



**Northeastern Nevada Regional Professional Development  
Program  
2021-2022 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).

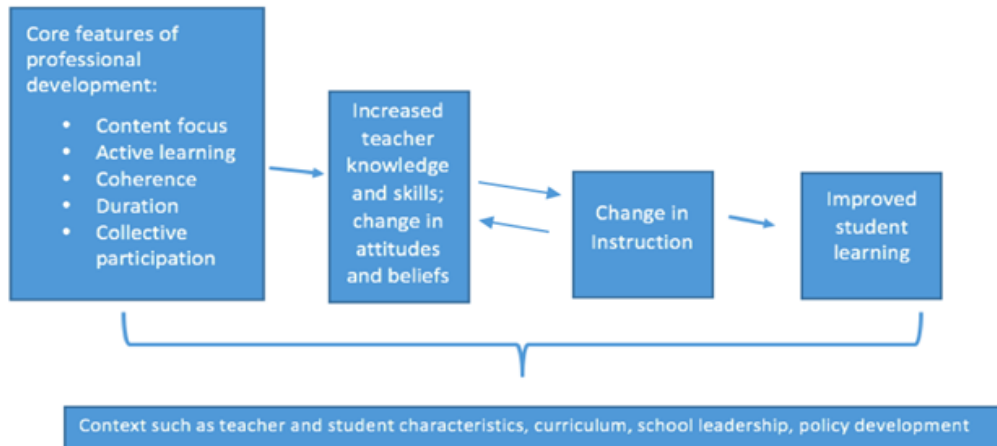
The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department 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 updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students' learning. The standards provide a framework for planning and leading professional learning opportunities.

### **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**

<b>RPDP State Approved Evaluation (5-point scale)</b>	<b>2021-22</b>
1. The training matched my needs.	4.65
2. The training provided opportunities for interactions and reflections.	4.87
3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training.	4.83
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.82
5. The presenter/facilitator modeled effective teaching strategies.	4.79
6. This training added to my knowledge of standards and/or my subject matter content.	4.62
7. This training will improve my teaching skills.	4.60
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.71
9. This training will help me meet the needs of diverse student populations.	4.56

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

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	White Pine	Regional
<i>Total Trainings</i>	121	40	1	8	16	6	11	39
<i>Instructional<sup>1</sup></i>	60% n=73	52% n=21	0% n=0	63% n=5	44% n=7	33% n=2	1% n=1	95% n=37
<i>Observation and Mentoring<sup>2</sup></i>	15% n=18	23% n=9	0% n=0	0% n=0	25% n=4	16% n=1	27% n=3	1% n=1
<i>Consulting<sup>3</sup></i>	25% n=30	25% n=10	100% n=1	37% n=3	31% n=5	50% n=3	64% n=7	1% n=1

<sup>1</sup>Presentations, workshops, in-service, and university courses

<sup>2</sup>Coaching, classroom observations and feedback, modeling, co-teaching

<sup>3</sup>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

	Aggregate	Elko	Eureka	Humboldt	Lander	Pershing	White Pine
<i>Total Teachers Employed in District</i>	1086	586	31	225	83	51	110
<i>Unduplicated Teachers</i>	498	341	3	52	57	12	33
<i>Duplicated Teachers</i>	166	111	1	21	27	0	6
<i>Total Administrators Employed in District</i>	101	47	4	17	5	6	22
<i>Unduplicated Administrators</i>	58	36	2	4	6	2	8
<i>Duplicated Administrators</i>	30	22	1	0	2	1	4



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 Administrators</i>	36	27	1	0	6	1	1
<i>Duplicated Administrators</i>	8	6	0	0	1	1	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>	152	120	2	21	3	0	6
<i>Duplicated Teachers</i>	20	18	0	2	0	0	0

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>	30	4	0	0	26	0	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>	121	40	1	8	16	6	11	39
<i>NVACS</i>	69% n=84	75% n=30	100% n=1	75% n=6	81% n=13	67% n=4	72% n=8	56% n=22
<i>NEPF</i>	45% n=54	57% n=23	100% n=1	1% n=6	53% n=8	50% n=3	27% n=3	38% n=15
<i>Culturally Relevant Pedagogy</i>	26% n=32	23% n=9	0% n=0	0% n=0	0% n=0	0% n=0	0% n=0	59% n=23

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 Development Standards

The goals, strategies, and outcomes in this five-year plan are couched within the professional learning standards outlined by the Learning Forward organization and two standards legislated by Nevada in 2017. When professional learning is also standards-based, the increase in educator effectiveness has greater potential for change.

## 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 interactive and integrative technology.**
  - *Integrate technology within our work, making it explicit*
  - *Use current software platforms for regional professional learning opportunities*
  - *Provide professional development for NNRPDP coordinators in order to stay current in their expertise*
- **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*
- **Enhance our public profile**
  - *Communicate opportunities for professional learning*
  - *Publicize national presentations*
  - *Create a comprehensive web presence*

## **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 Council approved an outline structure for RPDP evaluation purposes to include the number of teachers and administrators affected by professional development in the region according to requirements set forth in NRS 391A.190.

## **A Two-Year Focus (2019-2021)**

### **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 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.

**(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 has developed the training programs listed below for teachers and administrators.

#### **Biennial Budget 2019-2021**

\$2,531,288\*

*\*The 2019 legislative session allocated \$1,265,644 each year of the biennium. However, due to COVID-19 budgetary concerns in summer 2020, a special legislative session reduced the second year to \$1,210,837. This amount remains the same in 2021-22.*

#### **NNRPDP Sponsored Training Programs**

##### **Teacher Academy**

The Teacher Academy focuses on improving instructional pedagogy through Nevada Educator Performance Framework (NEPF) standards. The NNRPDP accepts applications from teachers who want to attend and targets deep learning of the instructional standards. Each full day, whole group learning opportunity is accompanied by a small group Critical Friends Group (CFG) in which connections are made between content and classroom implementation by de-privatizing practice.

*\*Due to COVID-19, the Teacher Academy was put on hold. Substitutes are required for a robust Teacher Academy and due to the pandemic, substitutes were unavailable.*

##### **Courses for Credit**

NNRPDP creates and provides courses for teachers interested in particular topics. These courses are available for credit and provide teachers seeking recertification an avenue for increasing their learning. In addition, the NNRPDP provides facilitation of courses related to a particular school's desire for content upon request.

## Focus Goals

**1. 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*

A minimum of five projects each year are reported within the context of the work to include extensive measures of teacher and student learning affected by the professional learning provided. Each report is included in the final evaluation of the NNRPDP submitted to stakeholders for accountability purposes.

**2. To 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*

Each long-term professional development request will require an outcomes-based plan developed with the NNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

**3. To partner with administrators to strengthen 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*

Each long-term professional development request will require an outcomes-based plan developed with the NNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

## 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 2021-2022

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 2021-22 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 556 unique teachers and administrators during 2021-22. 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 196. Nearly half of the estimated 1,187 teachers and administrators employed in the region (as reported by each district) participated in programs provided by the NNRPDP during the 2021-2022 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 2021-22, this included mean ratings from educator participants regarding the expertise of the facilitators and the quality of the delivery of instruction during trainings (4.83), efficiently managing time and pacing of activities (4.82) and modeling effective teaching strategies (4.79). In addition, educator participants again indicated overwhelmingly that they will use the knowledge and skills learned from NNRPDP trainings in their classrooms (4.71).

### **Regional Project Outcomes**

Regional project evaluation data reveal a variety of positive outcomes and opportunities for next steps across the six NNRPDP 2021-22 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 new Media Science Specialists, and 6) planning for instruction through the lens of the Nevada Educator Performance Framework (NEPF). Abridged examples of results for each regional project follow.

#### ***Multicultural Education Course Year 2***

Data collected from 109 participants of the Multicultural Education course showed statistically significant increases in 21 of 26 dispositions of culturally responsive pedagogy as measured by a pre- and post-administration of the Dispositions for Culturally Responsive Pedagogy Scale questionnaire (DCRPS, Whitaker & Valtierra, 2019). Dispositions were grouped under four thematic aspects of multicultural teaching – praxis, community, social justice, and knowledge construction.

#### ***Critical Literacies Book Club Year 2***

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 they were able to recognize an understanding beyond their own point of view after participating in the book club.

### ***Family Engagement Course: Year 3***

Consistent with Year 1 and 2 of the Family Engagement Course, year three participants revealed positive shifts in their beliefs about families' capacities for supporting their children, 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. Participants in Year 3 also reported statistically significant confidence in removing barriers to family engagement.

### ***Support for New Teachers***

The Retain, Induct, Support, Encourage (RISE) program offered a one-week induction for new teachers prior to the start of school and ongoing site level support by mentor teachers throughout the school year. Nearly 95% of the new teachers reported this model helped them navigate information from the district and their schools, understand and implement high leverage pedagogical standards, and receive ongoing, job-embedded support throughout the school year.

### ***K-5 Media Science Specialists Professional Learning Community (MSS-PLC)***

The MSS-PLC provided support to 13 educators hired for the new district position of Media Science Specialist serving approximately 4,800 students. Success of the PLC was evident from all participants in an analysis of evaluation comments illustrating increased self-efficacy and positive impacts on student learning. Ninety three percent of surveyed fourth and fifth graders (n=518) reported they had learned something new about computer science concepts they didn't know prior to this school year.

### ***NEPF Professional Learning at a Rural High School***

A high school staff of 24 educators participated in content sessions to deepen their knowledge of each NEPF standard and associated indicators. Following the content sessions, teams engaged in follow up learning walks to observe NEPF aligned instruction. One hundred percent of participants reported the professional learning experience matched their needs and 92% reported increased confidence in their ability to identify high-quality NEPF aligned instruction as a result of participating in the learning.

### ***Professional Learning Delivery***

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 mentoring facilitated educators' efforts to share best practices for learning acceleration. Embedded within synchronous learning opportunities were strategies for communicating with families, ways to meet the goals of multicultural teaching and learning, and approaches for teaching computer science.

## **Regional Projects**

### **Multicultural Education Course: Year 2**

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 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 professionals' 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). These goals continued through the second year of the project.

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. The course instructor has thirteen years teaching experience between K-16 contexts, that included four years of experience teaching online college courses, has a Master of Science in Equity and Diversity in Education, and is a member of the National Association for Multicultural Education. Multicultural teaching and equitable learning have been the primary focus of the instructor's professional work in their current role as a regional coordinator for the NNRPDP since 2019.

### **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 hours, 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.

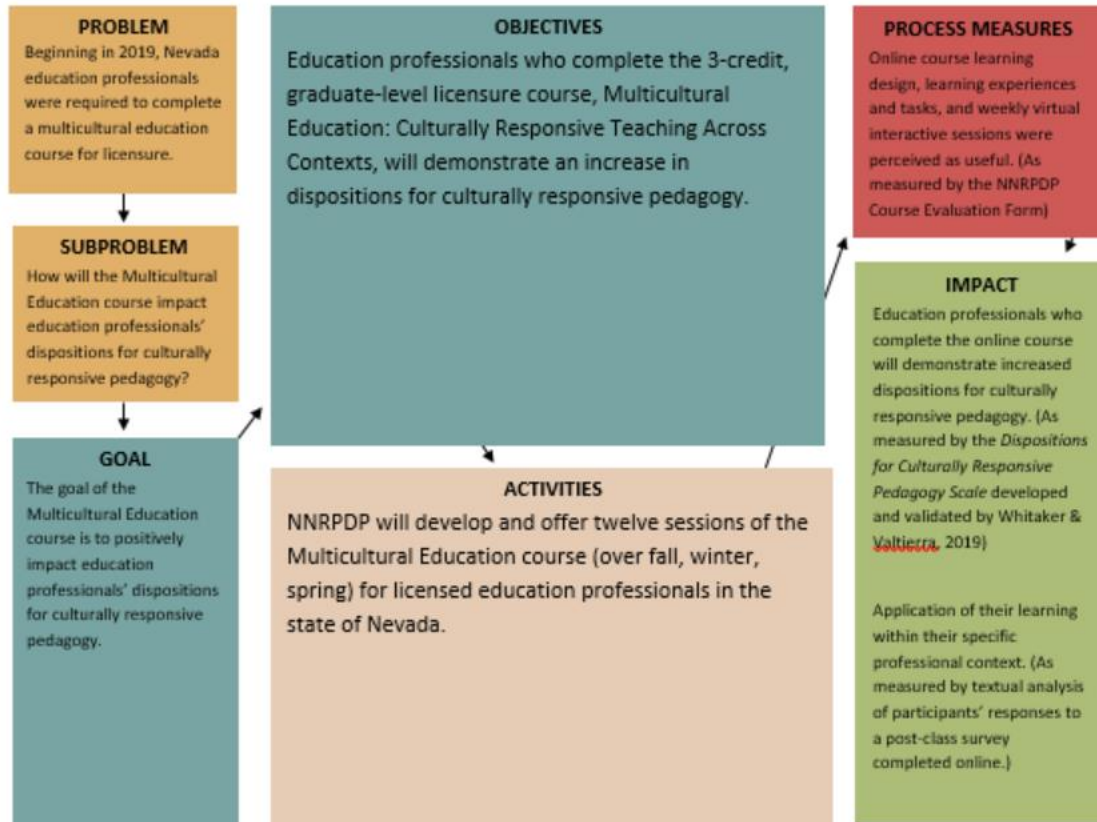
Multicultural education is “a philosophical concept built on the ideals of freedom, justice, equality, equity, and human dignity” (National Association for Multicultural Education, 2021). The Center for Multicultural Education at the University of Washington states that “multicultural education is an 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* (2021: 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**

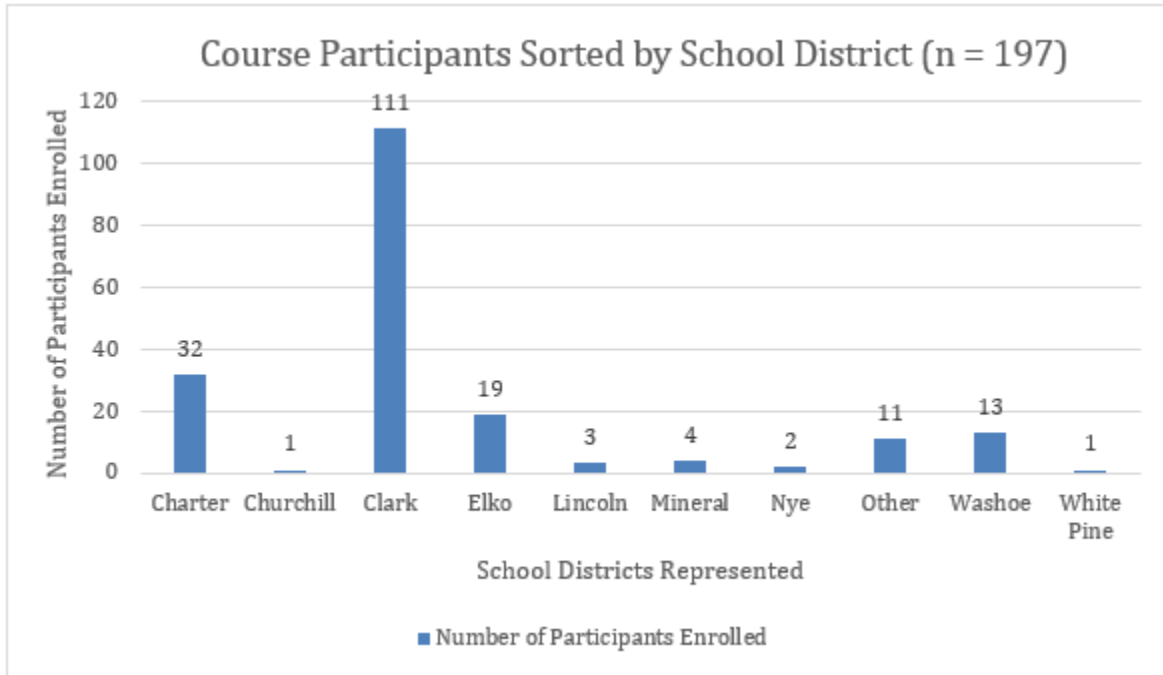
The Multicultural Education course was offered through the NNRPDP to any education professional within the state of Nevada in school year 2021-2022. Three separate course sessions were offered: fall, winter, and spring. Each session included four unique cohort groups which met weekly via Zoom for interactive sessions during the course. 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 \$63.00 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 approved courses range in cost from \$63.00 to \$1,500.00 dollars (J. Briske, personal communication, April 27, 2021).

One hundred ninety-seven participants completed the course over the 2021-2022 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

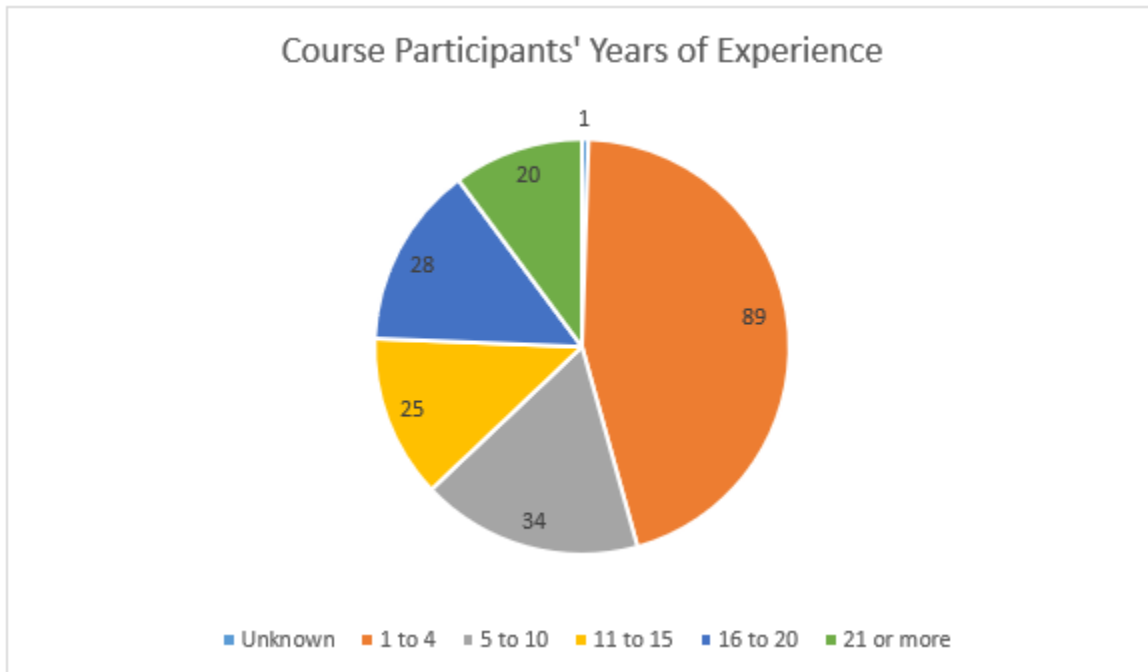


language, and school psychology. Additional course participant demographic information is detailed in the charts below.

