented student groups within our school expressed they “do not feel they belong” in the Nevada School Climate-Social Emotional Learning survey, and in order to address this concern we believe more specific data from students related to belonging is necessary in order to propose a solution.</p>	<p>Students belonging to marginalized and underrepresented groups will engage in ongoing student focus group sessions and receive other social support provided by the school social worker based on input from the sessions in order to increase students’ sense of belonging at Adobe Middle School through the remainder of the academic school year.</p>	<ul style="list-style-type: none"> • <i>The school social worker will identify underrepresented student groups at Adobe Middle School, and then implement ongoing student focus groups that include students from underrepresented groups</i> • <i>During the student focus group sessions, the school social worker will take note of barriers, challenges, and other related needs that can be addressed within the school context to increase students’ sense of belonging</i> • <i>The school social worker will include other school and/or district staff as needed in order to provide additional social supports for students from underrepresented groups</i>

Appendix J CIP Completion Report

	Act I				Act II		Act III
	school data dive	root cause analysis	strategy selection	SPP roadmap development	status check 1 (add date) and	Status check 2 (add date)	reviewing our journey (add date)
BME	Yes	Yes	Yes	Yes	Yes	Not yet	Not yet
MVE	Yes	Yes	Yes	Yes	No	No	No
SCE	Yes	Yes	Yes	Yes	Yes	Not yet	Combined with Status Check 2
LPE	Yes	Yes	Yes	Yes	Yes	Not yet	Combined with Status Check 2
Sage	Yes	Yes	Yes	Yes	Yes	Not yet	Combined with Status Check 2
DEN	Yes	Yes	Yes	Yes	Yes	No	No
AMS	Yes	Yes	Yes	Yes	Yes	Not yet	Combined with Status Check 2
Carlin	Yes	Yes	Yes	Yes	Yes	Not yet	Not yet
SCHS	Yes	Yes	Yes	Yes	Yes	Yes	Combined with Status Check 2
Charter	Yes	Yes	Yes	Yes	No	No	No
PCHS	Yes	Yes	Yes	Yes	Yes	Not yet	Not yet

	NNRPDP PL requested	Level of request completion	Aligned with SPP
BME	Yes	Partially completed	Yes
MVE	Yes	Partially completed	Yes
SCE	Yes	Partially completed	Yes
LPE	Yes	Complete	Yes

Sage	Yes	Complete	Yes
DEN	No	n/a	n/a
AMS	Yes	Complete	Yes
Carlin	Yes	Complete	Yes
SCHS	Yes	Partially completed	Yes
Charter	Yes	Complete	Yes
PCHS	Yes	Complete	Complete

Appendix K End of Book Club Open Responses Questionnaire

During this book club experience did you have an opportunity to practice a critical literacies way of thinking and questioning?

- Yes, I practiced thinking and questioning in new ways because of this book club
- Most of the time I practiced thinking and questioning in new ways because of this book club
- A few times I practiced thinking and questioning in new ways because of this book club
- No, this book club did not help me practice thinking and questioning in new ways.

Please say a bit about your selected response. For example, give a few examples of your new ways of thinking and questioning, or talk about why this book club did not help you think or question in new ways.

During this book club experience did you have an opportunity to practice courageous conversations?

- Yes, I practiced courageous conversations because of this book club
- Most of the time I practiced courageous conversations because of this book club
- A few times I practiced courageous conversations because of this book club
- No, this book club did not help me practice courageous conversations.

Please say a bit about your selected response. For example, give a few examples of how you practiced courageous conversations or talk about why this book club did not help you practice courageous conversations.

During this book club experience did you have an opportunity to grow an understanding beyond your own points of view?

- Yes, I considered other points of view because of this book club
- Most of the time I considered other points of view because of this book club
- A few times I considered other points of view because of this book club
- No, this book club did not help me grow an understanding beyond my own points of view

Please give some examples of how your thinking changed because of this book club experience. If your thinking did not change, please reflect on why that might be.

Appendix L RISE Mentor Contract

Elko County School District | RISE New Teacher Mentor

The principal of an Elko County School District school shall designate a licensed teacher employed by the school to be a New Teacher Mentor for the 2022-2023 school year.

This agreement, made and entered into on _____ by and between the Elko County School District (ECSD) and _____, hereinafter to as the “New Teacher Mentor”.

ECSD does hereby contract with the New Teacher Mentor to commit to the following tasks:

Responsibility	Location	Date/Time	Approx Time Commitment
Pre-RISE & RISE Week			
Complete Pre-RISE tasks	Asynchronous	prior to 8.17	2 hours
Participate in RISE Mentor Sessions	HCT	8.18 1:00 - 3:00 8.19 10:00 - 3:00	7 hours
Facilitate on-site days	School Site	8.22 & 8.23	Determined at site
Attend RISE celebration	School Site	8.23 Time TBD	
2022 - 2023 School Year			
Participate in mentor CFG	Via Zoom	1 per month Sept - Mar 4:00 - 5:00	7 hours
Schedule, prepare, & facilitate new teacher CFG		One (1-hr) session per month Sept - Mar	14 hours
Provide differentiated support from chosen mentoring texts		TBD	
Provide just-in-time support		As needed	

The New Teacher Mentor shall receive compensation in the amount of \$1,200.00. Payment will be made in June 2023 upon satisfactory completion of this contract.

Appendix M The Consultancy Dilemma Protocol

(2 min) Setup

- Choose a facilitator
- Choose a timekeeper
- Facilitator reviews purpose - *When faced with a dilemma, the Consultancy Protocol provides a structured process to help see new possibilities. The presenter of the dilemma must have the power to effect some kind of change for this protocol to be effective.*

(3 min) Identify dilemma -

- Participants identify and write about a dilemma (in the table in the agenda linked to room #)
- Invite participants to place an 'X' next to the dilemma on which they would like to focus
- Highlight the dilemma the group will focus on

(2 min) Present - presenter gives an overview of the dilemma

(1 min) Clarify - group asks clarifying questions (clarifying questions are those that can be answered with yes/no or a short answer) - presenter answers.

(2 min) Create probing questions - participants consult [Probing Question Stems](#) and take two minutes to silently write probing questions in the table next to their name. *Questions are designed to help the presenter clarify and expand their thinking about the dilemma, to gain insights rather than find an immediate solution.*

(1 min) Read, Review, and Refine - all participants read the probing questions; presenter chooses two provocative probing questions that push their thinking and highlights them for the group to see. Presenter does not answer the probing questions nor explain why some were less valuable.

(1 min) Separate —Presenter turns off camera and mic and prepares to take notes. Instruct everyone to imagine the presenter has left the room and to speak of the presenter in the third person. ("They said" rather than "You said.")

(3 min) Discuss — (Have everyone turn on their mic except presenter). Group discusses presenter's dilemma keeping in mind the most provocative probing questions. As needed, remind participants not to speak directly to the presenter but to speak of them in the third person. Possible questions to frame the discussion.

- What did we hear? What did we not hear that might be helpful to the discussion?
- What assumptions might the presenter have around this dilemma ?
- What is our gut reaction to or thoughts around the dilemma?

(2 min) Recommend — Group offers recommendations based on these questions:

- What might we do or try if faced with a similar dilemma?
- What suggestions do we have (couched in "I wonders")?