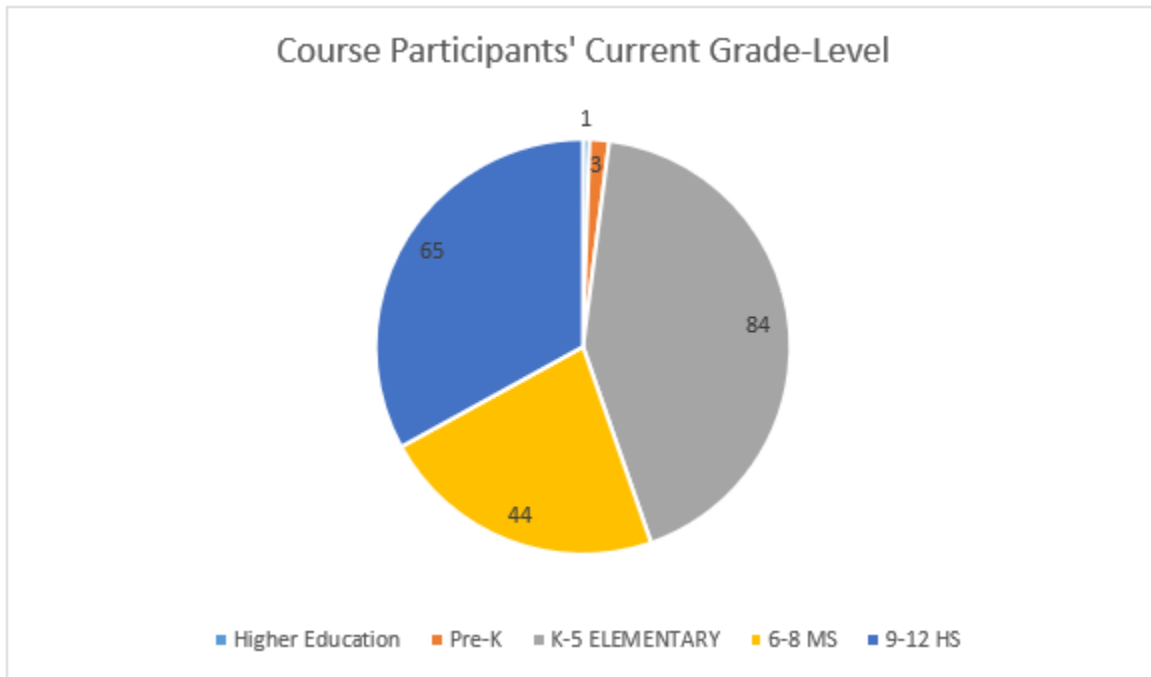
**Table 9** Course Participants Sorted by School District



**Table 10** Course Participants Sorted by Years of Experience



**Table 11** *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 second year of the Multicultural Education course, the results and conclusions from the first-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 second 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. With this in mind, the course instructor added content and learning experiences specific to these five aspects of multicultural teaching in order to provide participants with an opportunity to further develop these five dispositions over the duration of the Multicultural Education course.

## **Measurement**

The overarching goal of the Multicultural Education course in the second 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 second 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 Course Evaluation Form (Appendix B). Participants’ application of their learning in their unique educational context was measured through the post-course survey (Appendix C) responses.

The table 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 12** Five Levels of Professional Development Evaluation (Guskey, 2002)

<b>Evaluation Level</b>	<b>What Questions Are Addressed?</b>	<b>How Will Information Be Gathered?</b>	<b>What is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
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"> <li>• The training matched my needs.</li> <li>• The training provided opportunities for interactions and reflections.</li> <li>• The presenter's experience and expertise enhanced the quality of the training.</li> <li>• The presenter efficiently managed time and pacing of the training.</li> <li>• The presenter modeled effective teaching strategies.</li> </ul>	To improve course design and delivery
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	Dispositions for Culturally Responsive Pedagogy Scale (Pre- and Post-Questionnaire)  NNRPDP Course Evaluation Form	<ul style="list-style-type: none"> <li>• 26 Dispositions for Culturally Responsive Pedagogy</li> <li>• This training added to my knowledge of standards and/or my skills in teaching subject matter content.</li> <li>• The training will improve my teaching skills.</li> <li>• I will use the knowledge and skills from this training in my classroom or professional duties.</li> <li>• This training will help me meet the needs of diverse student populations (e.g. gifted and talented, ELL, special ed., at-risk students).</li> <li>• My learning today has prompted me to change my practice.</li> <li>• From today's learning, what will you transfer to practice?</li> </ul>	To improve course content, format, and organization
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"> <li>• Reflection on Learning</li> <li>• What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?</li> </ul>	To evaluate and improve implementation of new knowledge and skills from the course.
5. Student Learning Outcomes	How did the professional	NNRPDP Course Evaluation Form	Perceptions of impact on student learning:	To demonstrate how the Multicultural

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
	<p>development affect students?</p> <p>Did it benefit them in any way?</p>	<p>Post-Course Survey</p>	<ul style="list-style-type: none"> <li>• My learning today will affect students' learning.</li> <li>• How will your implementation affect students' learning?</li> <li>• What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?</li> </ul>	<p>Education course impacts student learning.</p>

**Results**

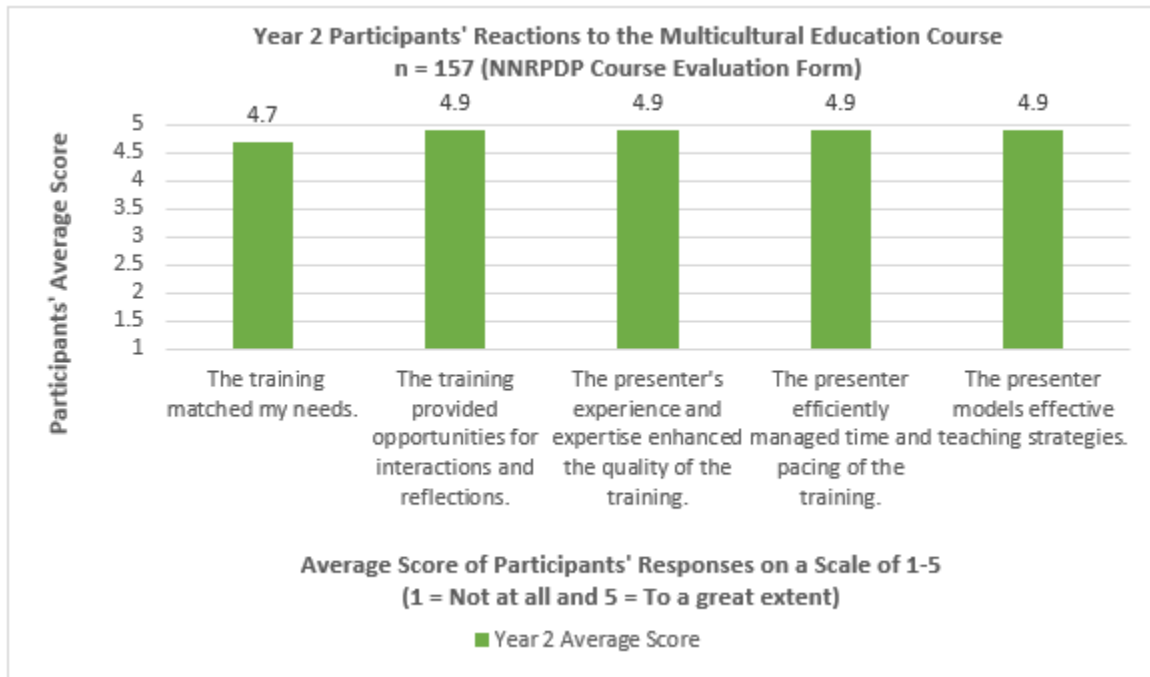
The mixed methods evaluation process included both quantitative and qualitative analysis utilizing various data sources, including Dispositions for Culturally Responsive Pedagogy Scale pre- and post- questionnaire responses (Appendix A), the NNRPDP Course Evaluation form (Appendix B), and a post-course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

**General Course Outcomes**

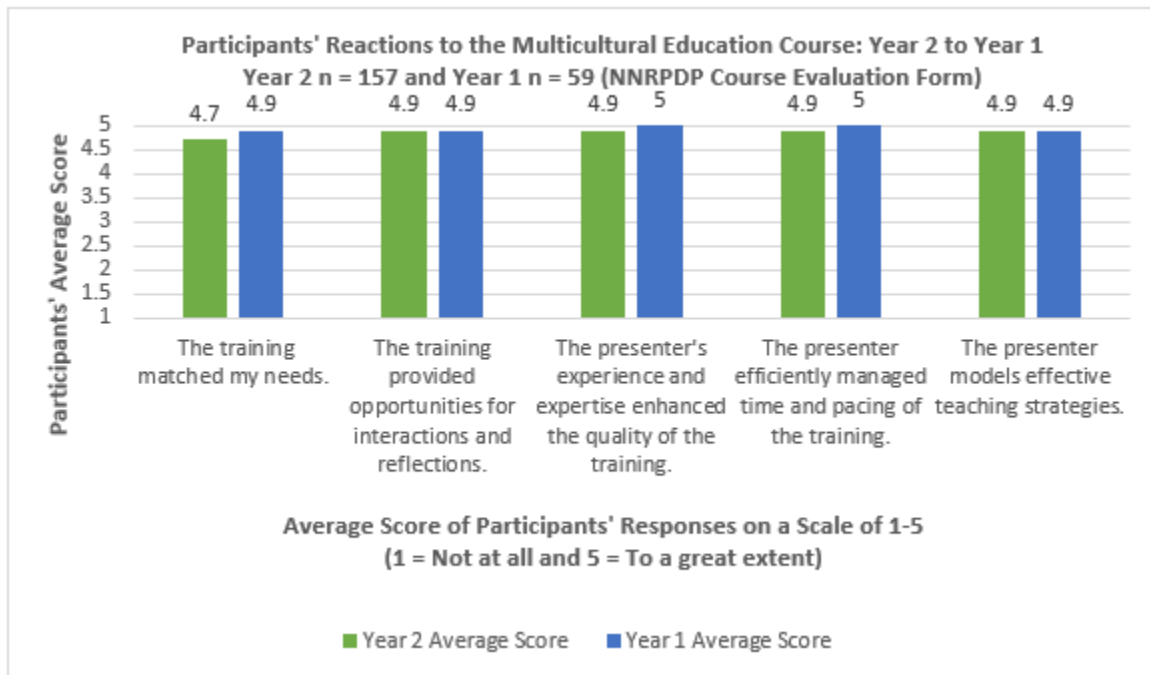
In the second year of the Multicultural Education course, 197 participants completed the course as measured by participation and completion of course activities and assignments. Of the participants, two were unofficially withdrawn, five requested an "Incomplete" final course grade so they could obtain an individualized completion plan to earn a Certificate of Professional Learning (COPL) within the organization's fiscal year (by June 30, 2022), and two earned a final grade of "F" and therefore did not obtain any course credit. Of the 197 participants completing the course, 169 earned a final grade of "A," 16 earned a final grade of "B," and 3 earned a final grade of "C." Seventy-six participants completed the Multicultural Education course for three-graduate level credits with Southern Utah University and 121 participants completed the Multicultural Education course for a COPL.

Of the 197 participants completing the course, 157 submitted the NNRPDP Course Evaluation form including responses for the first nine statements which utilized a Likert scale, while due to a technical glitch, only 59 submitted responses for two additional statements utilizing a Likert scale and three open-ended prompts (Appendix B). 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 Course Evaluation form, Appendix B).

**Table 13** *Participants’ Reactions to the Multicultural Education Course*



**Table 14** *Participants’ Reactions to the Multicultural Education Course: Year 2 to Year 1*



Textual analysis of participants’ responses to an open-ended prompt -- *Reflections and Feedback* -- on the NNRPDP Course Evaluation form (Appendix B) surfaced participants’ perceptions of the quality, benefit, and relevance of the professional learning experience from the Multicultural Education course. Fifty-nine participants responded to the prompt, and within those responses there were 29 specific references to the overall quality of the course design and facilitation, 22 specific references to participants’ perceived benefit from completing the course, and 17 specific references to the relevancy of the course to participants’ personal and professional lives. Seven participants responded “Not applicable,” two participants expressed

discontent with the course content, and one participant expressed confusion about the course assignments. Participants' overall perceptions of the course are illustrated in the following statements:

This course has allowed me to grow as an individual and as a professional. It allowed me to get to know myself better and learn how my personal identity and experiences influence my teaching practices. I am thankful for everything I have learned; I believe I have more tools in my bag to help me become a better person for myself, family, and my students.

This course helped me expand my knowledge of multicultural education and provided me with ample resources. Instructor was wonderful and coursework was purposeful.

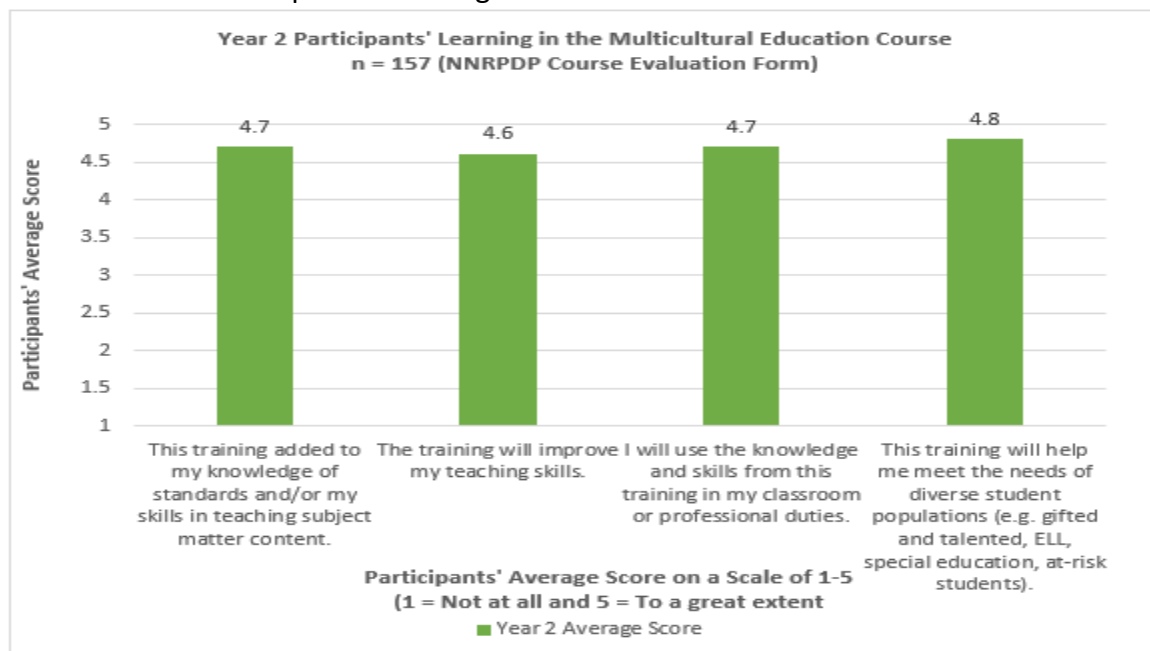
I really enjoyed taking this course because it allowed me to really reflect on my current practices and what I can do to be a better educator, especially in the realm of multicultural education. I think everyone should be required to take this course, especially those seasoned teachers.

I signed up for the class because it was required but thoroughly enjoyed the content, the zoom sessions, case studies and instructor's passion and dynamics when on zoom ... Happy I got to experience the class and content.

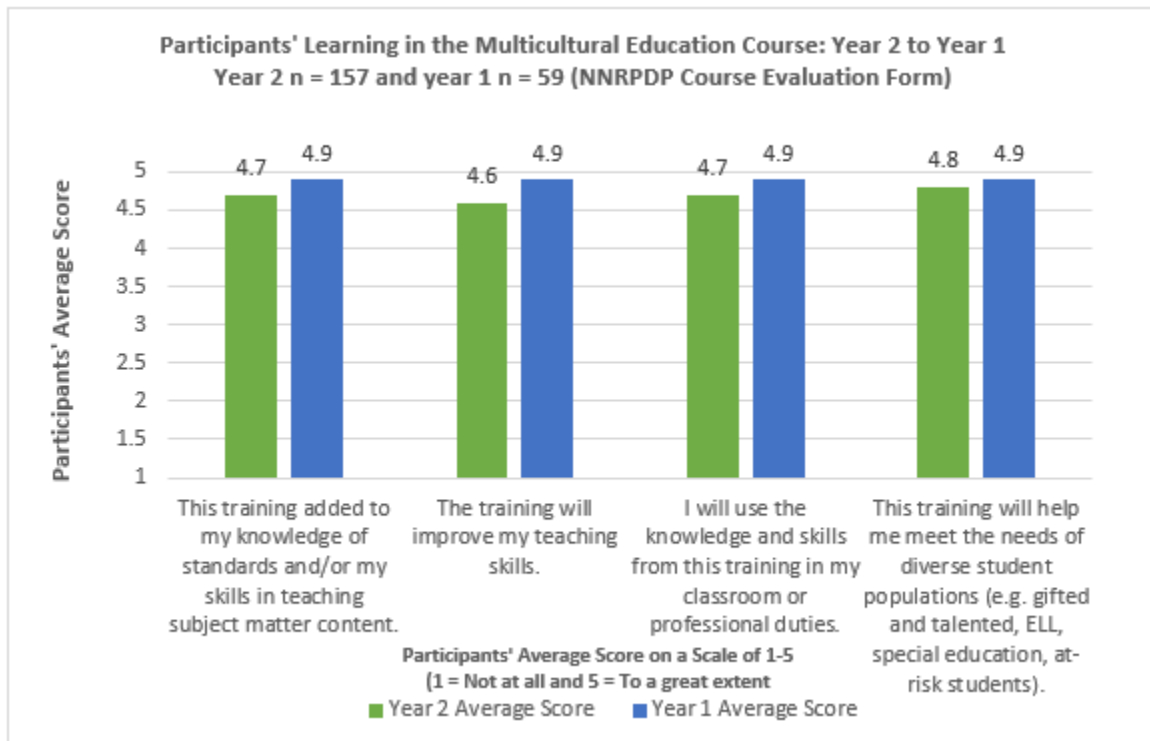
### Increased Knowledge and Skills

Guskey (2002) states that Level 2 evaluation of professional development assesses participants' learning. Items six through nine on the NNRPDP Course 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 Course Evaluation form, Appendix B).

**Table 15** Year 2 Participants' Learning in the Multicultural Education Course



**Table 16** *Participants’ Learning in the Multicultural Education Course: Year 2 to Year 1*



Participants’ written responses also highlighted their perceived increased knowledge and skills for multicultural teaching and learning. Participants wrote the following:

I truly enjoyed this course. It allowed me to examine some of my own cultural biases and to look at things from others’ perspectives. This course will allow me to change some of my current teaching practices in order to cultivate a more culturally accepted environment, one where everyone feels accepted.

This course has been an eye opener. It is important for educators to consider their own personal biases that may affect their teaching. In addition, educators should evaluate their curriculum to make sure that it supports the needs of their students [sic].

I thought this class was really helpful in terms of getting to better understand what multicultural education actually is and what it looks like.

### **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’ dispositional 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 197 participants completing the course, 109 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 109 respondents. Paired t-test statistical analysis was used to determine if the change was statistically significant ( $p < 0.05$ ).

**Table 17** *Participants’ Disposition for Praxis (n = 109, 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.*	5.55	0.69	5.74	0.50	0.0015
I am open to feedback about my teaching practices.*	5.57	0.63	5.76	0.53	0.0003
I am aware of my cultural background.	5.11	1.00	5.28	0.85	0.0711
I am willing to be vulnerable.*	4.76	1.04	5.07	0.96	0.0019
I am willing to examine my own identities.*	5.18	0.99	5.51	0.68	0.0007
I am willing to take advantage of professional development opportunities focused on issues of diversity.	5.50	0.74	5.45	0.96	0.4486

\*Denotes a statistically significant item.

**Table 18** *Participants’ Disposition for Community (n = 109, DCRPS Pre- and Post-Questionnaire)*

DCRPS Item	Pre -- Mean	Pre -- Standard Deviation	Post -- Mean	Post -- Standard Deviation	P-value
I value collaborative learning.*	5.51	0.77	5.71	0.58	0.0002
I value collaborating with families.	5.50	0.75	5.51	0.77	0.8848
I view myself as a member of the learning community along with students.*	5.54	0.66	5.68	0.68	0.0426
I value student input into classroom rules.	5.33	0.84	5.40	0.98	0.2871
I value developing personal relationships with students.*	5.61	0.73	5.75	0.56	0.0258
I value dialog as a way to learn about students’ out of school lives.*	5.52	0.79	5.77	0.48	0.0002
I am comfortable with conflict as an inevitable part of the teaching and learning processes.*	4.65	1.04	4.94	0.97	0.0063
I value student differences.	5.71	0.55	5.75	0.53	0.3865
I value collaborating with colleagues.*	5.50	0.70	5.64	0.57	0.0202

\*Denotes a statistically significant item.

**Table 19** Participants' Disposition for Social Justice (n = 109, 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.*	4.83	1.25	5.14	1.03	0.0074
I believe that schools can reproduce social inequities.*	4.99	1.04	5.39	0.84	0.0001
I believe it is important to acknowledge how issues of power are enacted in schools.*	5.08	1.01	5.46	0.94	0.0001
I value equity (giving each student what they individually need) over equality (giving each student the same thing).*	5.43	0.82	5.63	0.82	0.0110

\*Denotes a statistically significant item.

**Table 20** Participants' Disposition for Knowledge Construction (n = 109, 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.*	5.38	0.79	5.61	0.67	0.0039
I believe that students' cultural norms affect how they learn.*	4.63	0.52	4.78	0.52	0.1065
I believe that teachers' cultural knowledge influences their pedagogical practices.*	5.32	0.83	5.58	0.79	0.0046
I believe that class content should be viewed critically.*	5.22	0.98	5.48	0.93	0.0207
I believe that knowledge is constructed with my students (as opposed to taught to students).*	4.94	1.01	5.47	0.86	0.0001
I value cultural knowledge.*	5.52	0.74	5.68	0.59	0.0125
I value experiential learning.*	5.47	0.71	5.72	0.56	0.0001

\*Denotes a statistically significant item.

Of the 26 dispositions assessed on the DCRPS, 21 dispositions showed statistically significant increases while five dispositions showed no statistically significant increases. In comparison, in the first year of the course only 13 dispositions showed statistically significant increases. The table below outlines these changes.

**Table 21** Changes in Dispositions for Culturally Responsive Pedagogy from Year 1 to Year 2

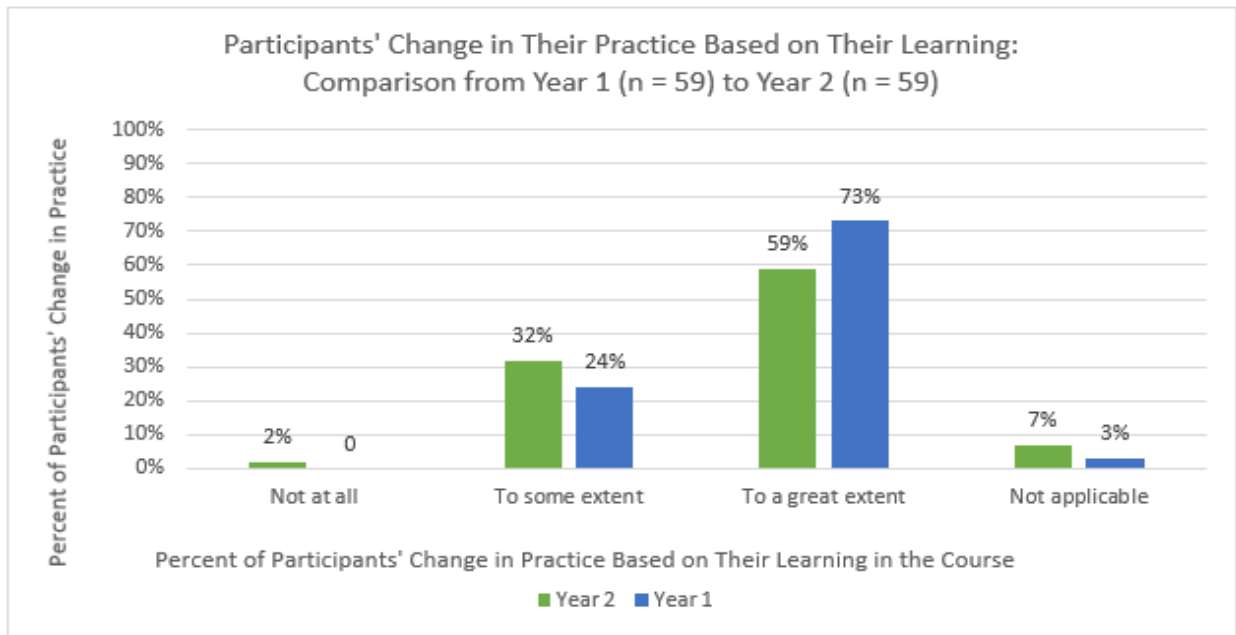
DCRPS Item	Year 1 P-value	Year 2 P-value
I value assessing my teaching practices.	0.0279	0.0015
I am open to feedback about my teaching practices.	0.1328	0.0003
I am aware of my cultural background.	0.0036	0.0711
I am willing to be vulnerable.	0.0008	0.0019
I am willing to examine my own identities.	0.0022	0.0007
I am willing to take advantage of professional development opportunities focused on issues of diversity.	0.0958	0.4486
I value collaborative learning.	0.2281	0.0002
I value collaborating with families.	0.7986	0.8848
I view myself as a member of the learning community along with students.	0.6209	0.0426
I value student input into classroom rules.	0.6347	0.2871

DCRPS Item	Year 1 P-value	Year 2 P-value
I value developing personal relationships with students.	0.1818	0.0258
I value dialog as a way to learn about students' out of school lives.	0.3699	0.0002
I am comfortable with conflict as an inevitable part of the teaching and learning processes.	0.5048	0.0063
I value student differences.	0.5314	0.3865
I value collaborating with colleagues.	0.5359	0.0202
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
I believe that schools can reproduce social inequities.	0.0069	0.0001
I believe it is important to acknowledge how issues of power are enacted in schools.	0.0043	0.0001
I value equity (giving each student what they individually need) over equality (giving each student the same thing).	0.0206	0.0110
I believe that diverse perspectives can enhance students' understanding of content.	0.5314	0.0039
I believe that students' cultural norms affect how they learn.	0.1065	0.1065
I believe that teachers' cultural knowledge influences their pedagogical practices.	0.0019	0.0046
I believe that class content should be viewed critically.	0.0001	0.0207
I believe that knowledge is constructed with my students (as opposed to taught to students).	0.0011	0.0001
I value cultural knowledge.	0.0003	0.0125
I value experiential learning.	0.0379	0.0001

**Perceived Impact on Changes in Professional Practice**

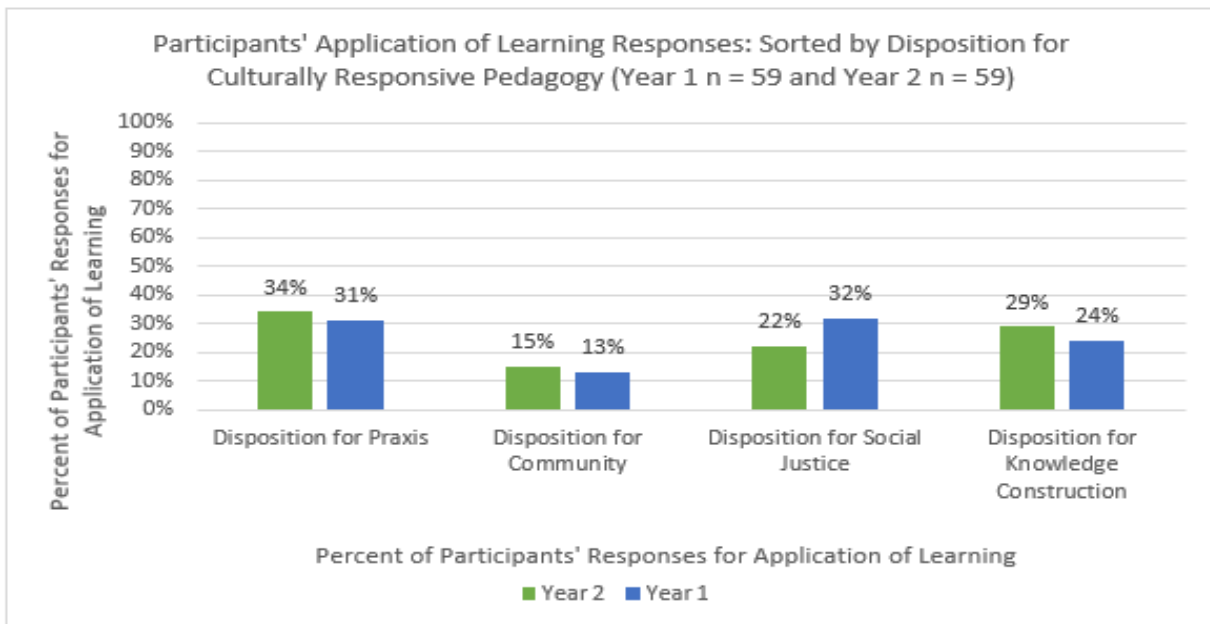
The fourth level of evaluation for professional development must assess the degree and the quality of implementation of participants' learning in their educational contexts (Guskey, 2002). Although the course learning design included multiple opportunities for participants to evaluate, reflect on, and 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 NNRPDP Course Evaluation form collected at the end of the course (Appendix B) along with the post-course survey (Appendix C). Of the 59 participants who were able to complete the final portion of the course evaluation form, one participant (2%) said their learning did not prompt them to change their practice at all, 19 (32%) said their learning prompted them to change their practice "to some extent," and 35 (59%) indicated their learning prompted them to change their practice "to a great extent." Four participants (7%) responded that the statement "My learning today has prompted me to change my practice" was not applicable to their professional practice. Changes from the first year to the second year of the course are outlined below.

**Table 22** Participants' Change in Their Practice Based on Their Learning: Year 1 to Year 2



Participants were also invited to provide an open-ended text response to the prompt -- *From today's learning, what will you transfer to practice?* (Appendix B). Fifty-nine participants responded to the prompt. Textual analysis of the responses correlated to the four dispositions for culturally responsive pedagogy addressed in the DCRPS -- praxis, community, social justice, and knowledge construction -- through specific changes in professional practice related to their learning from the Multicultural Education course. Of the overall responses, 34 percent indicated changes in professional practice that aligned with a Disposition for Praxis, 15 percent indicated changes in professional practice that aligned with a Disposition for Community, 22 percent indicated changes in professional practice that aligned with a Disposition for Social Justice, and 29 percent indicated changes in professional practice that aligned with a Disposition for Knowledge Construction. Changes from the first year to the second year of the course are shown in the table below.

**Table 23** Changes in Participants' Application of Learning from Year 1 to Year 2



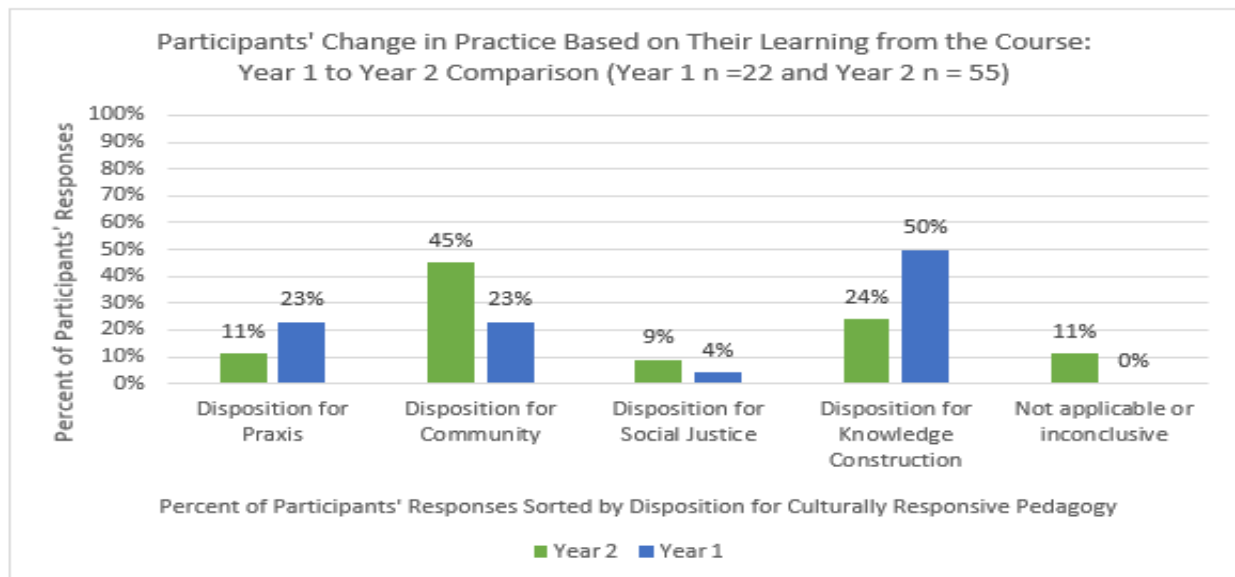
The quotes below further elaborate on participants' perceptions of the impact on, and changes made to, their professional practices from their learning:

I will transfer what I learned in this course into practice the critical consciousness of being self-reflective [sic] on a daily basis. I will also be more cognizant of being equitable with all of my students and do a better job when it comes to having unintentional subconscious biases.

Building strong positive relationships with students and their families, incorporating diverse textbooks to reflect students' diversity, and to modify curriculum to meet my students' needs.

Guskey (2002) also suggests that relevant evaluation of how participants implement their learning to make changes in their professional practice is most helpful when there is a period of time in between the professional development and the collection of evidence. In order to address this key point in evaluating the effectiveness of the Multicultural Education course in changing educational professionals' practices, a post-course survey (Appendix C) was developed to gather information. The post-course survey was conducted anonymously, through an online survey link that was emailed to all course participants at least one month after the course ended. The post-course survey asked participants -- *What have you done differently in your professional context that you would attribute to your learning from the Multicultural Education course?* (Appendix C). Of the 197 participants who completed the course, 55 responded to the post-course survey. 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. Eleven percent of the responses were related to a Disposition for Praxis, 45 percent of the responses were related to a Disposition for Community, nine percent of the responses were related to a Disposition for Social Justice, and 24 percent of the responses were related to a Disposition for Knowledge Construction. Seven percent of participants responded with "Nothing" and four percent of 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 second year of the course are highlighted below.

**Table 24** Participant's Change in Practice Based on Their Learning from the Course: Year 1 to Year 2



A Disposition for Praxis-related change in professional practice is evident in this quote from one participant, “I self-evaluate my teaching and interactions to ensure I am being fair and unbiased with all my students and their families.” A Disposition for Community-related change in professional practice is highlighted in this participant statement:

I am more aware of how I see my students. I see them and value them for their differences and different ways they contribute to the classroom. I am also more aware of incorporating multicultural viewpoints, pictures, languages, and discussions.