(2 min) Reflect - Presenter turns on camera and mic. Presenter shares any parts of the discussion or probing questions that were particularly meaningful or helpful including their next steps around the dilemma

(2 min) Debrief

Presenter

- How did the experience of presenting and listening feel?
- Was the outcome of this protocol different than other attempts to solve the dilemma?
- Do you have a different appreciation of the protocol rules now that you have

presented?

Group

- How did the experience feel from your point of view?
- Did anything the presenter said surprise you?
- Have you learned anything you may take into your work, or when facing your own dilemmas?

Adapted from National School Reform Faculty

Appendix N Success Analysis Protocol (20 min)

Success Analysis Protocol For Individuals

SET UP FOR THE PROTOCOL

(1 min) Read protocol purpose: In the spirit of appreciative inquiry,* share professional successes with colleagues in order to gain insight into the conditions that lead to those successes, so participants can do more of what works.

(2 min) review 8 “Assumptions of Appreciative Inquiry”: *Assumptions of Appreciative Inquiry

1. In every society, organization or group, something works.
2. What we focus on becomes our reality.
3. Reality is created in the moment, and there are multiple realities.
4. The act of asking questions of an organization or group influences the group in some way.
5. People have more confidence and comfort to travel to the future (the unknown) when they carry forward parts of the past (the known).
6. If we carry parts of the past forward, they should be what is best about the past.
7. It is important to value differences.
8. The language we use creates our reality.

“Success” is defined as something that proved to be highly effective in achieving an outcome important to the presenter.

(1 min) Review protocol: A facilitator who keeps time, helps participants move through the process, and also participates as both a presenter and a group member. The facilitator’s role is to help the group to keep focused on how the success described by the presenter is different from more routine work. Presenter describes a success, and listens as the group does an analysis of the conditions that have led to that success. Group members listen to the presenter, and work collaboratively to extend and/or deepen each presenter’s thinking.

ENGAGE IN THE PROTOCOL

(3 min) Identify a success: Write a short description of a success in some arena of your professional practice. Describe the specifics of the success. Be sure to answer the question, “What made this different from others like it that I have had?” You might choose a success that surprised you, or that you haven’t already analyzed on your own, or that you would like to get others’ thinking about. It doesn’t have to be a large success — people learn a lot in this exercise from relatively “small” successes as well.

(3 min) Presenter describes success: Presenter tells the story of his or her success, in as much detail as she/he can remember. The group takes notes.

(2 min) Group asks clarifying questions: The rest of the group asks clarifying questions about the details of the success in order to fill in any information the group needs to be helpful to the presenter

(3 min) Group reflect on success: Group members discuss what they heard the presenter say, and offer additional insights and analysis of the success. The presenter is silent and takes notes.

(2 min) Presenter reflects: The presenter reflects on the group's discussion about what made this so successful. The group then discusses briefly how what they have learned might be applied to all of their work.

(2 min) Bumper Stickers: The Group identifies and lists the factors that contributed to the success. The group looks for trends and then discusses what it would mean to consciously create conditions that lead to success.

Adapted from National School Reform Faculty

Appendix O RISE Mentor Schedule of Responsibilities

RISE MENTOR SCHEDULE OF RESPONSIBILITIES 2022-23 <ul style="list-style-type: none"> • Upon completion of CFG responsibilities, mentors will be eligible for 2 SUU credits OR a Certificate of Professional Learning Hours • CFGs for new teachers are voluntary • New teachers who attend CFGs will receive a Certificate of Professional Learning • Mentors will complete CFG attendance on a shared New Teacher CFG Attendance 	
<i>Before School Starts</i>	
Prior to 8.18 Asynchronous Pre-work	
Thurs 8.18 1:00 - 3:00 Mentor orientation & Planning Mtg HTC	
Fri 8.19 10:00 - 3:00 Mentor Mentee Mtg & orientation part II HTC	
Mon 8.22 School hours New Teacher Support School Site	
Tues 8.23 School hours New Teacher Support School Site	
<i>1st CFG</i>	
Tues 9.13 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting	
Between 9.13 & 10.11 <ul style="list-style-type: none"> • Provide ongoing support for new teachers • Facilitate New Teacher CFG <ul style="list-style-type: none"> ○ New Teacher Rolling GoogleDoc Reflection ○ GoogleDoc Sign-in Forms School site	
<i>2nd CFG</i>	
Tues 10.11 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting	
Between 10.1 & 11.15 <ul style="list-style-type: none"> • Provide ongoing support for new teachers • Facilitate New Teacher CFG <ul style="list-style-type: none"> ○ New Teacher Rolling GoogleDoc Reflection ○ GoogleDoc Sign-in Forms School site	

3rd CFG
<p>Tues 11.15 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting</p>
<p>Between 11.15 & 1.10</p> <ul style="list-style-type: none"> ● Provide ongoing support for new teachers ● Facilitate New Teacher CFG <ul style="list-style-type: none"> ○ New Teacher Rolling GoogleDoc Reflection ○ GoogleDoc Sign-in Forms <p>School Site</p>
4th CFG
<p>Tues 1.10 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting</p>
<p>Between 1.10 & 2.14 Check in with new teachers Facilitate R1 New Teacher Meeting</p> <ul style="list-style-type: none"> ● R4 New Teacher Reflection ● New Teacher Meeting R4 Sign-in Forms <p>School Site</p>
5th CFG
<p>Tues 2.14 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting</p>
<p>Between 2.14 & 3.14 Check in with new teachers Facilitate R1 New Teacher Meeting</p> <ul style="list-style-type: none"> ● R4 New Teacher Reflection ● New Teacher Meeting R4 Sign-in Forms <p>School Site</p>
6th CFG
<p>Tues 3.14 4:00 - 5:00 Attend mentor CFG Zoom Virtual Meeting</p>
<p>Between 3.14 & 4.11 Check in with new teachers Facilitate R1 New Teacher Meeting</p> <ul style="list-style-type: none"> ● R4 New Teacher Reflection ● New Teacher Meeting R4 Sign-in Forms <p>School Site</p>

7th CFG
<p>Tues 4.11</p> <p>Attend mentor CFG</p> <p><u>Zoom Virtual Meeting</u></p>
<p>Between 4.11 & 5.1</p> <p>Optional New Teacher CFG</p> <p>School Site</p>

Submissions & Evaluation
<p>By April 20</p> <p>Submit For RISE New Teachers</p> <ul style="list-style-type: none"> • Complete New Teacher CFG Attendance <p>Submit for yourself</p> <ul style="list-style-type: none"> • Evaluation <p>Final Reflection as part of the ongoing reflection doc created for each session.</p>

Appendix P New Teacher End of Year Survey

New Teacher End of Year Survey

New Teacher End of Year Survey Google Form

We try to make the RISE mentor/mentee program as meaningful as possible each year. Your responses help us look at any changes that may need to be made. Your input is valuable to us, so please be as detailed as you can in your answers.

Email address:

*Indicates required question

What school do you work at? *

Your answer

What is your role this year? Please check one.*

- ☐ First-Year Licensed Teacher
- ☐ Long-Term Substitute
- ☐ ARL (Alternate Route to Licensure) Teacher
- ☐ Veteran Teacher, new to the district

Are you planning on returning to your role next school year? *

- ☐ Yes
- ☐ No
- ☐ Undecided

Are there any other supports you felt you needed this year? *

Your answer

How did having a mentor teacher impact your teaching this year?