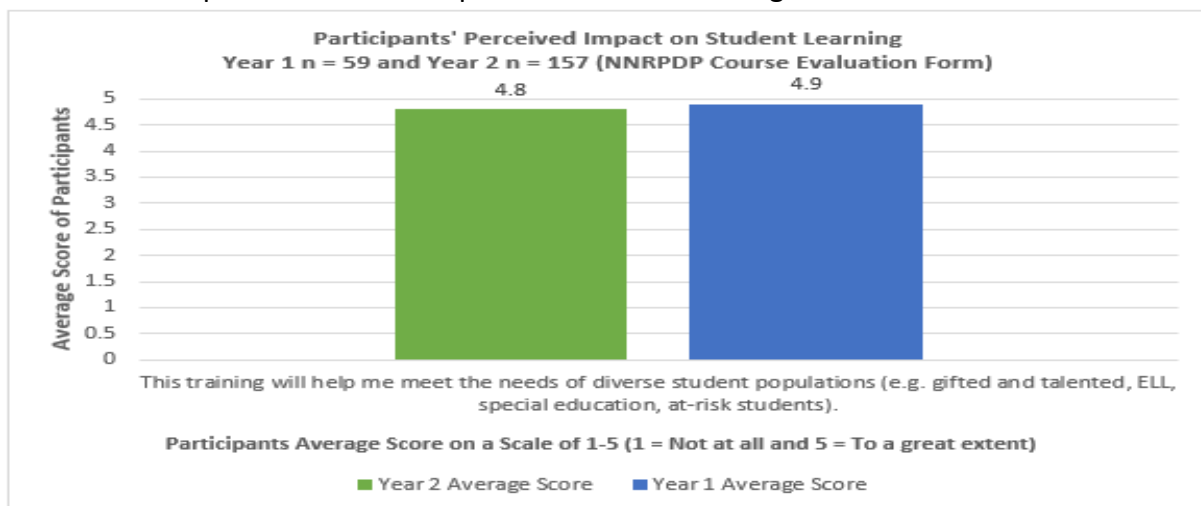
A Disposition for Social Justice-related change in professional practice is clear in one participant’s response, “I am more aware of stereotyping and making assumptions due to race or culture” and a Disposition for Knowledge Construction-related change in practice is illustrated in the following participant’s response,

Thanks to this class, I have started getting my students to learn about the cultural backgrounds of other students. I intentionally incorporate learning experiences and content relevant to their personal cultural perspectives and heritage. They are becoming encouraged to learn about the cultural backgrounds of each other. They are given opportunities to discuss and share their cultural experiences through the "Our Family" project. Through this project, the students create an ornament that reflects the child's family heritage. As they bring it to school, they present it to the class along with an explanation of its meaning. Listening to these presentations encourage the others into asking questions to understand each other’s [sic] cultures. Respect and great bondings [sic] are being created among them.

### 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. The responses, gathered through the NNRPDP Course Evaluation form (Appendix B), revealed participants’ perceptions about how their learning from the Multicultural Education course would impact student learning.

**Table 25** Participants’ Perceived Impact on Student Learning from Year 1 to Year 2



Textual analysis of participants' responses to the NNRPDP Course Evaluation form (Appendix B) prompt -- *How will your implementation affect students' learning?* -- revealed multiple, interconnected themes based on participants' perceptions of how their learning will impact student learning. The themes that emerged from the textual analysis included increased student belonging and motivation in the learning environment, validation and representation of diverse student identities in the learning environment through learning experiences and curriculum selection/integration, student-centered teaching and learning based on students' strengths, equitable pedagogical practices that increase educational opportunities for all students, and using critical reflection to continually increase teaching effectiveness.

One participant stated "My implementation will hopefully provide students with an inclusive learning environment where they can thrive" while another participant noted "Implementation will increase students' learning. For students that often feel under-represented, feeling represented and supported would increase their engagement in the learning process." Yet another wrote that "This will affect students' learning because it will help me think about why I am making a decision, how it benefits everyone, and be able to explain to whoever is involved." One participant's reflection captured the interconnectedness of many of the themes touched on in previous quotes, "I am more mindful of my students' needs and how my teaching practices can best benefit their learning. I am able to reflect on what is working and what is not and make changes that help all my students, not just one population." Student feels valued, heard, and loved, learning and change happens. (personal communication, NNRPDP Course Evaluation form, 2021)

## 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. Firstly, 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 81 percent of the increased changes in dispositionality were statistically significant. The number of dispositions with statistical significance increased from the first year where 13 of the 26 dispositions

showed statistically significant increases to 21 of the 26 dispositions demonstrating a statistically significant increase in the second year of the course. 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 of particular interest to note that in the first year of the course, dispositions for community had no statistically significant increase in any of the nine dispositions, whereas in year two of the course, six of the nine dispositions for community showed statistically significant increases.

Secondly, 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.

While overall, the findings from year two either mirror or are similar to the findings from year one with regards to participants' reflections on their learning, there were notable differences in two areas. Firstly, participants' perceptions that their learning in the course prompted them to change their practice to a great extent was lower in year two of the course than in year one, and, participants' perceptions that the course would positively impact their teaching also showed a lower overall average score on a scale of one to five in year two as compared to year one. These changes suggest that increasing opportunities for participants' specific application of learning in future sessions of the course could be beneficial, both for participants and students. As the number of participants completing the course increases, it is also more likely that the number of participants participating in the course who work in an educational context outside of the traditional classroom is increasing as well. Reviewing professional role and context prior to the start of each course session in order to more effectively address application of learning beyond the traditional classroom, as well as disaggregating findings by professional role, might be a worthwhile investment in order to address these differences in outcomes between the first and second year of the course.

### **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-five 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, 97 percent of participants indicated that the Multicultural Education course met their needs (Murray, 2014), 100 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. One-hundred 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 second year of the course, one unexpected finding related to participants' overall satisfaction with the professional development provided was that four percent of participants expressed feelings of strong discontent for the course content and course learning experiences, which is a sentiment not expressed at all in the first year of the course.

All participants who completed the course achieved academic success as indicated by final course grades with 86 percent earning a final grade of "A" and eight percent receiving a final grade of "B." Additionally, while the fact that all participants earned an "A" or "B" may seem to imply participants' satisfaction, this finding might also suggest that participants' satisfaction with their final course grade influenced their evaluation of the course more than other factors (VanMaaren, Jaquett & Williams, 2016) and therefore, any correlation between final course grades and course satisfaction must be undertaken with the knowledge that other factors might influence the positive correlation. With regard to participants' overall success in the course in the second year, one finding worth noting is that five participants requested an "Incomplete" which allowed them additional time to complete and submit coursework in order to earn their RPDP Certificate of Professional Learning even though they were not able to complete the required assignments prior to the final date of the course. The reasons for these requests included unexpected changes in personal circumstances and significant medical crisis that interfered with participants' ability to participate in Zoom interactive sessions and/or to complete required coursework. This was not a specific consideration in the first year of the course, although it may be that participants in the first year of the course experienced similar challenges but were not aware of the option to request an "Incomplete" and instead, withdrew or dropped out of the course.

Of the original participants who started the course, 96 percent completed the course, which is a higher percentage than is typically expected in online courses. The low attrition rate (four percent) 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. This finding is particularly relevant in light of the fact that both years of the Multicultural Education course took place during a global pandemic when educational professionals faced daunting changes to their profession and relentless challenges in all aspects of their lives (CGCS, 2021). 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. 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. Initial enrollment and course completion were not calculated for the purposes of this report as the number of individuals initially enrolling differed vastly from the number of participants who actually started the course. 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 made during 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-seven 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 the course instructor to adopt a similar approach when revising the course for future participants as the findings are similar to those gathered during the first year 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 successful in increasing education professionals' dispositions for culturally responsive pedagogy as 21 of 26 dispositions showed statistically significant increases in year two 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). The findings from year two of the course suggest that the revisions made based on findings from the first year evaluation of the course were indeed impactful and positive. With this in mind, it appears that

the second year course design and facilitation should be continued for the third year of the course in order to determine if the impact of the revisions made after year one are only short-term or long-term.

Analysis of participants' dispositions for multicultural teaching and learning also revealed five dispositions for praxis, community, and knowledge construction that were not statistically significant. This finding, while expected, provided additional insight for future course revision, design, and facilitation. It may be worthwhile for the course instructor to review the course content and Zoom interactive session learning experiences to assess where the five dispositions' are evident in order to determine if additional course content or learning experiences specific to these dispositions might further increase the positive impact of the course on participants' dispositional for culturally responsive pedagogy.

Within Dispositions for Praxis, the disposition *I am open to feedback about my teaching practices* showed a statistically significant increase whereas in the first year of the course that same disposition showed no statistically significant increase. The disposition *I am willing to take advantage of the professional development opportunities focused on issues of diversity* continued not to show statistical significance from year one to year two. This finding 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).

Under Dispositions for Knowledge Construction, two dispositions *I believe that diverse perspectives can enhance students' understanding of content*, and, *I believe that students' cultural norms affect how they learn* that did not show statistically significant increases in the first year of the course evaluation, showed statistically significant increases in the second year of the course. Banks et al. (2001) argue that acquisition of the knowledge and skills needed to both value and integrate diverse perspectives as well as create learning experiences that reflect a nuanced understanding of students' cultural norms and ways of thinking is directly related to the support and guidance of the instructor or facilitator of the professional learning. This positive change affirms that changes made by the instructor between the first and second year of the course had a positive impact on participants' development of these two critical dispositions through the specific guidance and support provided to participants during the course (Center for Multicultural Education, 2021; Gay, 2018; NAME, 2021; Learning Forward, 2011).

### **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 NNRPDP Course Evaluation form 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-one 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), but in a departure from the findings from year one, seven percent of participants' indicated that changing their practice was "Not applicable" to their learning in the course. This suggests a closer review of the findings to determine if those participants' indicating that changing their practice was "Not applicable" were from educational fields outside of the "traditional" classroom teaching role, or, if other factors may have influenced participants' perceptions. However, all participants identified at least one specific change in practice they had made, or planned to make in the future, linked to the four dispositions for culturally responsive pedagogy, suggesting that the Multicultural Education course was successful in both prompting a change in practice and in the kinds and qualities of changes implemented, or to be implemented (Whitaker & Valtierra, 2019). This finding bears further evaluation and exploration as the course instructor prepares for the third year of the course.

One important note is that similar to the findings of year one, in year two, some participants' plans for current or future implementation were directly related to the ongoing global pandemic, which they perceived as a substantial barrier to successful implementation (CGCS, 2021). One participant noted in the course evaluation, "The importance of navigating student behaviors after their 18 months at home" was their area of focus for implementing their new learning while another said "Family involvement in students [sic] learning" was their primary focus for implementing their learning. While the global pandemic appears to be easing, future course design may still address the ongoing changes within the educational system and expectations for educational professionals as a result of the pandemic (CGCS, 2021).

### **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 year 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 (COPS, 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 instructor, using the data collected, in order to increase the effectiveness and success of future Multicultural Education courses.

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## **K - 5 Media Science Specialists Professional Learning Community**

Computer Science - not computer literacy - underlies most innovation today. Yet, the majority of U.S. schools require only that students use computers. Seldom do schools prepare students to innovate and create the new technologies that drive local and national economies. This ability to innovate with technology is also important for students' future success and ability to make a difference in a global society (National Center for Women Information Technology, 2020).

Recognizing how critical it is to provide equitable access to computer science instruction to Nevada's youth, Senators Woodhouse, Denis, Dondero-Loop, and Parks sponsored Senate Bill 313 in the 80th Legislative Session. The bill was signed into law by Governor Steve Sisolak in June of 2019 and continued 2017's ground-breaking legislation of expanding computer science education to all students in Nevada (Nevada Revised Statutes 389.520, 2017). The passing of Senate Bill 313 allocated funding to support Nevada's school districts in furthering computer science education work and called on the state's three regional professional development programs to assist districts with this charge (Nevada Revised Statutes 391A.125, 2019). While the 81st Legislative Session did not allocate additional funding for computer science education, Nevada's continued commitment to ensuring access to 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 funds to support STEM learning.

To ensure every student has access to learning about computer science, a district in the region made the decision to create an elementary special targeting the Nevada Academic Content Standards for Computer Science (NVACS-CS). The district called upon the expertise of the Northeastern Nevada Regional Professional Development Program (NNRPDP) to support the district's initiative to institute a Media Science special in the district's 18 elementary, intermediate, rural, and online schools.

### **Initial Data and Planning**

Nevada Department of Education's (2019) mission is to "provide engaging and rigorous computer science and integrated technology education for ALL Nevada students, regardless of their age, race, gender, disability, socioeconomic level, or what school they attend, and to prepare them for a wide variety of postsecondary experiences and careers in the digital age." Achieving this mission requires educators to be equipped with the knowledge and skills to teach computer science concepts. Yet, 63% of surveyed K-12 principals in schools that do not offer computer science instruction said that they lacked qualified teachers (Gallup & Google, 2015). Teacher preparation programs in Nevada did not graduate a single new teacher prepared to teach computer science in 2018 (code.org, 2020). 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 (Thomson, 2020). 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 NVACS-CS.

The NNRPDP has one specialist on staff who possesses the capacity to support educators throughout the region with their learning and teaching of computer science concepts. The Computer Science Specialist (CSS) has a Master of Science in mathematics education and is a National Board Certified Teacher in Adolescent Mathematics. She has also fulfilled the course requirements for 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 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 instituting three years of the Computer Science Ambassador Program, the CSS has also supported learning opportunities across the region, as well as facilitated statewide computer science endorsement courses. The CSS’s expertise served to inform the planning of the professional learning structure of the Media Science Specialists (MSS) Professional Learning Community (MSS-PLC).

To ensure students have access to learning about NVACS-CS, the objectives for the MSS-PLC are outlined in the following Logic Model (Figure 3):

**Figure 3** *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 26** *NNRPDP’s Incorporation of the Seven Elements of Effective Professional Development*

<b>Professional Development Element</b>	<b>Media Science Specialist Professional Learning Community Design: Element Alignment Evidence</b>
Content Focus	<p>The Media Science Specialist Professional Learning Community intentional focus on discipline-specific curriculum development and pedagogies is reflected in a focus on:</p> <ul style="list-style-type: none"> <li>● Implementation of NVAC-CS</li> <li>● Analyses of pilot curriculum alignment to NVACS-CS</li> </ul>
Active Learning	<p>The opportunity for engagement in active learning in the Media Science Specialist Professional Learning Community is reflected in:</p> <ul style="list-style-type: none"> <li>● Lessons modeled by NNRPDP Computer Science Specialist</li> <li>● Lessons modeled by the Media Science Specialists</li> <li>● Learning Walks</li> <li>● Using resources that can be implemented in the classroom</li> <li>● Metacognitive routines</li> </ul>

<b>Professional Development Element</b>	<b>Media Science Specialist Professional Learning Community Design: Element Alignment Evidence</b>
Collaboration	<p>The creation of space for sharing ideas and collaboration in the Media Science Specialist Professional Learning Community is reflected in:</p> <ul style="list-style-type: none"> <li>● Content learning</li> <li>● Model lesson analysis</li> <li>● Learning Walks</li> <li>● Curriculum analysis</li> <li>● Notions</li> </ul>
Models of Effective Practice	<p>The modeling of effective practice in the Media Science Specialist Professional Learning Community is reflected in:</p> <ul style="list-style-type: none"> <li>● Model lessons</li> <li>● Learning Walks</li> <li>● Curriculum analysis</li> <li>● Scope and sequence design</li> </ul>
Coaching and Expert Support	<p>The sharing of expertise and best practices targeting individual needs in the Media Science Specialist Professional Learning Community is reflected in:</p> <ul style="list-style-type: none"> <li>● Individual supports offered outside of the monthly sessions via classroom visits, emails, and/or one-to-one meetings</li> </ul>
Feedback and Reflection	<p>The facilitation of reflection and solicitation of feedback in the Media Science Specialist Professional Learning Community is reflected in:</p> <ul style="list-style-type: none"> <li>● Model lesson analysis</li> <li>● Content focus debrief</li> <li>● Pilot curriculum analysis</li> <li>● Learning Walks</li> <li>● Metacognitive routines</li> <li>● Notions</li> </ul>
Sustained Duration	<p>Adequate time to learn, practice, implement, and reflect is evidenced in the Media Science Specialist Professional Learning Community through:</p> <ul style="list-style-type: none"> <li>● Ongoing over the 2021-2022 school year and continuation in the 2022- 2023 school year</li> <li>● Monthly sessions offered during the school year</li> </ul>

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 MSS-PLC addresses the following key components:

- The learning design is focused on increasing the MSS’ understanding of the NVACS-CS and therefore focuses on content knowledge.
- The learning design includes an element for classroom application, which highlights the focus on student learning.
- The duration of MSS-PLC is ongoing as indicated in Table 2.
- The MSS-PLC is aligned with the NRS (NRS 389.520, 2017 and NRS 391A.370S, 2019), and, thereby, school goals.

- Based on regional, state, and national data, the learning design connects to teachers’ need to increase understandings about computer science.
- The structure of the MSS-PLC provides opportunities for teacher collaboration when synthesizing understandings, analyzing curriculum alignment with NVACS-CS, and supporting the roles and responsibilities of the district’s newly created MSS position.

### Participants and Procedure

The MSS-PLC included all 13 of the district's MSS. Twelve of the 13 MSS participated. Three of the 12 participating MSS service students at multiple sites. The MSS-PLC impacted approximately 4,800 elementary and intermediate students.

To achieve the overarching goal of impacting student achievement, the MSS-PLC was designed to support the MSS’ success in the district’s newly developed position by deepening understanding and implementation of the NVACS-CS, the piloted curriculum, and supplemental resources. The MSS-PLC contracted sessions for the 2021 - 2022 academic year started in September 2021 and concluded in May 2022. The MSS met each month with the exception of December 2021 and April 2022. The structure of the monthly, full-day sessions included whole group instruction on a computer science concept, analyses of the piloted curriculum’s alignment to the computer science concept for each grade level K - 5, scaffolding of the grade banded 6 - 8 computer science concept and identification of learning targets for sixth grade intermediate school students, determining whether supplemental resources would be required to meet the standards targeting the concept, curating supplemental resources, exploration of a robotics resource tool purchased by the district , and notions, i.e. discussing logistical and management challenges and solutions, determining structural consistency, etc. Learning Walks were also incorporated into the monthly sessions. The Learning Walk consisted of an informal visit to the hosting MSS’s classroom where the fellow MSS observed the host teacher and offered detailed feedback on an area of focus determined by the hosting MSS. During the September 2021 session, the CSS gauged the MSS’ interest in participating in Learning Walks via an anonymous survey. Given the expressed interest, the intentions, guidelines, and discussion norms for the Learning Walks were established in the October 2021 session (see Appendix D). Learning Walks were scheduled for the subsequent monthly sessions.