Your answer

Appendix Q Multicultural Education Course Year 4 Professional Learning Plan



Multicultural Education Course: Year 4	
District: Statewide School(s): Statewide Administrator: Statewide RPDP Facilitator: Annie Hicks Location: Online via Canvas and Zoom Audience: K-12 Licensed Educational Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists)	
TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)	
Outcomes	Evidence
Positively impact educational professionals' dispositions for culturally responsive pedagogy	[Level 2] Dispositions for Culturally Responsive Pedagogy Scale (DCRPS); developed and validated by Whitaker and Valtierra (2019)
Identify the ways personal, social and cultural identity shape and influence interactions within the educational system, from multiple perspectives, including but not limited to: educators,	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Provide course participants opportunities to develop an understanding of the role of identity within educational systems while also critically examining the way in which their own

students, families, colleagues, administrators and community members.	personal, social and cultural identity shapes and influences the actions they take, or do not take, that determine the trajectory of student success within their educational context.
Develop critical self-awareness of implicit and explicit bias in instructional and professional practices, and professional and personal interactions with stakeholders (students, families, colleagues, community members) and develop appropriate personal and professional response strategies.	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Facilitate opportunities for course participants to critically examine, evaluate, identify, reflect on, and determine explicit and implicit bias within educational interactions (personal, professional, stakeholders) in conjunction with identification of modifications to be implemented to minimize and eliminate bias to the greatest possible degree in personal and professional interactions.
Identify and examine the way in which power/privilege shape outcomes and expectations within systems, including social and educational structures, and develop appropriate response strategies aligned with instructional and professional practices.	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Help course participants to identify the role of power and privilege in shaping outcomes and expectations within systems, both social and educational structures, and, identify and evaluate potential changes in instructional and professional practices.
Identify cultural competency skills and knowledge.	[Level 2] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks, and Dispositions for Culturally Responsive Pedagogy Scale (DCRPS) developed and validated by Whitaker and Valtierra (2019): Support course participants in developing a foundational understanding of cultural competency, including both theoretical knowledge and research, in conjunction with cultural competency skills.

Demonstrate an understanding of cultural competency skills and knowledge in planning, teaching, assessing and engaging with students and families across educational contexts.	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Provide critical analysis opportunities, in conjunction with identification of changes in practice based on the analysis, of planning, teaching, assessing and engaging with students and families using a variety of assessment tools.
Demonstrate cultural competency through establishment of positive, cross-cultural relationships within educational contexts (students, families, colleagues, community members, and other stakeholders).	[Level 2, 4] Critical Reflection Journal, Field Experience Journal and discussion (asynchronous/synchronous) learning tasks: Apply cultural competency knowledge and skills through case studies, professional dilemmas and “what-if scenario” learning tasks wherein course participants examine, analyze and identify potential actions/responses using their learning.
Apply, and demonstrate, cultural competency knowledge and skills through a field-based experience in an appropriate educational context.	[Level 2, 4] Critical Reflection Journal and Field Experience Journal learning tasks: Provide evidenced-based assessment tools for course participants to analyze and critically reflect on bias, inequity and culturally responsive principles within current and future instructional and professional practices, including instruction/pedagogy, standards and curriculum, other instructional materials and classroom structure, and assessments. Course participants then identified changes in practice to implement along with justification of the changes using research and other course materials to support their justification.
STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)	
Outcomes	Evidence
Positively impact educational outcomes for all students.	[Level 5] Course participants’ perceptions of the impact their learning will have on students’ learning.

ROLES AND ACTIONS		
RPDP Facilitator	Administrator	Participant
Design, teach, facilitate and evaluate course learning tasks in order to provide specific, relevant feedback for each course participant in order to increase implementation of culturally responsive, and culturally competent practices within the participant's educational context in order to reduce/eliminate bias, inequity and disparities in educational opportunities provided for students across all educational contexts	Not applicable	K-12 Licensed Educational Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists): Complete course learning tasks, including assigned reading/viewing of research-based practices for culturally responsive teaching/pedagogy in conjunction with developing a foundational knowledge of cultural competency skills; complete field experience learning tasks and demonstrate application of knowledge and skills through critical self-examination and critical analysis of the teaching cycle as well as identification of changes in practice aligned based on the critical self-examination and critical analysis process.
NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING		
Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.		
	Standard	Alignment