**Table 27** *K-5 Media Science Specialists Professional Learning Community Structure and Session Overview*

<b>Date</b>	<b>Time</b>	<b>Foci</b>
August 23	9:00 am - 2:00 pm	ECSD Customized Code.org Workshop (attendance optional)
August 24	9:00 am - 2:00 pm	ECSD Customized Code.org Workshop (attendance optional)
September 14	8:30 am - 2:30 pm	NVACS-CS: Computing Systems Curriculum Analysis & Alignment Notions
October 11	8:30 am - 2:30 pm	NVACS-CS: Data & Analysis Curriculum Analysis & Alignment Notions Supplemental resource explorations: Sphero
November 15	8:30 am - 2:30 pm	NVACS-CS: Networks & the Internet

Date	Time	Foci
		Curriculum Analysis & Alignment Notions Learning Walk
January 10	8:30 - 2:30 pm	NVACS-CS: Impacts of Computing Curriculum Analysis & Alignment Notions Learning Walk Supplemental resource explorations: Dash & Dot
February 7	8:30 - 2:30 pm	NVACS-CS: Algorithms & Programming Curriculum Analysis & Alignment Notions Learning Walk (canceled) Supplemental resource explorations: WeDo2.0
March 7	8:30 - 2:30 pm	Supplemental resource explorations: Kibo and Dash & Dot Notions Scope & sequence next steps preview Learning Walk
May 2	8:30 - 2:30 pm	Scope & sequence development
May 3	8:30 - 2:30 pm	Learning Walk Scope & sequence review and presentations

### Measurement and Methodology

The purpose of the MSS-PLC is to increase student achievement by providing access to learning about computer science with complete and successful implementation of the NVACS-CS in the district's elementary and intermediate schools. The long-term outcome and overall measure of the MSS-PLC is to:

1. Increase student learning and growth as measured by aggregate assessment scores from participating educators and those same scores analyzed against a comparison group. This was not evaluated in Year 1 of the MSS-PLC.

The goal of the MSS-PLC is to increase the MSS' sense of self-efficacy and capacity to design and implement an effective and equitable elementary computer science program to provide every elementary and intermediate student in the district access to learning about computer science.

The short-term outcomes and measures of the MSS-PLC are as follows:

1. MSS will demonstrate an increase in the level of understanding of NVACS-CS and instructional design as measured by Reflection Survey (see Appendix E) and RPDP Evaluation Survey (see Appendix B).
2. MSS will demonstrate an increase in the level of effective implementation of the NVACS-CS, the piloted curriculum, and supplemental resources as measured by anecdotal notes from Learning Walks, Reflection Survey, and RPDP Evaluation Survey.
3. MSS will demonstrate an increase in their sense of self-efficacy as measured by Reflection Survey.

4. MSS will demonstrate an impact on student understanding of computer science concepts as measured by the Student Focus Group Survey (see Appendix F) and RPDP Evaluation Survey.

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

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

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

**Table 28** *Evaluation Plan*

<b>Evaluation Level</b>	<b>What Questions Are Addressed?</b>	<b>How Will Information Be Gathered?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
1. Participants' Reactions	Training expectations, presenter skills, increased knowledge, motivation to improve	<i>RPDP Evaluation Survey</i>  <i>Reflection 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>RPDP Evaluation Survey</i>  <i>Reflection Survey</i>	<i>Participants' increased understanding of NVACS-CS, piloted curriculum, and resources</i>	To improve program content, format, and organization
3. Organization Support & Change	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?  Did it affect the organization's climate and procedures?	<i>Reflection Survey</i>	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support  To inform future change efforts

Evaluation Level	What Questions Are Addressed?	How Will Information Be Gathered?	What Is Measured or Assessed?	How Will Information Be Used?
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	<i>RPDP Evaluation Survey</i> <i>Reflection Survey</i> <i>Learning Walks</i>	<i>Participants' ability to implement NVACS-CS, piloted curriculum, and resources</i>	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?	<i>RPDP Evaluation Survey</i>  <i>Student Focus Group Survey</i>	Student growth and achievement	To document impact and subsequent student growth and achievement

Note: Italicized text is specific to this intervention.

## Results

### Process Measures

Twelve of the 13 MSS consistently attended the sessions. One MSS attended 40% of the fourth session. On the RPDP Evaluation Survey, 100% of the MSS indicated the training matched their needs to a great extent, and 100% indicated the presenter's experience and expertise enhanced the quality of the training to a great extent (n= 12). Textual analysis of the comments made in the reflections and feedback section of the RPDP Evaluation Survey identified 100% of the comments as positive.

Sample excerpts from the RPDP Evaluation Survey:

*This has been so helpful for my first year of media science. I needed help with the standards and this group has been very beneficial.*

*This training was very effective and necessary moving forward in the CS direction.*

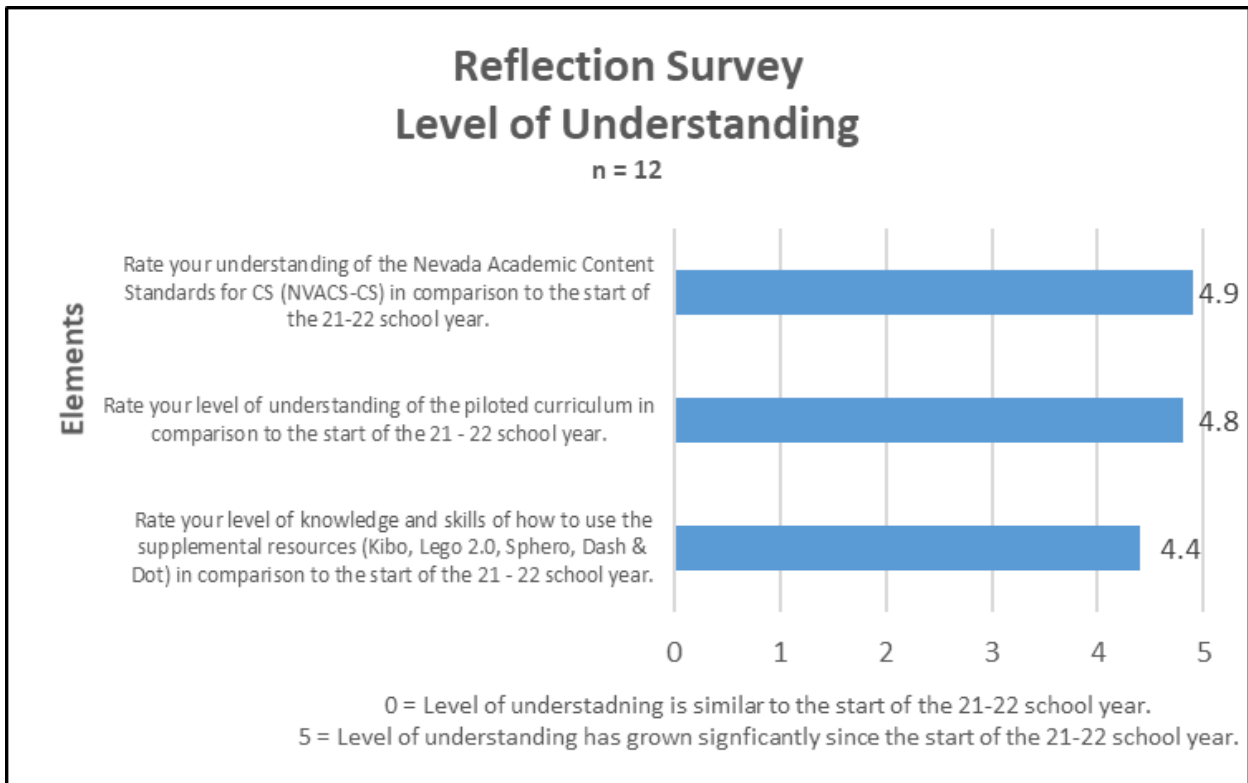
*... I learned a great deal of content AND pedagogy and LOVED the development of our group dynamic along the way. Thank you for this amazing opportunity!*

### Levels of Understanding

The measures used to assess levels of understanding included the Reflection Survey and RPDP Evaluation Survey. On the RPDP Evaluation Survey, the statement, *this training added to my knowledge of standards and/or my skills in teaching subject matter content*, received a mean rating of 4.9 on a scale of 1 - 5, where a zero-rating indicated *not at all* and rating of a five indicated *to a great extent* (n = 12).



**Figure 4 RPDP Evaluation Survey: Level of Understanding**

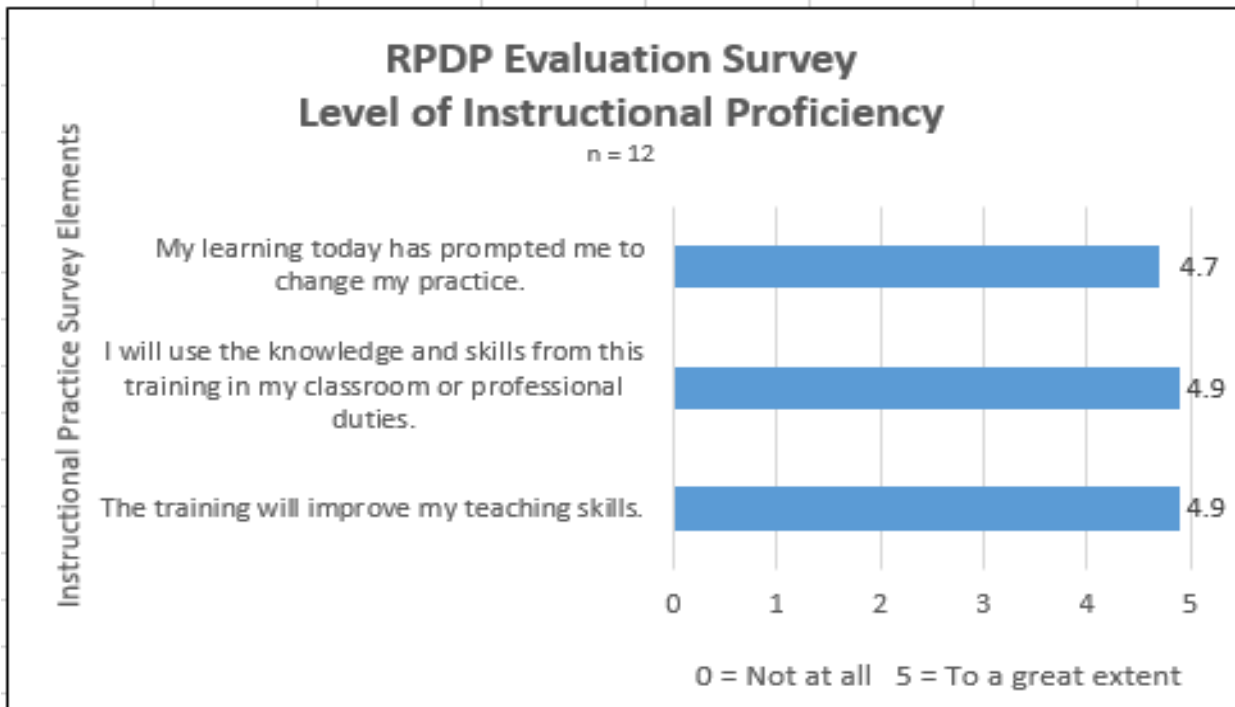


MSS completed a Reflection Survey during the final session in which they were asked to compare their level of understanding and knowledge of skills in August 2021 to their level of understanding and knowledge of skills in May 2022. Responses on the Reflection Survey indicate MSS rated their level of understanding of the NVACS-CS and the piloted curriculum as increasing significantly over the course of the 2021 - 2022 school year.

### **Level of Instructional Proficiency**

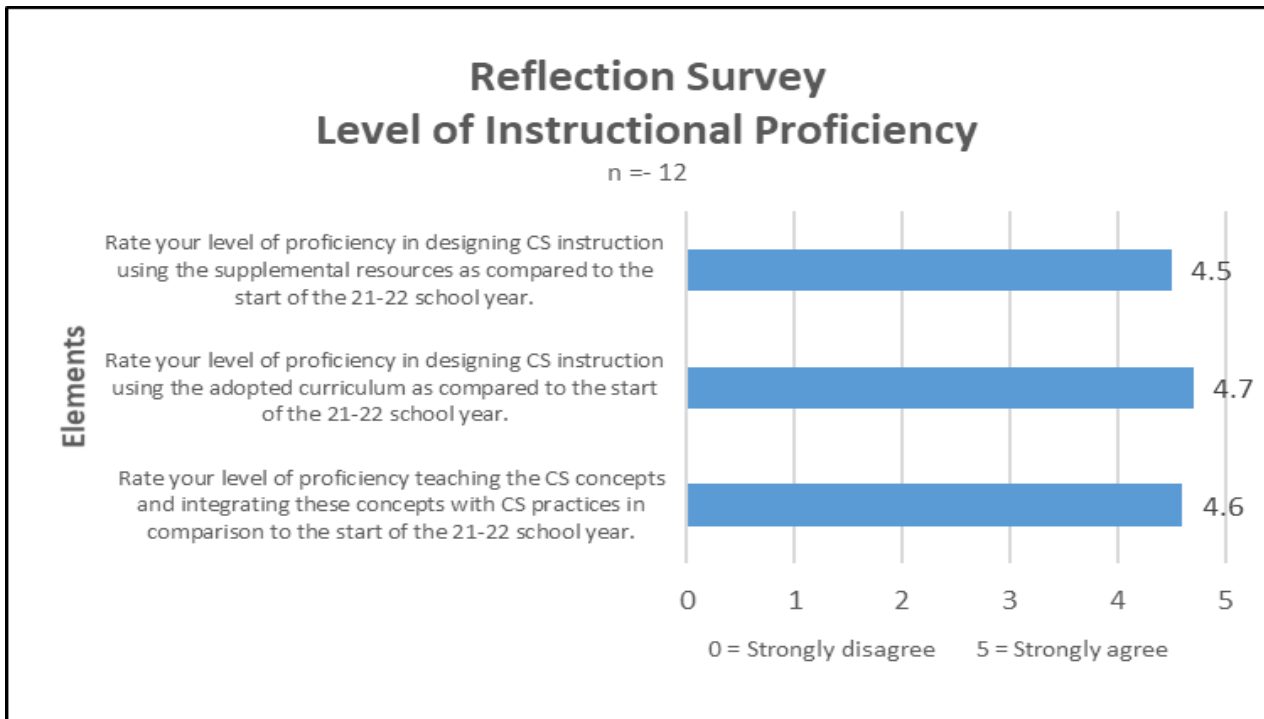
Three measures were used to assess the level of instructional proficiency: (a) Learning Walks, (b) RPDP Evaluation Survey, and (c) Reflection Survey. The RPDP CSS observed Learning Walks for evidence of application of content from the MSS-PLC sessions. One-hundred percent of the Learning Walks suggested MSS were using content from the MSS-PLC sessions during instruction. The feedback provided by MSS to the hosting MSS and the hosting MSS's reflections during the debriefs of the Learning Walks were evaluated and indicated 100% of the Learning Walks reflected application of the new learning and skills.

**Figure 5** RPDP Evaluation Survey: Level of Instructional Proficiency



The mean ratings of the elements related to instructional proficiency on the RPDP Evaluation Survey indicate the MSS' instructional proficiency was impacted to a great extent as a result of participating in the MSS-PLC.

**Figure 6** Reflection Survey: Level of Instructional Proficiency

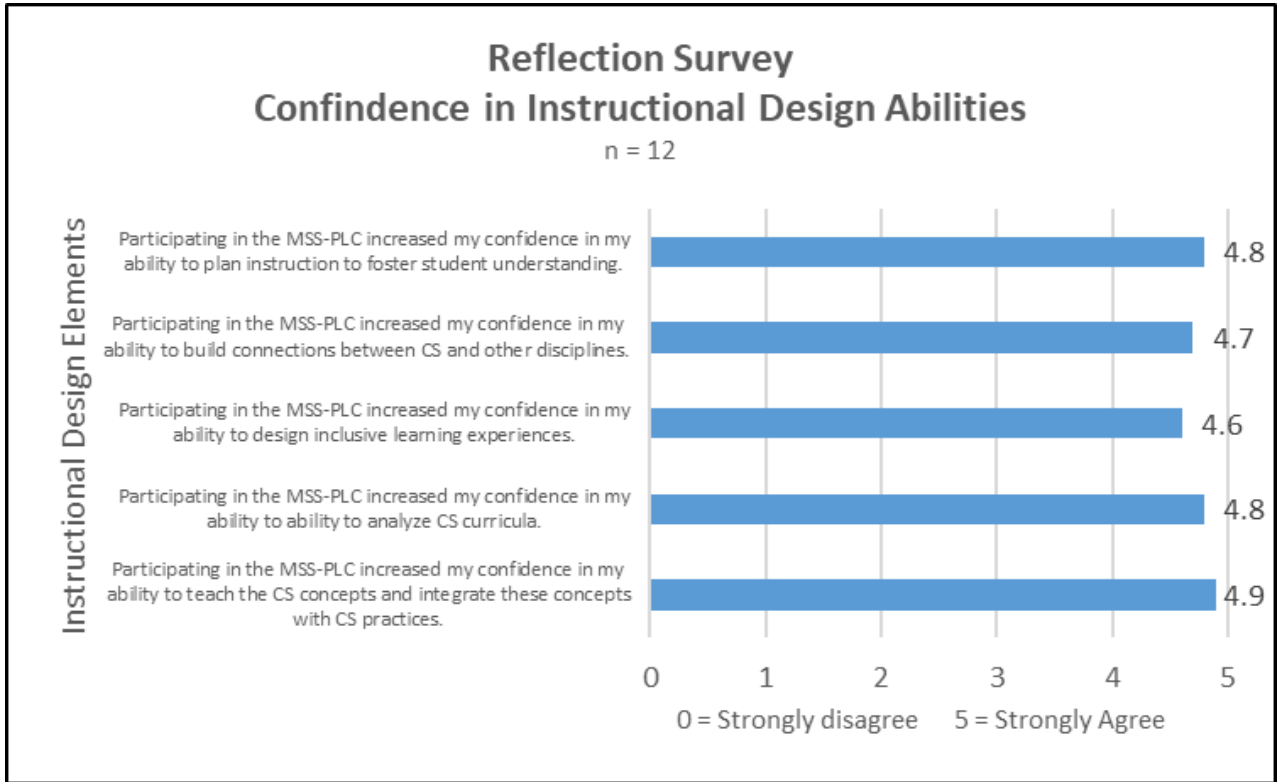


Responses on the Reflection Survey indicate MSS' rated their level of proficiency teaching the NVACS-CS, the piloted curriculum, and the supplemental resources within the range of *increasing significantly* on the linear scale when comparing their level of proficiency at the start of the 2021-2022 school year to the end of the 2021-2022 school year.

## Level of Self-efficacy

Self-assessments of confidence in the ability to design instruction and perception of organizational support were measured in the Reflection Survey to assess MSS' sense of self-efficacy.

**Figure 7** Reflection Survey: Confidence in Instructional Design Abilities

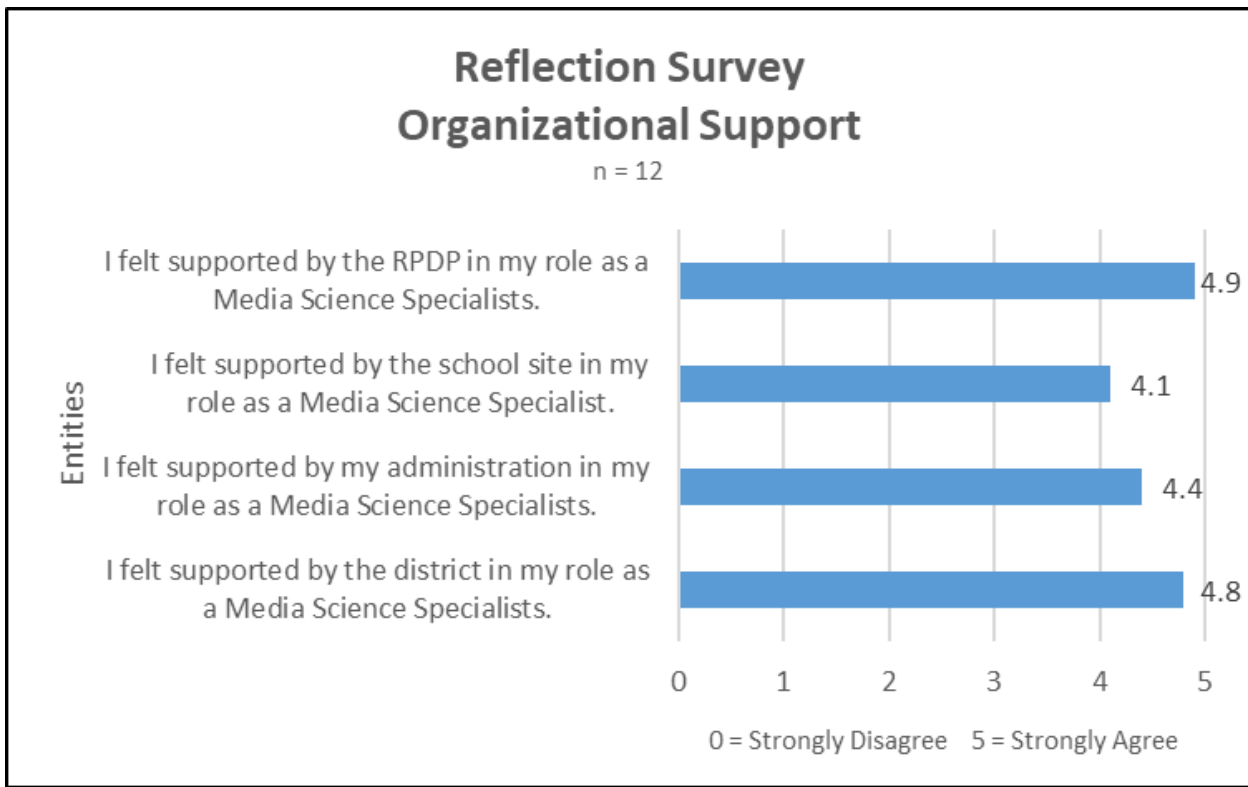


Ratings on the Reflection Survey indicate MSS' confidence in their ability to design computer science instruction increased as a result of participating in the MSS-PLC. A textual analysis of MSS' comments on the Reflection Survey reflected increases in confidence in their level of ability.

**Table 29** Sample excerpts from Reflection Surveys

Theme	MSS Comments
Self-efficacy	<i>The MSS-PLC has helped me a lot with my self-efficacy. I feel very confident in my ability to teach the computer science standards and projects to all of my students.</i>
	<i>The MSS-PLC has had a profound affect [sic] on my self - efficacy as a Media Science Specialist. When I received the email ... that our primary teaching focus was Computer Science, I felt completely unprepared to teach this in a professional way. The activities in the PLC meetings and support . . . helped me to learn how to teach the computer science curriculum.</i>
	<i>At the beginning of this year, I had no idea what I didn't know. I couldn't help myself out of instructional problems and I didn't have the resources I needed either. I feel infinitely more confident in my capacity as a computer science teacher and I have a wealth of resources to pull from and solve instructional problems with now.</i>

**Figure 8 Reflection Survey: Organizational Support**



MSS felt support by organizational entities, with the greatest sense of support coming from entities outside of the school site. In a textual analysis of MSS’ comments in the Reflection Survey, nine of the MSS’ also referenced feeling supported by the MSS-PLC.

**Table 30 Sample excerpts from Reflection Surveys**

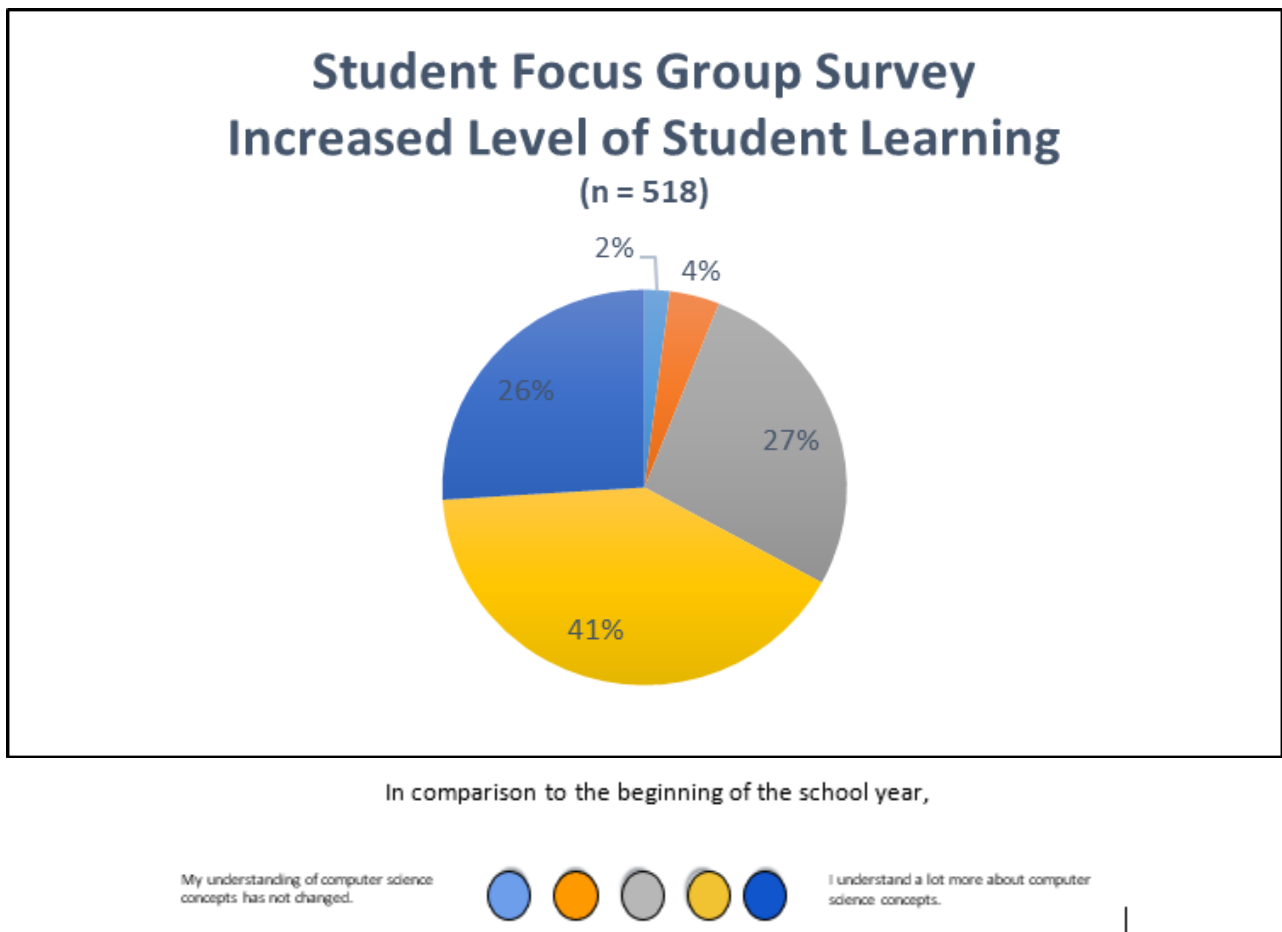
Theme	MSS Comments
Organizational Support	<i>Thank you so much for getting us together, providing resources (funding for robots from district) and keeping us on track! :) So glad we met this year to commiserate, celebrate, and create content!</i>
	<i>I don't think I would have been able to be as proficient and positive without this cohort of teachers and the lead of [CSS]. This group has helped in so many ways. We have all learned and shared with each other and have grown in so many ways.</i>
	<i>[The CSS] has been inspirational, she created and facilitated a passionate cohort of Media Science Specialist. She fostered an environment where we could all collaborate and feel safe, valued, and understood. This has been a meaningful year-long learning experience, it made a world of difference to me while I struggled with my new responsibilities and curriculum. This training helped me struggle less.</i>
Professional Learning Community Support	<i>I came into this year with two, one-day, professional development sessions around coding and a hopeful, but generally clueless attitude. This PLC has challenged me in the best way possible to deeply develop my own learning around computer science and my capacity to teach my students and facilitate their learning when their level of knowledge exceeds my own. I have developed meaningful relationships with my colleagues and my practice has improved immensely as a result of the collaborative activities we've engaged in and the learning walks and subsequent discussions that have taken place this year.</i>

Theme	MSS Comments
	<i>The most valuable aspect of the MSS-PLC this year was the collaboration that resulted from our meetings. The collaboration made for meaningful work, and gave us all a sounding board for our successes, frustrations, and questions.</i>

### Student Learning

Two measures were used to assess student learning: (a) the RPDP Evaluation Survey and (b) the Student Focus Group Survey. On the RPDP Evaluation Survey, the MSS' mean rating of the statement, *my learning today will affect students' learning*, was 4.9 on a scale where one indicates *not at all* and a five indicates *to a great extent* (n = 12).

**Figure 9** Student Survey: Level of Student Understanding



MSS administered the Student Focus Group Survey to a group of fourth and fifth grade students. Out of the 518 students surveyed, 35 students indicated, on a linear scale, that their level of understanding about computer science had either not increased or increased very little. A textual analysis of students' comments indicated 93% of the students were able to identify something that they had learned about computer science concepts that they did not know at the beginning of the 2021-2022 school year (n = 518).

**Table 31** *Sample excerpts from the Student Survey*

<b>Computer Science Concept</b>	<b>Student Comment</b>
Algorithms & Programming	<i>I did not know that you need 1010101010 for coding.</i>
	<i>I did not now [sic] that you can animate things on coding.</i>
	<i>One thing new about computer science I learned was nested looping. I was never familiar with the concept until this year. Now I am more familiar with nested looping</i>
	<i>I did not know how to use block code ... I hope to learn java script very soon because you can basically [sic] do anything [sic]</i>
	<i>I now know that Robots don't have feelings it was programmed that way.</i>

### **Discussion**

Evaluating the effectiveness of the MSS-PLC based on the variables of Guskey's (2002) five critical levels suggests the MSS-PLC provided effective professional development that resulted in an increase in levels of understanding, instructional proficiency, self-efficacy, and student learning.

#### **Levels of Understanding**

Meeting on a consistent monthly basis provided the MSS with time to learn, practice, implement, and reflect, which are key elements of effective professional learning (Hammond, et.al, 2017). The monthly sessions were structured to provide opportunity for purposeful application of the whole group learning of the NVACS-CS through the analyses of the piloted curriculum and the curation and integration of supplemental resources. 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). Positive results on the questions aligned to the levels of understanding on the RPDP Evaluation Survey and Reflection Survey indicate the MSS-PLC contributed to the MSS’ increased levels of understanding in all three areas of foci: (a) NVACS-CS, (b) the adopted curriculum, and (c) supplemental resources. Given these increases in understandings, the MSS-PLC was successful in achieving the attainment of its specific learning goal to impact participants’ learning, Guskey’s (2002) second level of evaluation of professional development effectiveness.

#### **Levels of Instructional Proficiency**

The design of the MSS-PLC provided the structure and fluidity to be responsive to the needs of the MSS in a role new to them, to the school site, and to the district by cultivating a committed learning community, a factor that can be key in increasing educator effectiveness.

Within learning communities, members exchange feedback about their practice with one another, visit each other's classrooms, and share resources...They develop norms of collaboration and relational trust and employ processes and structures that unleash expertise and strengthen capacity to analyze, plan, implement, support, and evaluate their practice. (Learning Forward, 2011)

One important element of learning communities described by Learning Forward is visiting colleagues' classrooms, an element that is often not a component of learning communities due to the logistical challenges it presents. Learning Walks have also been found to be transformative by moving professional development into professional practice (Fisher & Frey, 2014). Therefore, the incorporation of the Learning Walks into the design of the MSS-PLC may have contributed to the impact on the levels of instructional proficiency. The CSS's observations of the Learning Walks, including the host teachers' lessons, student discourse, and the feedback offered during the debriefs, provided evidence the MSS were translating their learning to practice. Data from the RPD Evaluation Survey and Reflection Survey also suggest the MSS-PLC increased the MSS' levels of instructional proficiency in all three areas of foci: (a) NVACS-CS, (b) the adopted curriculum, and (c) supplemental resources. Thus, the MSS-PLC addressed Guskey's (2002) fourth level of evaluation of professional development effectiveness: participants' use of new knowledge and skills.

### **Levels of Self-efficacy**

"Teachers' self-efficacy...plays a key role in influencing important academic outcomes (e.g., students' achievement and motivation) and well-being in the working environment" (Barni et al., 2019). As evidenced in comments, the MSS' confidence in the skills and knowledge required in their new role was not strong at the beginning of the school year. Results from the Reflection Survey indicate the MSS' sense of self-efficacy increased in five key components of the Instructional Design standard of the CSTA Standards for Computer Science Teachers (2020): (a) analysis of curricula, (b) developing standards-aligned learning experiences, (c) designing inclusive learning experiences, (d) building connections between CS and other disciplines, and (e) planning instruction to foster student understanding.

"As Speritzer (1995) noted, the way staff members view their own abilities in the workplace is a result of [perceived organizational support]; the [perceived organizational support] also impacts the level of competence employees feel in shaping their behaviors at work" (Rockow et al., 2016, p 1). The results indicate the MSS felt supported by the NNRPD, the district, the administration, and the school site, with the NNRPD receiving the strongest mean agreement rating. By securing organizational support, Level 3 of Guskey's (2002) five critical elements of evaluating the effectiveness of professional development, the design of MSS-PLC generated confidence, resulting in an increase in MSS' sense of self-efficacy.

### **Student Learning**

In the initial design, data from the MSS' student learning goals were going to be evaluated to assess Guskey's (2002) fifth level of evaluation of professional development effectiveness, student learning outcomes. However, requirements for student learning goals were adjusted by administration due to recommendations provided to districts from the Nevada Department of Education. Thus, these data were not available to assess the effectiveness of the MSS-PLC. Results from the Student Focus Group Survey do suggest the MSS-PLC impacted student learning about computer science in general. Outside of references to the core concept of algorithms and programming, the data do not provide conclusive evidence in terms of student learning that is connected to each of the NVACS-CS five core computer science concepts or the seven practices. Since many typical forms of assessments, such as classroom assessments, present validity challenges, "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 at elementary school sites in other districts and the absence of an elementary special structured to specifically address NVACS-CS at elementary school sites in other districts. 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

The MSS position was conceived by the district at the conclusion of the 2020 - 2021 school year and instituted into the elementary system just two months later at the start of the 2021 - 2022 school year. With the advent of the new position, MSS found themselves entering into an unknown construct with limited understandings of the NVACS-CS, the piloted curriculum, and the supplemental resources, or a clear vision of the role of a MSS. Although excited, the MSS were, understandably, apprehensive. The MSS-PLC was designed taking these factors into account and with the intention to provide professional learning that would support high-quality leading, teaching, and learning. The MSS-PLC incorporated three features most prevalent to effective professional development programs, i.e. a focus on content, support for collaboration, and feedback and reflection (Council of the Great City Schools, 2020), and the evidence suggests the MSS-PLC was successful. The MSS-PLC illustrated an impact on student learning. MSS' understanding of the NVACS-CS, the piloted curriculum, and the supplemental resources increased, as did their sense of self-efficacy. As one MSS noted, “[I] definitely feel like the plane is coming together mid-flight now [as] compared to starting . . . I feel significantly better going into this next year because of all the work we did this year.”

While the MSS made significant strides as a result of their participation in the MSS-PLC, the work has only just begun. Ongoing support is necessary for MSS to continue to move along the continuum of the robust benchmarks established by the CSTA Standards for Computer Science Teachers (2020). The CSS has received district approval to sustain ongoing professional learning for the MSS in the 2022 - 2023 school year. By continuing to provide high-quality professional learning, Year 2 of the MSS-PLC will empower MSS 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 3**

In 2015, Nevada legislators approved NRS 392.457, which outlined a family engagement policy for the state of Nevada which included six standards for Parental Involvement and Family Engagement (PIFE, Nevada State Board of Education, NSBE, 2015). These standards mirrored the National PTA (n.d.) standards. These six standards include 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 (NSBE, 2015). In addition, legislators approved changes to teacher licensure, which required all new applicants for licensure to complete an approved, three-credit family engagement course in order to receive a standard license (Nevada Revised Statutes 391.019, 2015 & NAC 391.030, 2015). The Nevada Department of Education (NDE) Office for PIFE was granted authority to approve and monitor course providers' fidelity to the requirements outlined in the legislation (n.d.).

Therefore, the Northeastern Nevada Regional Professional Development Program (NNRPDP) Family Engagement course was designed to address two primary goals: First, to meet the legislative requirements mandated in 2015 for educational licensure; and second, to increase family participation in student learning in order to positively impact student growth and achievement (Spielberg, 2011; Flamboyan Foundation, n.d.; United States Department of Education, n.d.; Mapp & Kuttner, 2013; NDE Office for PIFE, n.d.; Weiss et al., 2018; Wood & Bauman, 2017). These primary goals were addressed through effective professional learning and development (Darling-Hammond et al., 2017; Guskey, 2002; Learning Forward, 2011; NDE, 2017; Murray, 2014) for educational professionals in the region.