CONTEXT	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<ul style="list-style-type: none"> • Course instructor created a collaborative “space” for building a learning community with course participants through sharing of personal and professional experiences, guided discussions, and collective feedback through weekly video conference interactive sessions • Course participants participated in a collaborative learning community throughout the course during weekly video conference interactive sessions where participants reflected on their learning, shared changes in practice, applied learning to specific contexts and provided feedback for all members of the learning community • Course instructor provided opportunities for course participants to develop their own capacity as culturally responsive and culturally competent educational professionals, including knowledge and implementation of research-based practices and outcomes, shared approaches course participants might use to advocate for
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		<p>students and families to have equitable learning opportunities, and provided an opportunity for course participants to connect with global and national organizations/support networks to further their professional learning and application of learning beyond the course</p> <ul style="list-style-type: none"> • Course participants developed their capacity for culturally responsive and culturally competent practice, personally and professionally, through course learning tasks, instructor feedback, and course participant feedback in order to identify areas for future professional learning; course participants identified areas in which they already were, or could, advocate for additional professional learning for themselves and their colleagues beyond the scope of the course • Course instructor curated additional research, resources and course materials in response to course participants progress, unique educational contexts and observed/identified barriers to practice and/or implementation
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		<p>of culturally responsive teaching/pedagogical and culturally competent skills</p> <ul style="list-style-type: none"> • Course participants shared weekly feedback about which resources were most beneficial to their unique educational context, and what questions or concerns remained, which was used by the course instructor to provide responsive feedback, support, and curate/include additional materials within the course
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<p>PROCESSES</p>	<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<ul style="list-style-type: none"> • Course instructor integrated multiple opportunities for self-assessment using a variety of assessment tools, including: Spectrum of Identity (University of North-Carolina, Chapel Hill), Understanding and Evaluating Privilege (McIntosh), Culturally Responsive Instruction Observation Protocol (CRIOP; Powell, Chambers, Cantrell, Correll & Malo-Juvera), Screening for Biased Content in Instructional Materials (Washington Office of Superintendent of Public Instruction), Evaluating Assessments for Bias (Compiled by A. Hicks), and, Assessment for Equitable Classroom Practices/Structure (Montgomery County Public Schools of Maryland; revised by A. Hicks) • Course participants shared self-assessment data, alongside evaluation that designated areas of strength and areas for improvement / continued professional learning • Course instructor integrated course participants' current educational contexts, learning
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		<p>goals and context-specific learning tasks in order to make the learning relevant and action-oriented, utilizing research that supported the course learning objectives in conjunction with research-based located and identified by each course participant</p> <ul style="list-style-type: none"> • Course participants shared learning goals based on their current educational contexts in order to identify their desired outcomes for their learning and student educational opportunities • Course instructor provided strategic, and ongoing, opportunities for course participants to critically reflect on and analyze current instructional and professional practices through self-assessment, using a variety of assessment tools, alongside reading and analyzing research-based practices in order to support participants in identifying and implementing changes in practice based on their learning and reflection • Course participants completed weekly self-assessments and field
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		<p>experience assessments in conjunction with critical analysis of current instructional and professional practices in comparison to research-based principles of culturally responsive teaching/pedagogy and cultural competency skills in order to identify areas of strength and areas for improvement, wherein course participants identified potential changes in practice that could be implemented in order to increase culturally responsive teaching and pedagogical knowledge and skills with the goal of ensuring equitable educational opportunities for all students</p>
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CONTENT	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p>	<ul style="list-style-type: none"> • Course instructor integrated research and case studies that demonstrated links between personal, social and systemic barriers to equitable access, opportunities and outcomes for all students within the educational structure/context in order to facilitate course participants' increased identification and analysis of opportunity disparities between students, and in turn, guiding course participants in developing the necessary knowledge and skills to respond accordingly through personal and professional action, advocacy, and changes in practice • Course participants completed assigned reading of research and theoretical frameworks, alongside analysis of case studies, in order to identify the personal, social and systemic barriers to equitable access, opportunities, and outcomes for all students within the educational structure/context, and in response, use/apply knowledge and skills to address existing disparities in educational outcomes for students through
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		changes in instructional and professional practice
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FOUNDATION	<p>EQUITY: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p> <p>CULTURAL COMPETENCY: Professional learning that increases educator effectiveness and results for all students facilitates educator's self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.</p>	<ul style="list-style-type: none"> • Course instructor guided discussion and facilitated critical analysis, through both synchronous and asynchronous tasks, designed to support course participants' identification of inequities within educational structures/systems that impact students' access to equitable educational opportunities, and thus, educational outcomes • Course participants identified inequities within educational structures/systems that impact students' access to equitable educational opportunities, and thus, educational outcomes through discussion and critical analysis of research, case studies, and individual dilemmas in order to identify changes in practice (instructional and professional) that could be implemented to address and mitigate opportunity disparities and improve educational outcomes for students • Course instructor provided strategic, and ongoing, opportunities for critical self-examination, reflection, and
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		<p>analysis of explicit and implicit bias, cultural identity of self and students, identification of inequity in relation to identity and bias, and culturally competent and responsive instructional and professional practices that reduce/eliminate bias and inequities within educational structures/contexts and interactions with students, families, colleagues and community members</p> <ul style="list-style-type: none"> • Course participants completed critical self-examination, reflection, and analysis learning tasks in order to increase awareness of explicit and implicit bias, cultural identity of self and students, identification of inequity in relation to identity and bias, and culturally competent and responsive instructional and professional practices that reduce/eliminate bias and inequities within educational structures/contexts and interactions with students, families, colleagues and community members; course participants then applied their
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		<p>knowledge and skills through case study analysis and suggested changes in practice, field experience learning tasks, and ongoing assessment of current instructional and professional practices linked to changes in practice justified through connections back to research and theoretical frameworks</p>
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Appendix R Computer Science Initiative, K-12



Computer Science Initiative, K-12	
District: White Pine, Eureka, Humboldt, Elko, and Lander School(s): K - 5; 5 - 6 schools Administrator: Various RPDP Facilitator: Connie Thomson Location: Regional (Virtual) and Elko (In-Person) Audience: Media Science Specialists, Computer Science Ambassadors, Computer Science Ambassador Mentees, and K-12 Introductory Computer Science Endorsement Participants	
TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)	
Outcomes	Evidence
Increase Media Science Specialists', Computer Science Ambassadors', Computer Science Ambassador Mentees', and K-12 Introductory Computer Science Endorsement participants' understanding and implementation of the NVACS-Computer Science.	Level 2: Participants' Learning Level 4: Participants' Use of New Knowledge and Skills Measures: Learning Walks, Reflection Survey, RPDP Evaluation Survey
Increase Media Science Specialists', Computer Science Ambassadors', Computer Science Ambassador Mentees', and K-12 Introductory Computer Science Endorsement participants' sense of self-efficacy.	Level 1: Participants' Reactions Level 3: Organizational Support & Change Measures: Reflection Survey, RPDP Evaluation Survey
STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)	
Outcomes	Evidence

Computer Science Initiative, K-12

District: White Pine, Eureka, Humboldt, Elko, and Lander

School(s): K - 5; 5 - 6 schools

Administrator: Various

RPDP Facilitator: Connie Thomson

Location: Regional (Virtual) and Elko (In-Person)

Audience: Media Science Specialists, Computer Science Ambassadors, Computer Science Ambassador Mentees, and K-12 Introductory Computer Science Endorsement Participants

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence
Increase students understanding of computer science.	Level 5: Student Learning Outcomes Measures: Student Focus Group Survey, RPDP Evaluation

ROLES AND ACTIONS

RPDP Facilitator	Administrator	Participant
<ul style="list-style-type: none"> Define measurable goals Obtain director approval Meet and plan with curriculum directors and support staff Research and provide district guidance on curriculum selection Research and provide district guidance on grant funded expenditures for supplemental resources 	Support participating educators as requested	<ul style="list-style-type: none"> Engage in professional learning sessions Implement and reflect on learning

Computer Science Initiative, K-12

District: White Pine, Eureka, Humboldt, Elko, and Lander

School(s): K - 5; 5 - 6 schools

Administrator: Various

RPDP Facilitator: Connie Thomson

Location: Regional (Virtual) and Elko (In-Person)

Audience: Media Science Specialists, Computer Science Ambassadors, Computer Science Ambassador Mentees, and K-12 Introductory Computer Science Endorsement Participants

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence	
<ul style="list-style-type: none"> • Design and coordinate professional learning opportunities for supplemental resources • Secure meeting facilities • Consult with curriculum directors about necessary implementation supports • Consult with and inform curriculum directors of implementation successes and barriers • Provide coaching supports to specialists • Engage in personal correspondences to support specialists • Generate and schedule sessions structures and foci • Research, plan, and facilitate monthly sessions 		

Computer Science Initiative, K-12

District: White Pine, Eureka, Humboldt, Elko, and Lander

School(s): K - 5; 5 - 6 schools

Administrator: Various

RPDP Facilitator: Connie Thomson

Location: Regional (Virtual) and Elko (In-Person)

Audience: Media Science Specialists, Computer Science Ambassadors, Computer Science Ambassador Mentees, and K-12 Introductory Computer Science Endorsement Participants

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence	
<ul style="list-style-type: none"> • Coordinate and facilitate Learning Walks • Design curriculum alignment analyses • Develop curriculum alignment and supplemental resource tracking systems • Design structures for scope and sequence development and implementation • Examine, reflect, revise, and adjust ongoing professional learning • Report results 		

NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING

Computer Science Initiative, K-12

District: White Pine, Eureka, Humboldt, Elko, and Lander

School(s): K - 5; 5 - 6 schools

Administrator: Various

RPDP Facilitator: Connie Thomson

Location: Regional (Virtual) and Elko (In-Person)

Audience: Media Science Specialists, Computer Science Ambassadors, Computer Science Ambassador Mentees, and K-12 Introductory Computer Science Endorsement Participants

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes

Evidence

Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.