This approved 3-credit course is required for all teachers and other educational professionals (school nurses, counselors, psychologists, literacy strategists) applying for a standard educational license in Nevada after July 1, 2015 and may be taken as a means of professional learning, licensure renewal, or removal of a provision on a teaching license.

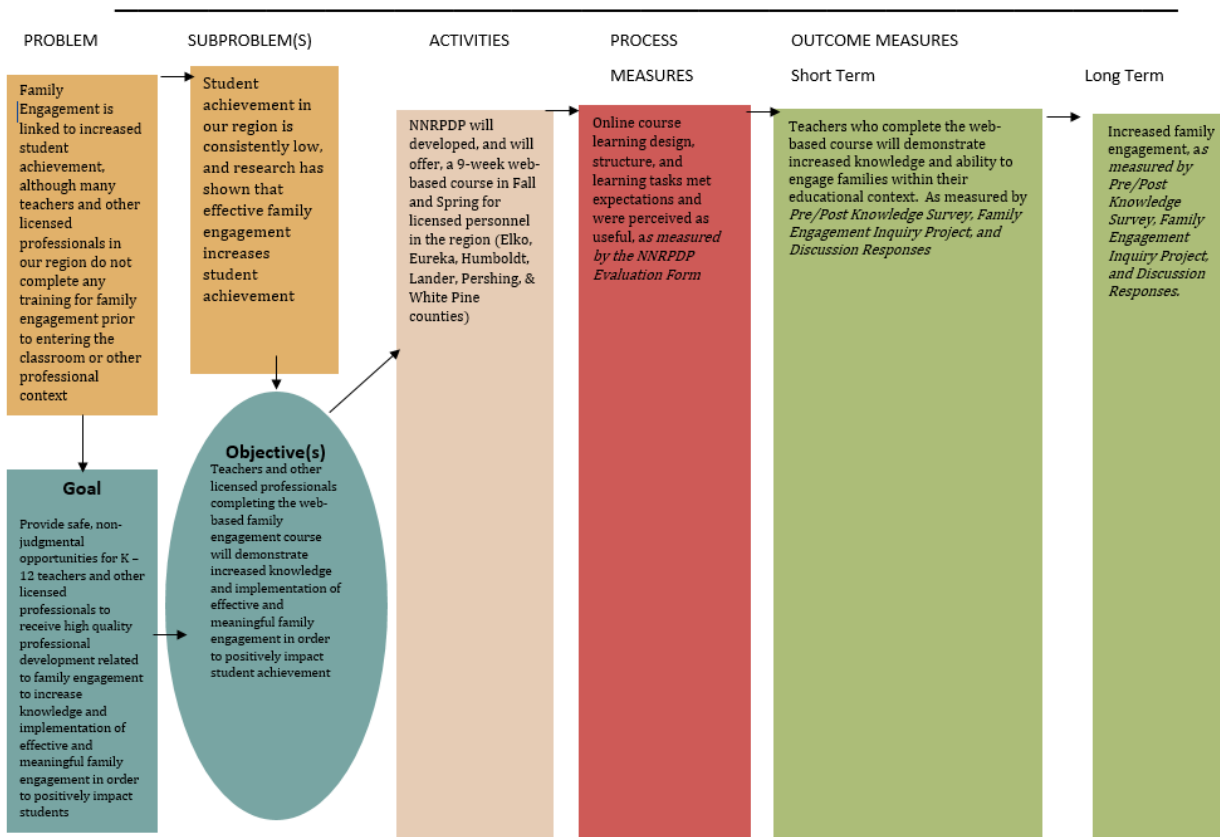
The Nevada Regional Professional Development Program (RPDP), which includes the Northwest, Southern, and Northeastern groups, was approved to provide the course as of January 1, 2019. Any licensed educational personnel within Nevada are able to register for and complete the course. NNRPDP partners with the University of Nevada, Las Vegas (UNLV) to facilitate the course, and provide an opportunity for course participants to earn 3-graduate level credits. This report details year three of implementation of the course.

### **Initial Data and Planning**

Effective family engagement has been linked to increased student achievement (Wood & Bauman, 2017), school improvement (Wood & Bauman, 2017), and has been proven to be one of the "most powerful predictors of children's development, educational attainment, and success in school and life" (Weiss et al., 2018, p. 1). Surprisingly, national, and global research revealed that many teacher preparation programs did not include any focused learning or training in family engagement prior to the completion of the college/university preparatory program (Spielberg, 2011; Mapp & Kuttner, 2013). Training in family engagement was not required for educational professionals licensed in the state of Nevada until 2015 (NDE, n.d.). Thus, many educational professionals lacked the necessary knowledge, skills and training to effectively implement best practices identified by researchers (Spielberg, 2011, Mapp & Kuttner, 2013).

**Figure 10 NNRPDP Family Engagement Course: Year 3-Logic Model**

**NNRPDP/FAMILY ENGAGEMENT COURSE: YEAR 2- LOGIC MODEL**



**Roles and Actions**

NNRPDP offered three sessions of the family engagement course for the region; fall of 2021, winter of 2021, and spring of 2022. The winter session was added based on the number of teachers requiring the provision removal. The Family Engagement course was facilitated online over nine weeks, including online interactive sessions that allow course participants to engage in discussion with the course facilitator and other participants. The course instructor has 36 years teaching experience between K-16 contexts, and has a PhD in Leadership, Policy, and Change in Education. Family engagement, in theory and practice, has been an integral component of the instructor's professional work and current role as a regional coordinator for the NNRPDP.

To accomplish the goal of this project, the course content included three primary components: 1) a series of online family engagement training modules developed collaboratively by the RPD regional groups, 2) a course text, *Powerful Partnerships* (Mapp et al., 2017), and 3) research-based articles and texts featuring recommended best practices for effective and meaningful family engagement across educational contexts.

Course 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 the current educational context. Course participants also completed a Family Engagement Inquiry Project (Appendix H) where learning is applied, evaluated, and used to determine next steps for changes in instructional and professional practice.

## Method

### Learning Design

Effective professional learning is that which “results in changes to teacher knowledge and practices, and improvements in student learning outcomes” (Darling-Hammond et al., 2017). The course was designed with that in mind. The final course project incorporates action research, which leads to the “empowerment of teachers, collaboration through participation, acquisition of knowledge, and improvement in instructional practices” (Murray, 2014), which, ultimately, could increase student outcomes. Amels, Kruger, Suhre, and van Veen (2020) found that “inquiry-based working strongly appears to predict teachers’ capacity to change” (p. 371). Even though it’s clear that inquiry can lead to changes in instructional practice for teachers, adapting and incorporating change can remain difficult (Butler & Schnellert, 2012).

The Family Engagement Course: Year 3 Professional Learning Plan (Appendix S) describes the course learning outcomes and evidence of participant learning, strategic design and structure of the course learning opportunities. The learning plan also addresses the roles and responsibilities of stakeholders in the learning and aligns with Nevada’s Standards for Professional Learning as shown in Appendix J.

### Participants and Procedure

The Family Engagement Course: Year 3 was offered to all educational professionals in the NNRPDP region and across the state during the fall of 2021, winter of 2021, and the spring of 2022. A course flyer broadcasting the information was distributed to the region via email 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 UNLV, 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 UNLV; those choosing to complete the course for a COPL from NNRPDP completed only the initial online registration step. Participants earning credit through UNLV paid \$165.00 while those earning a COPL did not have to pay a fee. The course text, *Powerful Partnerships* (Mapp et al., 2017), was purchased by each participant at a cost of approximately \$25.00.

One hundred three participants altogether enrolled in the fall, winter, and spring courses. In the fall, eight participants withdrew and one failed the course. Nearly all of the participants who withdrew from the course attributed their decision to aspects of the constant stress and uncertainty resulting from COVID-19. In the winter session, 39 enrolled and of those two withdrew, three received incompletes and one failed the course. In the spring session, 30 enrolled and of those two withdrew, there were no incomplete or failures. In total, 85 participants successfully completed the course earning the graduate-level credits. Of the 85 participants enrolled, all 85 completed the course in order to remove the PIFE provision on their educational license. Course participants came from a variety of educational backgrounds beyond elementary, middle, and secondary educators. Professional roles of participants included specialists (Music/ Art/Shop/ etc.), speech therapists, special education instructors, school nurses, and school psychologists.

The Family Engagement Course: Year 3 was facilitated using CANVAS learning management system, Google documents, and interactive video conferencing. The nine-week course included

both asynchronous learning tasks and synchronous interactive discussions. The Nevada Parental Involvement and Family Engagement Training Modules (RPDP, n.d.) was a primary component for accessing evidence-based research and best practices for effective family engagement.

**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 research-based strategies through effective professional learning.

These goals were measured through evidence collected using basic descriptive statistical analysis of pre- and post- questionnaire responses and the NNRPDP evaluation form. Goals were also measured using qualitative textual analysis of final discussion responses, open-ended textual responses within the questionnaire and evaluation form, and Family Engagement Inquiry Project document. A basic, paired t-test was utilized to determine if there was a statistically significant difference between the means of two groups of data, in this case, between participants' responses on the pre- and post-questionnaire.

Evidence for increased participant knowledge was measured through a pre- and post-knowledge questionnaire developed within the RPDP using Likert-scale response options (Appendix G) alongside textual analysis of the course learning tasks in relation to the participant learning outcomes (Family Engagement Course Professional Learning Plan, FE PLP, 2021, Appendix S). The pre- and post- questionnaire was developed for use collaboratively amongst the RPDP groups and provides evidence of participants' perceptions of their growth, learning, and application of their learning.

Evidence for implementation of effective family engagement strategies was gathered through analysis of the Family Engagement Inquiry Project. The project has three components: 1) integration of evidenced-based change in practice in their unique context, 2) collection of data and evidence to evaluate the effectiveness and impact of the change in practice, and 3) analyzation of data and evidence in order to determine changes in practice to implement in the future (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Finally, evidence for participant satisfaction along with perception of the course impact on student learning were measured through the end-of-course evaluation form and final discussion responses (Guskey, 2002).

Table 32 outlines the 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 Family Engagement Course.

**Table 32** *Five levels of Professional Development Evaluation (Guskey, 2002)*

<b>Evaluation Level</b>	<b>Questions Addressed</b>	<b>How Will Information be Gathered?</b>	<b>What is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
1. Participants' Reactions	Did this training meet my expectations?  Did the presenter's expertise and	<i>NNRPDP Evaluation Form</i>  <i>Pre- /Post- Knowledge Questionnaire</i>	<i>Participants' initial satisfaction with the experience and perceived benefit</i>	To improve program design and delivery

Evaluation Level	Questions Addressed	How Will Information be Gathered?	What is Measured or Assessed?	How Will Information Be Used?
	<p>experience impact the learning?</p> <p>What did I learn from the analysis process today?</p>			
2. Participants' Learning	Did participants acquire the intended knowledge and skills?	<p><i>NNRPDP Evaluation Form</i></p> <p><i>Pre- /Post- Knowledge Questionnaire</i></p> <p><i>Family Engagement Inquiry Project</i></p> <p><i>Final Discussion Board Responses</i></p>	<p><i>Participant understanding of data, including statistical terms and methods and various assessment benchmarks and proficiency levels</i></p>	To improve program content, format, and organization
3. Organization Support and 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's climate and procedures?</p>	<p><i>NNRPDP Evaluation Form</i></p> <p><i>Pre- /Post- Knowledge Questionnaire</i></p> <p><i>Family Engagement Inquiry Project</i></p> <p><i>Final Discussion Board Responses</i></p>	<p><i>The organization's advocacy, support, accommodation, facilitation, and recognition</i></p>	To document and improve organization support and to inform future change efforts
4. Participants' Use of New Knowledge and Skills	Did participants effectively apply the new knowledge and skills?	<p><i>NNRPDP Evaluation Form</i></p> <p><i>Pre- /Post- Knowledge Questionnaire</i></p> <p><i>*participant confidence in ability to</i></p>	<p><i>Teachers' ability to analyze student data, create an action plan, act according to the action plan, reassess student</i></p>	To document and improve the implementation of program content

<b>Evaluation Level</b>	<b>Questions Addressed</b>	<b>How Will Information be Gathered?</b>	<b>What is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
		<i>increase family engagement statistically examined and compared to year 1</i>  <i>Family Engagement Inquiry Project</i>  <i>Final Discussion Board Responses</i>	<i>learning, and repeat</i>	
5. Student Learning Outcomes	What was the impact on students?  Did it affect student performance or achievement?	<i>NNRPDP Evaluation Form</i>  <i>Pre- /Post- Knowledge Questionnaire</i>  <i>Family Engagement Inquiry Project</i>  <i>Final Discussion Board Responses</i>	<i>Student growth</i>	To focus and improve all aspects of program design, implementation, and follow-up  To demonstrate the overall impact of professional learning

*\*Italicized text is specific to this intervention*

## **Results**

Similarly, to year one and two of the course, year three utilized a mixed methods evaluation process (quantitative and qualitative analysis) of the pre- and post- questionnaire responses, NNRPDP evaluation form, discussion responses, and Family Engagement Inquiry Projects. Statistical and textual analysis was completed by the course instructor. Results of the course in year one, two, and three were sorted into four thematic categories based on the analysis: 1) general course outcomes, 2) increased knowledge, 3) increased implementation, and 4) perceived impact on student learning. In year one, 20 of the 22 course participants (Year 1, n = 20) completed the NNRPDP evaluation form (Appendix B) upon completion of the course. In year two, 15 of the 29 course participants (Year 2, n = 15) completed the NNRPDP evaluation form (Appendix B). In year three, 83 of the 85 course participants (Year 3, n = 83) completed the NNRPDP evaluation form (Appendix B).

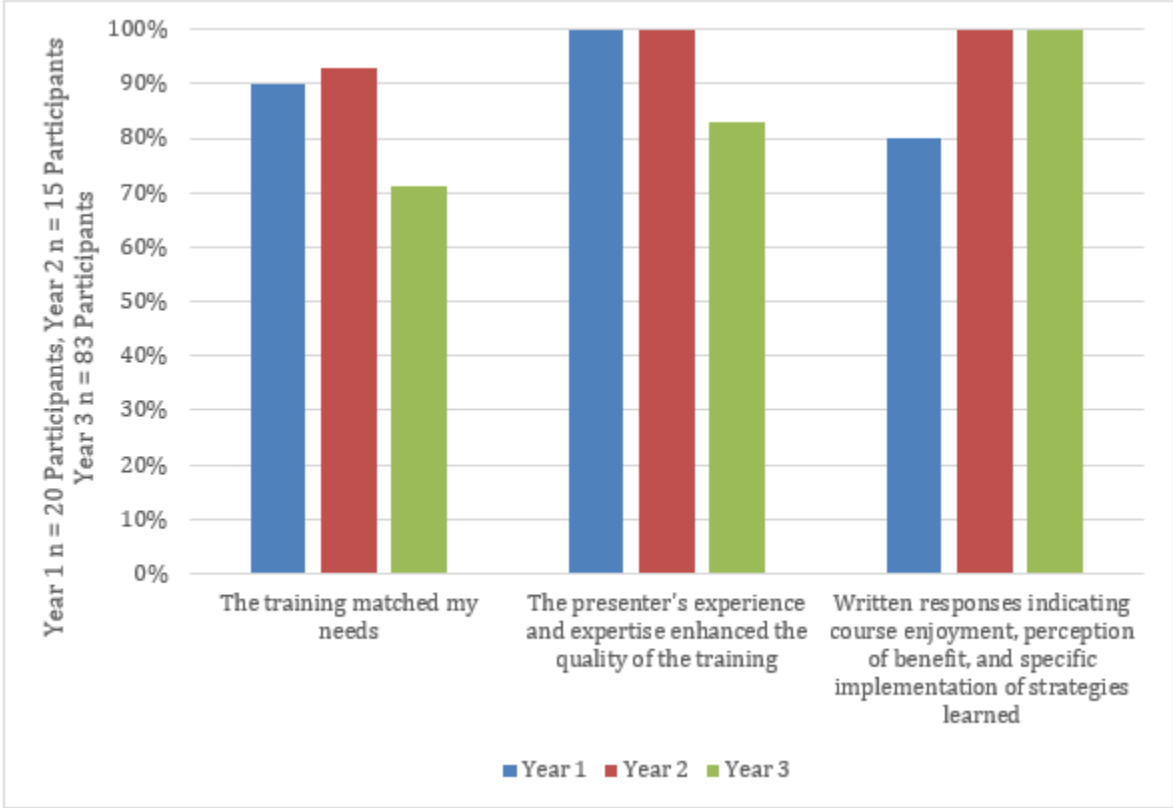
### **General Course Outcomes**

Seventy-one percent of participants reported that the course matched their needs (NNRPDP Evaluation Form, Appendix B) “to a great extent,” while 28% of participants reported that the course matched their needs “to some extent.” Compared to year one and two’s outcome of roughly 90% matching needs “to a great extent” and 10% matching needs “to some extent,” which indicated a decrease in the course matching participant needs in year three. In both years one and year two 100% of respondents reported that the course instructor’s experience and expertise enhanced the quality of the course, with year three results indicating 83%. Textual analysis of the



NNRPDP Evaluation Form responses revealed that 100% of participants enjoyed the course, perceived it to be beneficial, and identified specific strategies that were already being implemented or would be implemented in the near future in their educational contexts compared to 80% in year one and 100% in year two.