	Standard	Alignment
C O N T E X T	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p>	The design of the Computer Science Initiative will provide opportunities for participants to learn from and with their colleagues through collaborative structures guiding concept and pedagogical content knowledge, lesson design and instruction, and classroom observations and learning walks as included in structures.

		Alignment
	<p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>Participants will be afforded opportunities to learn from one another's practice through collaborative protocols focusing on increasing capacity.</p> <p>Human resources include one NNRPDP Computer Science Professional Learning Leader planning, monitoring, and coordinating professional learning sessions, implementation of learning into practice, collaborations, mentorships, and learning walks as included in structures.</p>
<p>P</p> <p>R</p> <p>O</p> <p>C</p> <p>E</p> <p>S</p> <p>S</p> <p>E</p> <p>S</p>	<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>Short-term measures will be used to assess the participants' increase in understanding and implementation of the NVACS-CS, and physical computing resources. Additional measures will be used to assess student learning outcomes and increase in the participants' sense of self-efficacy.</p> <p>The learning design includes opportunities to identify personal and professional relevancy through reflection, inquiry, practical engagement, and collaboration as well as participants' interconnection, integration, and application of computer science concepts.</p>

		Participants are provided with the necessary supports to implement the NVACS-CS and physical computing resources as included in structures.
C O N T E N T		Participants are empowered through learning opportunities and resources that enable them to plan and implement equitable instruction for all students. The goals of the Computer Science Initiative align to the Nevada Academic Content Standards for Computer Science (NVACS-CS) and the Computer Science Teachers Association (CSTA) Standards for Computer Science Teachers.
F O U N D A T I O N		<p>The Computer Science Initiative addresses equitable access and achievement for all students by addressing disparities between student groups through investigation of scaffold and extension strategies to make learning about computer science accessible.</p> <p>The design of the Computer Science Initiative will promote awareness and skills to embed culturally-responsive strategies into practice to align with the standards. In the process of deepening their understandings and implementation of the learning into practice,</p>

	Standard	Alignment
		participants will be encouraged to draw upon their cultural knowledge, and the cultural knowledge of their students, in order to provide students with learning opportunities that honor their cultural identities and backgrounds.

Appendix S Family Engagement Course Year Four Professional Learning Plan



Family Engagement Course: Year 4

District: Regional

School(s): Regional

Administrator: Regional

RPDP Facilitator: Dr. Darl Kiernan

Location: Virtual

Audience: K – 12 Administrators, Educators, School Counselors, School Psychologists, & School Nurses

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence
Demonstrate knowledge of the National Standards for Family-School Partnerships	[Levels 2, 3, 4, 5] Family Engagement Interactive Notebook (FEIN): Identify effective practices for each standard based on research and evidence, identify current practices and evaluate the effectiveness of current practices using the National Standards for Family-School Partnerships assessment rubric
Demonstrate knowledge of the expectations of the Nevada Educator Performance Framework (NEPF) Professional Standard for Family Engagement	[Levels 2, 3, 4, 5] Family Engagement Interactive Notebook (FEIN), asynchronous discussion board post and responses, and synchronous discussion with other course participants describing how the NEPF standard for family engagement aligns with research-based effective practices, in conjunction with a

	self-assessment on current practices and identification of areas for improvement
Demonstrate knowledge of the Dual Capacity-Building Framework (DCBF)	[Levels 2, 3, 4] Family Engagement Interactive Notebook (FEIN) and synchronous discussion with course participants: Identify the primary components and outcomes associated with the DCBF, and identify areas of current practice and areas for improvement using the DCBF, within the individual context (e.g., classroom) and school context
Reflect on and evaluate current family engagement efforts	[Levels 2, 3, 4] Family Engagement Interactive Notebook (FEIN) and Family Engagement Inquiry Project: Compare current family engagement practices with research-based practices outlined for each National Family-School Partnership Standard using the corresponding assessment rubric
Research effective strategies, activities, resources, and materials to enhance their current family engagement efforts	[Levels 2, 3, 4] Family Engagement Interactive Notebook (FEIN), Family Engagement Strategies Card, and Family Engagement Inquiry Project: Read required research, locate additional research, identify specific resources and materials that support effective practices outlined within research, and describe implementation possibilities within the individual
Design a plan for effective family engagement, with action steps that may be taken immediately, in the near future, and in the distant future	[Levels 2, 3, 4, 5] Family Engagement Inquiry Project: Identify an area for improvement using the National Standards for School-Family Partnerships assessment rubric, outline specific action steps to be taken immediately along with a method for collecting evidence for the effectiveness of the change(s) in practice, implement action steps, gather evidence, analyze evidence, modify action steps as needed, gather additional evidence and analyze new evidence, and identify future steps to take

Implement methods and strategies for effective family engagement	[Levels 2, 3, 4, 5] Family Engagement Inquiry Project: Identify an area for improvement using the National Standards for School-Family Partnerships assessment rubric, outline specific action steps to be taken immediately along with a method for collecting evidence for the effectiveness of the change(s) in practice, implement action steps, gather evidence, analyze evidence, modify action steps as needed, gather additional evidence and analyze new evidence, and identify future steps to take
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STUDENT LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence
Students and families feel welcomed, included and valued in school contexts.	Course participants will collect evidence of increased engagement through their Family Engagement Inquiry Project.
Students and families participate in two-way communication with the teacher(s) and other school staff.	Course participants will collect evidence of increased engagement through their Family Engagement Inquiry Project.
Students and families receive specific support and resources that increase students' academic, social, emotional and developmental achievements.	Course participants will collect evidence of increased engagement through their Family Engagement Inquiry Project.
Students and families are equal partners in the decision-making within the classroom context as well as the school system.	Course participants will collect evidence of increased engagement through their Family Engagement Inquiry Project.
Students and families partner with the school and community members to increase the availability of support, resources and opportunities afforded each member of the community-at-large.	Course participants will collect evidence of increased engagement through their Family Engagement Inquiry Project.

ROLES AND ACTIONS		
RPDP Facilitator	Administrator	Participant
Design, teach, facilitate and evaluate course learning tasks in order to provide specific, focused feedback for each course participant in order to increase effective family engagement practices within the participant's educational context	N/A	K-12 Administrators, Educators, School Counselors, School Psychologists & School Nurses: Complete course learning tasks, including assigned reading/viewing of research-based practices for effective family engagement, self-assessment of current family engagement practices, identification of areas for improvement with regard to family engagement practices, development and completion of an inquiry wherein participants "put into practice" their learning in through implementation of specific, action-oriented, measurable changes in practice
NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING		
Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.		
	Standard	Alignment

CONTEXT	<p>LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.</p> <p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>Course instructor/facilitator created a collaborative “space” for building a learning community with course participants through sharing of personal and professional experiences, guided discussions, and collective feedback through weekly video conference interactive sessions</p> <p>Course participants participated in a collaborative learning community throughout the course during weekly video conference interactive sessions where participants: reflected on their learning, shared changes in practice, applied learning to specific contexts and provided feedback for all members of the learning community</p> <p>Course instructor/facilitator provided opportunities for course participants to develop their own capacity for effective family engagement, including knowledge and implementation of research-based practices and outcomes, shared approaches course participants might use to advocate for students and families to be partners in the learning process, and provided an opportunity for course participants to gather a collection of research-based practices and resources</p>
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		<p>to further their professional learning and application of learning</p> <p>Course participants developed their capacity for effective family engagement through reading research-based practices and outcomes aligned with the National Standards for Family-School Partnerships, identified areas for improvement within their educational context along with the advocacy approach that could be utilized to address the necessary improvement, and created a list of research-based practices and resources for professional growth beyond the course</p> <p>Course instructor/facilitator curated additional research, resources and course materials in response to course participants progress, unique educational contexts and observed/identified barriers to practice and/or implementation of effective family engagement approaches</p> <p>Course participants shared weekly feedback about which resources were most beneficial to their unique educational context, and what questions or concerns remained, which was used by the course instructor/facilitator to provide responsive feedback, support,</p>
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		and curate/include additional materials within the course
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<p>PROCESSES</p>	<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>Course instructor/facilitator integrated multiple opportunities for self-assessment using a variety of assessment tools, including the Nevada Educator Performance Framework Professional Standards, the Dual Capacity-Building Framework, and National Standards for School-Family Partnerships aligned with professional learning within the course structure as well as beyond the course</p> <p>Course participants shared self-assessment data, alongside evaluation that designated areas of strength and areas for improvement/continued professional learning</p> <p>Course instructor/facilitator integrated course participants' current educational contexts, learning goals and context-specific learning tasks in order to make the learning relevant and action-oriented, utilizing research that supported the course learning objectives in conjunction with research-based located and identified by each course participant</p> <p>Course participants shared learning goals based on their current educational contexts in order to identify their desired</p>
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		<p>outcomes for their learning and student/family outcomes</p> <p>Course instructor/facilitator provided strategic, and ongoing, opportunities for course participants to critically reflect on current family engagement practices through self-assessment, using a variety of assessment tools, alongside reading and analyzing research-based family engagement practices in order to support participants' in identifying and implementing changes in practice based on their learning and reflection</p> <p>Course participants completed weekly self-assessments of current family engagement practices in comparison to research-based, effective family engagement practices using a variety of assessment tools in order to identify areas of strength and areas for improvement, wherein course participants identified potential changes in practice that could be implemented in order to increase meaningful and effective engagement of all families in the learning process</p>
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CONTENT	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p>	<p>Course instructor/facilitator integrated research that demonstrated links between effective family engagement practices and increased positive academic, social, emotional and development outcomes in conjunction with critical reflection tasks that provided opportunities for course participants to reflect on the current, or future, integration of effective family engagement practices by evaluating current outcomes against desired outcomes</p> <p>Course participants read and analyzed research that demonstrated links between effective family engagement practices and increased positive academic, social, emotional and development outcomes and completed critical reflection tasks that helped participants identify current, or future, integration of effective family engagement practices through evaluation of current outcomes against desired outcomes, leading to identification of changes in practice with potential to achieve the desired outcomes</p>
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<p>FOUNDATION</p>	<p>EQUITY: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p> <p>CULTURAL COMPETENCY: Professional learning that increases educator effectiveness and results for all students facilitates educator’s self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.</p>	<p>Course instructor/facilitator guided discussion, both synchronous and asynchronous, designed to support course participants’ identification of inequities within school systems that impact families’ inclusion in the learning process, as well as students’ academic growth in conjunction to evidence on practices that address and reduce inequity across educational/school systems</p> <p>Course participants individually and collectively identified inequities within school systems that impact families’ inclusion in the learning process, as well as students’ academic growth, through self-assessment and case study examples, and in response, identifying evidence-based practices that could be integrated to address and reduce inequity across educational/school systems</p> <p>Course instructor/facilitator implemented and facilitated course learning tasks that: allowed course participants to examine explicit and implicit bias of students and families, provided research on existing disparities in effective engagement of all families in the learning process, and outlined potential action steps</p>
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		<p>participants could take to eliminate barriers to effective family engagement</p> <p>Course participants examined bias, both explicit and implicit, in their beliefs about families' strengths and capacities, their beliefs about families' involvement in the learning process, and their beliefs about their role in reaching out to and including all families in the learning process as partners in order identify specific action steps that they could take to address their bias, and thus, the barriers to effective family engagement</p>
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Appendix T Critical Literacies Book Club 2022-2023 Professional Learning Plan



Critical Literacies Book Club 2022-2023 Professional Learning Plan

District: Regional

School: Regional

Administrators: None

RPDP Facilitators: Holly Marich, Natalie Trouten

Location: Virtual

Audience: All K-12 educators interested in developing their critical literacy skills through the context of selected picture books and further reading/discussion.

TEACHER LEARNING OUTCOMES & EVIDENCE ([Guskey](#))

Outcomes	Evidence
<p>Critical Literacy Book Club participants:</p> <ul style="list-style-type: none">• Used a critical literacies way of thinking and questioning.• Engaged in courageous conversations.• Recognized an understanding beyond their own points of view.• Changed their ways of thinking because of their participation in this book club experience.	<ul style="list-style-type: none">• Nevada State Evaluation Form• End of book club open response questionnaire• Book Club Session shared documents of participant thinking during class discussions

STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)		
Outcomes	Evidence	
n/a	n/a	
ROLES AND ACTIONS		
RPDP Facilitator	Administrator	Participant
Plan, prepare, and teach Interactive video and online classes each week.	n/a	Read, prepare for class, and write as assigned within the course.
NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING		
Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.		

	Standard	Alignment
C O N T E X T	LEARNING COMMUNITIES: Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.	A learning community is established by creating a cohort of teachers focused on learning deeply about a critical literacies way of thinking. The members of this book club will have the opportunity to build connections as they consistently meet with one another and engage in discussion both in partner, small group, and whole group settings.

	<p>LEADERSHIP: Professional learning that increases educator effectiveness and</p>	<p>Leadership will be supported through participant empowerment to question and reflect about their perspectives and the perspectives of others through the lens of critical literacies.</p> <p>Each picture book and supporting resource was carefully selected and presented over a long period of preparation. Nothing was brought to this book club without careful consideration of how it might support the goals and objectives of the learning experience.</p>
<p>P R O C E S S E S</p>	<p>DATA: Professional learning that increases educator effectiveness and results for</p>	<p>Each book club session will include opportunities to gather data to drive instruction. For example, each session will conclude with all participants adding their thinking to a shared document. The facilitators will review and discuss what has been written in preparation for the next session. Teachers are gathering “data” in that they are understanding critical literacy at a level they have not yet practiced through direct facilitation and reflection.</p>

	<p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>Facilitators integrated multiple theories and models to design the professional learning including elements from The Learning Policy (2017), Designing and Implementing Effective Professional Learning (Murray, 2014), and Advancing Instruction and Leadership in the Nation's Great City Schools (2021).</p> <p>Participants will be given multiple opportunities during each book club session to implement critical literacy ways of thinking and questioning.</p>
C O N T E N T	<p>OUTCOMES: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p>	<p>All book club participants will have the opportunity to demonstrate increased awareness of practicing critical literacy skills as measured by an ongoing open response reflection opportunity at the end of each thirty-minute session and a questionnaire at the end of the book club learning experience.</p>

F O U N D A T I O N	<p>EQUITY: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.</p> <p>CULTURAL COMPETENCY: Professional learning that increases educator effectiveness and results for all students facilitates educator’s self-examination of their awareness, knowledge, skills, and actions that pertain to culture and how they can develop culturally-responsive strategies to enrich educational experiences for all students.</p>	<p>Throughout the entire book club experience participants will have opportunities to learn more about cultural competency and equity. Participants will also have an opportunity to examine their beliefs and how those affect others as these are major theme of the book club in general.</p> <p>Throughout the entire book club experience participants will have opportunities to learn more about cultural competency and equity. Participants will also have an opportunity to examine their beliefs and how those affect others as these are major theme of the book club in general.</p>
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Appendix U Support for New Teachers Year Two Professional Learning Plan



Support for New Teachers: Year Two Professional Learning Plan	
District: Elko County School District (ECSD) School(s) Administrator RPDP Facilitators: Thomas Browning, Treena Parker, Natalie Trouten Location: Onsite Elko and Virtual Audience: ECSD new teachers, mentor teachers	
TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)	
Outcomes	Evidence
<p>New Teachers:</p> <p>Increase awareness and understanding of</p> <ul style="list-style-type: none"> the district and school through the induction process social/emotional learning strategies for personal and student well being ways to approach tasks and solve specific problems as they arise in practice critical reflection as a way to strengthen instructional practice knowledge and application of NEPF & NVACS 	<p>Participants' Reactions: Survey administered at the end of the year</p> <p>Participants' Learning: Critical reflections from mentors, both written and oral</p> <p>Organization Support & Change: NNRPD Evaluation after the induction program; Post survey on teacher's experience with a mentor.</p> <p>Participants' Use of New Knowledge and Skills: Post survey, direct observation</p>

	Student Learning Outcomes: Anecdotal notes; coaching reflections
<p>Mentor Teachers:</p> <p>Develop skills and capacity to support new teachers'</p> <ul style="list-style-type: none"> • assimilation to the district and school site • understanding and implementation of social/emotional learning strategies • understanding ways to solve specific problems as they arise in practice • engagement in critical reflection to strengthen instructional practice • knowledge and application of NEPF & NVACS 	<p>Participants' Reactions: Survey administered at the end of the year</p> <p>Participants' Learning: Critical reflections from mentors, both written and oral, participation in collaborative learning provided by the NNRPDP</p> <p>Organization Support & Change: Monthly reflections including goals and reflections on the goals</p> <p>Participants' Use of New Knowledge and Skills: Post survey, direct observation</p> <p>Student Learning Outcomes: Anecdotal notes; reflections</p>
Outcomes	Evidence
<p>Teachers will strengthen their ability to intentionally plan instruction addressing NEPF Instructional Practice Standards and Indicators.</p> <p>Teachers will use the NEPF Instructional Practice Standards and Indicators as a tool for collaboratively planning and improving instruction in grade level collaborative planning meetings.</p>	<p>Teachers collaboratively deliver an intentionally planned NEPF Instructional Practice Standards and Indicators aligned lesson to peer colleagues for analysis.</p> <p>Teacher use of the NEPF Instructional Practice Standards and Indicators during collaborative lesson planning assessed by use of the NEPF Planning Tool Template and lesson analysis by peer colleagues.</p>

STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)		
Outcomes	Evidence	
Students will be positively impacted by the teachers’ use of NEPF Instructional Practice Standards and Indicators aligned lessons.	Perceptions of the impact on student learning of NEPF Instructional Practice Standards and Indicators aligned lessons from teachers and support staff that attended professional learning.	
ROLES AND ACTIONS		
RPDP Facilitator	Administrator	Participant
Plan and facilitate one-week face-to-face RISE induction program and monthly virtual mentor professional learning. Support implementation into practice.	Intentionally choose and support mentor teachers.	Participate in onsite and virtual sessions. Implement learnings into practice.
NNRPDP INTEGRATION OF STANDARDS FOR PROFESSIONAL LEARNING		
Standards for Professional Learning guide our thinking when planning and preparing professional learning opportunities. The Professional Learning Plan (PLP) clarifies outcomes, roles, and responsibilities of stakeholders in the learning and also demonstrates the alignment of projects with the standards.		
		Alignment
C O N T E		Critical Friends Groups (CFGs) will provide opportunities for groups of educators to develop collective responsibility by building pedagogical capacity and

T	<p>LEADERSHIP: Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.</p> <p>RESOURCES: Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>providing space to address dilemmas and learn from successes.</p> <p>Capacity for learning and leading will be developed through the incorporation of site-based mentor teachers whose leadership capacity will be cultivated by NNRPDP coordinators. In turn, mentor teachers will provide a system of support for new teachers by facilitating professional learning during the new teacher induction and facilitating CFG groups.</p> <p>The resource of time invested in engaging in and supporting professional learning will be acknowledged through stipends for mentor teachers. New teachers will receive the text <i>Social Emotional Learning and the Brain</i> by Marilee Sprenger and professional learning hours to honor the time spent in CFGs and the RISE induction program.</p>
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<p>P</p> <p>R</p> <p>O</p> <p>C</p> <p>E</p> <p>S</p> <p>S</p> <p>E</p> <p>S</p>	<p>DATA: Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.</p> <p>LEARNING DESIGNS: Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.</p> <p>IMPLEMENTATION: Professional learning that increases educator effectiveness and results for all students; applies research on change and sustains support for implementation of professional learning for long-term change.</p>	<p>The effectiveness and impact of the RISE induction program, which included mentor teachers supporting new teachers, was measured using qualitative data from reflections, surveys, and the NNRPDP evaluation.</p> <p>The blend of formal and informal designs of professional learning include common features underlying the framework for professional learning. Monthly CFGs will provide opportunities for active engagement, reflection, and metacognition. All facets of the design will support enhancing knowledge, skills, and practice. The blend of synchronous, asynchronous, job-embedded face-to-face, and virtual formats will allow for a tailored approach to facilitate learning.</p> <p>The support of the NNRPDP facilitators will provide mentor teachers with strategic, ongoing opportunities to critically reflect, solve problems, learn from successes, and use Social Emotional Learning strategies. The expectations of engaging in this structured professional</p>
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		learning will enhance their own instructional effectiveness as well as the new teachers they support using the turnkey method.
C O N T E N T	OUTCOMES: Professional learning that increases educator effectiveness and results for all students focuses on equitable access, opportunities and outcomes with an emphasis on achievement and opportunity disparities between student groups.	The monthly CFG meetings provide a space for mentor teachers to collaborate for professional growth, collaborate to support new teacher and to serve as a model for new teacher's CFG meetings. They also provided time and space to critically reflect on their role and responsibilities as a mentor.
F O U N D A T I O N	EQUITY: Professional learning that increases educator effectiveness and results	<p>NNRPDP coordinators facilitated professional learning discussions that allowed mentors the opportunity to consider explicit and implicit bias of new teachers.</p> <p>The design of the RISE induction program and components of the CFG promoted awareness and skills to embed culturally-responsive strategies into their practice. These opportunities allowed self-examination and promoted a greater awareness of cultural norms and biases in the role of teaching and learning.</p>

Appendix V Scope of Work 2022-2023

Scope of Work 2022-2023

The Northeastern Nevada Regional Professional Development Program (NNRPDP) provides professional learning opportunities for White Pine, Eureka, Humboldt, Lander, Elko, and Pershing County School Districts in three broad categories: 1) Meeting district requests for services, 2) Fulfilling legislated mandates, and 3) Supporting individual teachers. The items below list the work of the NNRPDP during the 2022-23 academic year.

NVACS, Pedagogy, NEPF

- RISE and RISE Mentors (Elko CSD)
- New Teacher Orientation (Lander CSD)
- Writing & Discourse (Pershing County High School; Pershing CSD)
- Student motivation workshop (Regional)
- NEPF for New Teachers (Elko CSD, Flag View Intermediate & Spring Creek Elementary)
- Computer Science Ambassadors, monthly (Regional K - 6)
- Media Science Specialists, monthly (ECSD K - 6 and rurals)
- Nonfiction Literacy & Engagement (Northside Elementary; Elko CSD)
- Tier One Instruction (Spring Creek Elementary; Elko CSD)
- Writing | Understanding MAP (Liberty Peak Elementary; Elko CSD)
- Tier One Instruction (Mountain View Elementary; Elko CSD)
- Rigor with Intention: NEPF S2 (Adobe Middle School; Elko CSD)
- Developing Teacher Leaders Cohort (Adobe Middle School; Elko CSD)
- Professional Learning Communities through Inquiry (Spring Creek Middle School; Elko CSD)
- Rigor for All: NEPF 2 (Spring Creek High School; Elko CSD)
- Using NEPF Across Disciplines (Elko High School; Elko CSD)
- Metacognition for Student Growth (Carlin Combined; Elko CSD)
- The Power of Effective Tier One Instruction (Sage; Elko CSD)
- Classroom Management (Battle Mountain Junior High; Lander CSD)
- Critical Friends Groups (CFG) (West Wendover High School; Elko CSD)
- PLC Inquiry (Spring Creek High School; Elko CSD)
- Culturally Responsive Practices & Implicit Bias (Great Basin College Preschool; NSHE)
- Speaking and Writing Cohort (Southside Elementary, Elko CSD)
- Moving Beyond Burnout (Spring Creek High School; Elko CSD)
- Tapping into Intrinsic Motivation (Spring Creek High School; Elko CSD)
- Rigorous Tasks and Academic Productive Discourse (Wells K-6; Elko CSD)
- Activity v Learning: NEPF 4 (Elko High School; Elko CSD)
- Rigor for All: NEPF 2 (Elko High School; Elko CSD)

- Analyzing Science Curriculum Alongside Standards (Elko CSD)

Courses for Credit (SUU/UNLV) and Certificates of Professional Learning (COPL)

- Family Engagement (fall and spring)
- Multicultural Education (4 fall sessions | 4 spring sessions)
- Multicultural Education Remix 2.0 (spring)
- Computer Science Endorsement *Methods for Teaching Computer Science* (fall)
- Dare to Lead (fall)
- Learning to Rise (fall and spring)
- Tapping into Intrinsic Motivation to Increase Learning (spring)
- Wellness Task Force Dare to Lead
- Wellness Task Force Regulation Strategies (monthly, November-May)
- SBAC Course (spring)
- Critical Literacies Book Club (fall and spring)

Mentoring/Coaching

- What Do I Say When ...? (Spring Creek Middle School; Elko CSD)
- Professional Motivation: Beyond the Burnout (Spring Creek High School; Elko CSD)
- Tapping into Intrinsic Motivation to Increase Learning (Spring Creek High School; Elko CSD)
- Supporting NEPF 4 with Paraprofessionals and SPED/ELL Teachers (Carlin Combined School; Elko CSD)
- ELA team coaching (White Pine High School; White Pine CSD)

State/National Level Contributions

- Read by Grade 3 Fall Summit: *Supporting Family Engagement in Reading Foundational Skills*
- Keynote at Nevada Reading Week Kick Off Event: *Inspire the joy and importance of reading*
- Literacy Research Association discussant: *Definitional, Conceptual, and Methodological Challenges in Adolescent Literacy Theory, Research and Practice*
- California Reading Association webinar presentation: *Advancing Emergent and Beginning Readers*
- Nevada's Portrait of a Learner Pilot Project: *Supporting Teacher Agency & Decision Making*
- American Educational Research Association presentation: *Professional Learning Providers' Engagement with Research in Adolescent Literacy*
- NDE Instructional Material Review: Science Content Area Review Panel (CARP)
- NDE Instructional Material Review: ELA

- Nevada Reading Week Committee
- PRESS Cohort 1
- Nevada Adolescent Literacy Network Steering Committee
- Nevada Adolescent Writing Magazine
- SBAC Advisory Group: Bias, Accessibility & Sensitivity (National)
- National Association for Multicultural Education: Region VI Connections
- National Association for Multicultural Education: 2023 Conference Planning Committee
- NDE Professional Development Standards Review
- NEPF Liaisons for Nevada Department of Education
- Praxis STEM for Elementary Grades Content Review

District or School Support/Committees

- Math Curriculum Adoption Committee (Elko CSD)
- High School accreditation support (Pershing CSD)
- Leadership Team Membership (Lander CSD)
- Elko High School Leadership Team: Planning a Meaningful Advisory (Elko CSD)

NNRPDP provided leadership and guidance in the Continuous Improvement Process (CIP) of the following schools in the northeast region:

- Battle Mountain Elementary (Lander CSD)
- Spring Creek Elementary (Elko CSD)
- Mt View Elementary (Elko CSD)
- Elko Institute of Academic Achievement
- Liberty Peak (Elko CSD)
- Pershing County High School (Pershing CSD)
- Sage (Elko CSD)
- David E. Norman (White Pine CSD)
- Spring Creek High School (Elko CSD)
- Adobe Middle School (Elko CSD)
- Carlin Combined School (Elko CSD)

Leadership

- Using the NEPF as a Tool for Growth: Critical Conversations to Elevate Teachers' Instructional Practice (Elko CSD Administrators)
- Using the SAIL/SAPR as a Tool for Our Growth (Elko CSD Administrators)
- Prospective Administrators Professional Learning Series (Elko CSD, Educators aspiring to become administrators)
- Principal Supervision Workshop (Elko CSD: District Leaders)

Grant | Business Partnerships

- Code.org Computer Science [state-wide]
- TESLA [state-wide]

Publications

Austin, K., Bowman, A., Justus, M., Takahashi, S., Kiernan, D. & Fong, P., (2022). Learning huddles: Design and facilitation tips. <https://www.wested.org/facilitating-improvement-in-teacher-practice/>

Bear, D., Frederick, A., Kiernan, D., & Ittner, A. (2023). Foundations of word study instruction. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. (Eds.) *Word study for literacy leaders*. Guilford Press.

Ittner, A., Frederick, A., Kiernan, D., & Bear, D. (Eds.). (2023). *Word study for literacy leaders: Guiding professional learning*. Guilford Press.

Kiernan, D. & Austin, K. (2023). Word study learning huddles: Collaborating to improve developmental word study instruction. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. (Eds.) *Word study for literacy leaders*. Guilford Press.

Kiernan, D., Negrete, S., & Bear, D. (2023). Teaching sight words with personal readers. *The California Reader*.

Negrete, S., Parker, T., & Dunn, S. (2023). Literacy coaching approaches in word study. In Ittner, A., Frederick, A., Kiernan, D., & Bear, D. (Eds.) *Word study for literacy leaders*. Guilford Press.