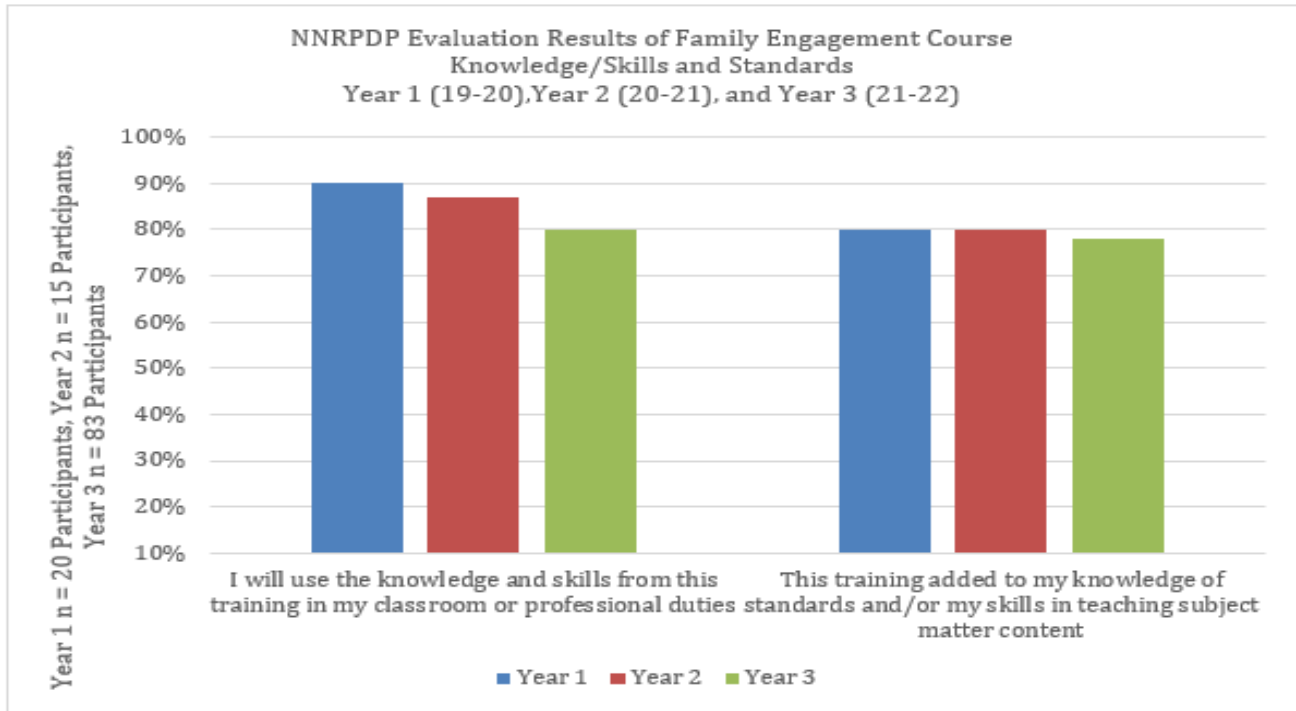
**Figure 11** NNRPDP Evaluation Results of Family Engagement Course Training Match, Presenter’s Experience, Course Enjoyment/Benefit/Implementation Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22)



**Knowledge**

Eighty percent of participants reported they could use knowledge and skills obtained in their educational context (NNRPDP Evaluation Results, Appendix B) “to a great extent,” compared to 90% in year one and 87% in year two. Nineteen percent of participants reported they could use knowledge and skills obtained in their educational context “to some extent,” compared to 10% in year one and 13% in year two. Seventy-eight percent of participants reported that the course added to their knowledge of the standards and skills for family engagement “to a great extent” while 19% of participants reported that the course added to their knowledge of the standards and skills for family engagement to “some extent” in compared to 80% “to a great extent” and 20% “to some extent” in both years one and two.

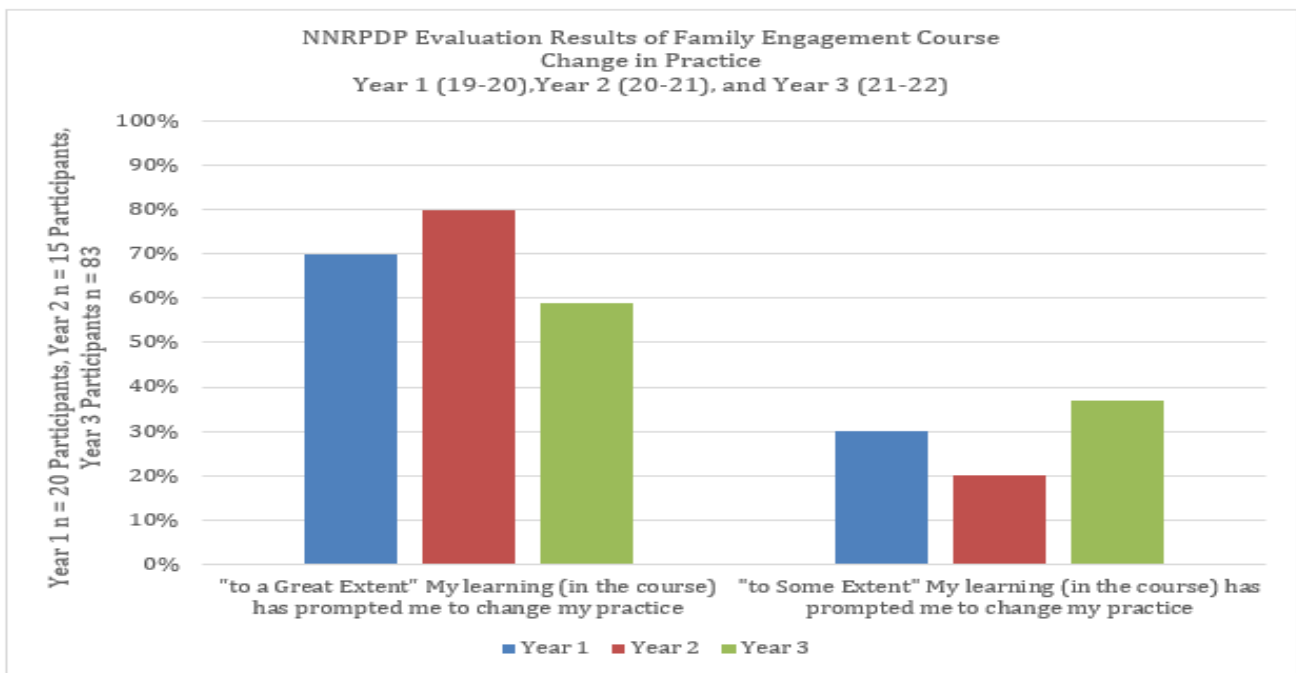
**Figure 12** NNRPDP Evaluation Results of Family Engagement Course Knowledge/Skills and Standards Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22)



### Implementation

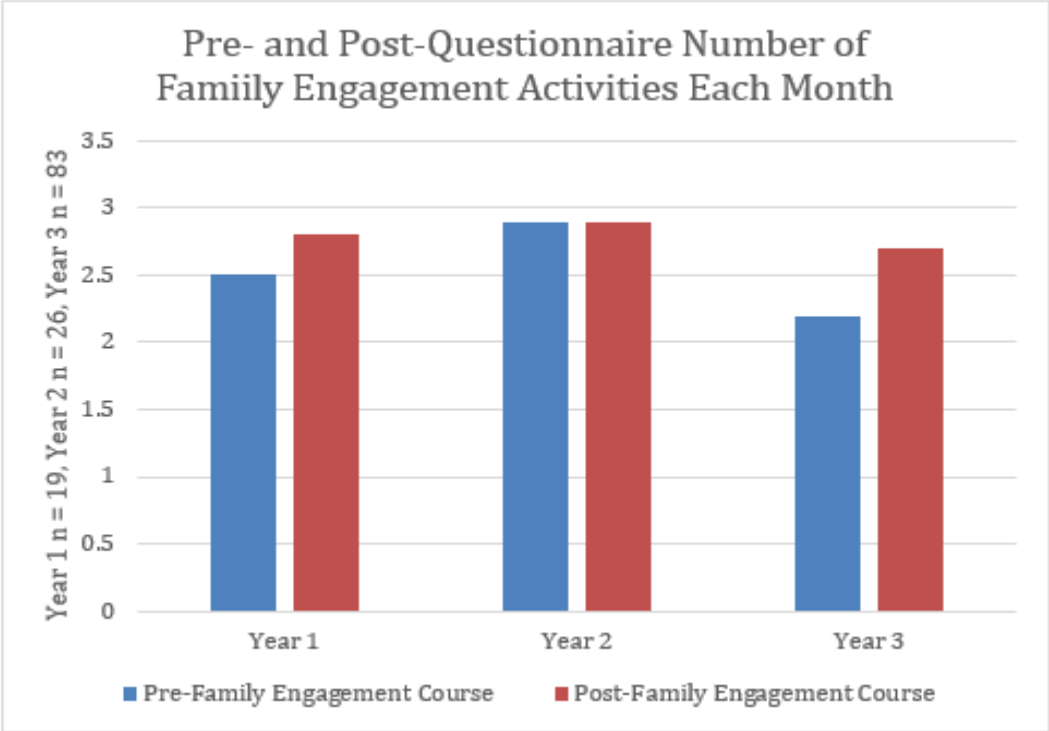
From year one to year three, an analysis of the NNRPDP Evaluation Form (Appendix B) showed a decrease in participants who acknowledged that their learning prompted them to change their practice “to a great extent” from 90% in year 1, 87% in year 2, to 59% in year three. A decrease is noted in those participants who indicated that their learning prompted them to change their practice “to some extent” from 80% in year 1 and 2 to 37% in year three.

**Figure 13** NNRPDP Evaluation Results of Family Engagement Course Change in Practice Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22)



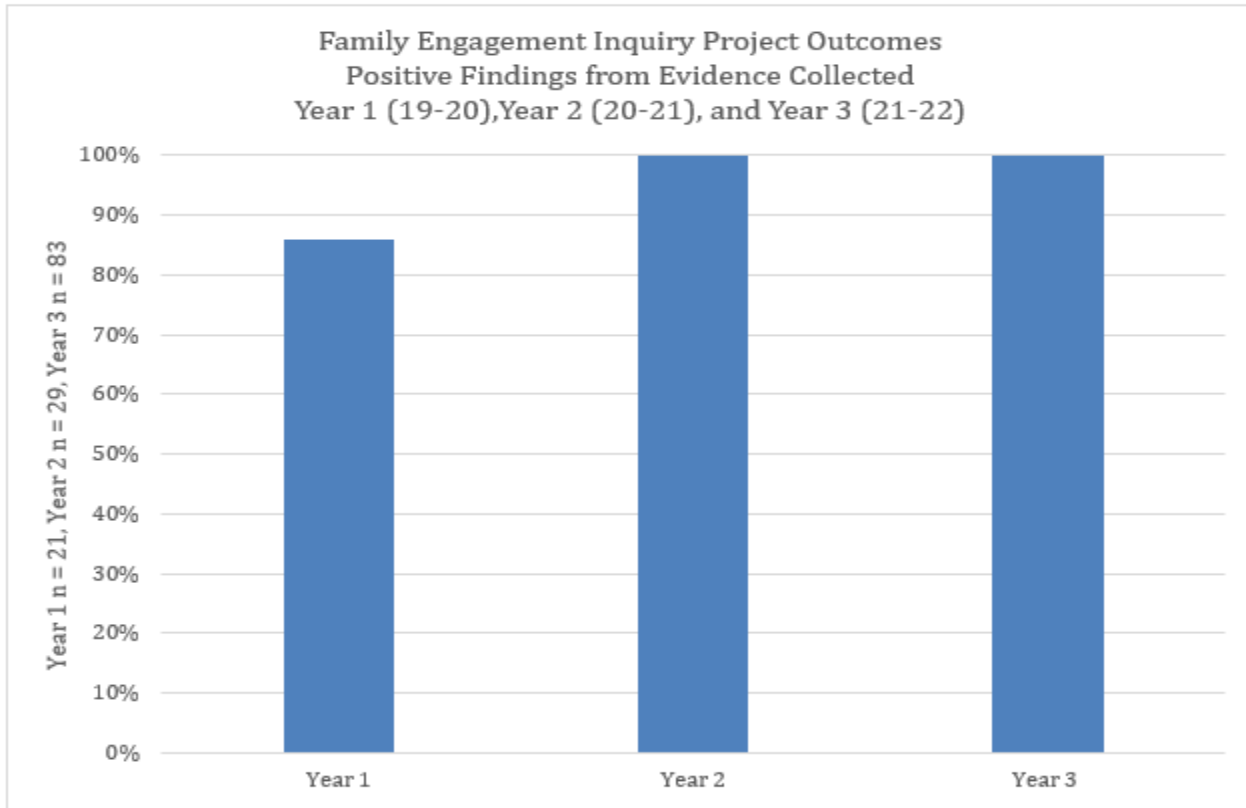
Analysis of the pre- and post-questionnaire (Appendix G) responses showed an overall increase in year one from an average of 2.5 activities/outreach efforts each month to an average of 2.8 in the post-questionnaire. In year two, the average of 2.9 remained the same from pre- to post-questionnaire. In year three an increase was noted from 2.2 to 2.7 activities/outreach efforts.

**Figure 14** Pre- and Post-Questionnaire Number of Family Engagement Activities Each Month Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22)



Analysis of the Family Engagement Inquiry Projects (Appendix H) demonstrated increased implementation of evidence-based strategies within all 85 participants’ educational contexts. Of the 85 participants, 30 implemented a strategy intended to address Family-School Partnerships Standard (FSPS) 1: Welcoming All Families. Forty-nine implemented a strategy intended to address FSPS 2: Communicating Effectively. Two implemented a strategy intended to address FSPS 3: Supporting Student Success. Two participants implemented a strategy intended to address FSPS 4: Speaking up for every child. One participant implemented a strategy intended to address FSPS 5: Sharing Power. One participant implemented a strategy intended to address FSPS 6: Collaborating with community. All of the 85 participants completing the Family Engagement Inquiry Project collected evidence that showed a positive impact on students and family’s engagement in the learning process.

**Figure 15** Family Engagement Inquiry Project Outcomes Positive Findings from Evidence Collected Year 1 (19-20), Year 2 (20-21), and Year 3 (21-22)



Successful implementation of family engagement requires educational professionals to be able to execute their plan and to identify potential barriers and then remove those barriers. In all three years of the Family Engagement Course, analysis of the pre- and post-questionnaire responses revealed that participants felt more confident increasing family engagement in their educational context after completing the course. This finding was confirmed to be statistically significant ( $p < 0.0001$ ) using a paired t-test to analyze participants' increased confidence for increasing family engagement. Additionally, in year three, analysis of the pre- and post-questionnaire responses revealed that participants felt more confident removing barriers to family engagement in their educational context after completing the course. This finding was confirmed to be statistically significant ( $p = 0.0044$ ) using a paired t-test to analyze participants' increased confidence for removing barriers to family engagement.

**Table 33** Participants' Increased Confidence for Increasing Family Engagement

Year 1	Mean	Standard Deviation
Pre-	3.37	0.68
Post-	4.47	0.68

Note. Using conventional criteria, this indicates statistical significance;  $n = 22$

\* $p$  value  $< 0.0001$

Year 2	Mean	Standard Deviation
Pre-	3.96	0.86
Post-	4.54	0.66

Note. Using conventional criteria, this indicates statistical significance;  $n = 24$

\* $p$  value  $< 0.005$

Year 3	Mean	Standard Deviation
Pre-	3.59	0.88
Post-	4.25	0.67

Note. Using conventional criteria, this indicates statistical significance; n = 61

\* $p < 0.005$

**Table 34** Participant's Increased Confidence in Removing Barriers to Family Engagement

Year 3	Mean	Standard Deviation
Pre-	3.1	0.93
Post-	3.49	0.74

Note. Using conventional criteria, this indicates statistical significance; n = 61

\* $p < 0.005$

### Perceived Impact on Student Learning

Analyzing student learning, student progress, or other measures of student success were not a specific goal measured or evaluated in relation to the Family Engagement course. However, analysis of several data sources uncovered participants' perceptions of how their increased knowledge and implementation of family engagement will positively impact student learning.

Textual analysis of the discussion responses corroborated participants' perceptions that their increased learning about and implementation of family engagement would increase student learning and success. These perceptions were linked to specific actions or strategies that would be required in order for the positive impact to be realized. These actions included increased support for families linked to student learning standards and benchmarks, increased collaboration with families linked to learning objectives and goals, and increased student participation and engagement when families are included in learning.

### Discussion

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. The goal of the Family Engagement Course was to provide safe, non-judgmental opportunities for K – 12 teachers and other licensed professionals to receive high quality professional development related to family engagement to increase knowledge and implementation of effective and meaningful family engagement in order to positively impact students. Each Guskey level increases in complexity and sophistication in relation to the type of evidence gathered, the goal for that particular professional development participant outcome, and how the evidence is used to measure effectiveness of the professional development.

### General Course Outcomes

Level One analyzes participants' "reactions to the professional development" (Guskey, 2002, p. 46). To address this level, the Family Engagement course focused on participants' perceived learning, perceived benefit or value, and perceived learning experience in relation to the instructor's experience and expertise. In both years one and two of the course, 90% or more of participants reported that the course matched their needs "to a great extent." In year one, 80% of participants reported that they enjoyed the course and found it to be beneficial, which increased to

100% in year two. Year three participants reported a decrease to 71% “to a great extent” and 28% “to some extent.” (NNRPDP Evaluation Form, Appendix B). These findings suggest that the course design and facilitation satisfied the majority of participants, but less so than the first two years. It’s uncertain what the cause of the decrease might be, although participants indicated the ongoing struggle with COVID-19 stress within their school environments as a significant factor. Participants overwhelmingly reported being stressed with the amount of homework and reading required in addition to their other teaching duties in what they described as “extremely stressful” school environments. In most circumstances, participants were working without prep periods as substitutes were mostly unavailable, adding to the layers of perceived environmental stress. In year one 81% of participants completed the course and 79% in year two, even during the uncertainty of the COVID-19 pandemic in the fall of the year (completion was concluded to be those participants who completed the course with a passing grade and those who did not withdraw). Year three shows an increase to 83% completion rate. Noting the increasing stressed responses of participants, the instructor focused on providing specific “care of self” strategies in an effort to support the participants’ needs. These strategies provided in Year 3 were not evaluated per se, but they might have been a factor in the increased completion rate during what participants described as a tumultuous school year.

## **Knowledge**

Evidence and analysis that measures participants’ increased knowledge and skills gained from professional development is the second level according to Guskey (2002). The majority of Family Engagement Course participants (in all three years) reported that the course increased their knowledge of the standards and skills for family engagement “to a great extent” in years one and two at 80% and year three at 78%.

Participants reported the ability to use knowledge and skills obtained through the course in their educational contexts, and that their confidence in increasing family engagement grew after completing the course in each of the three years it has been offered. These findings were statistically significant for all three years of implementation. 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.” Thus, increased confidence has positive implications for participants’ increased implementation of family engagement. Participants in Year 3 also reported statistically significant confidence in removing barriers to family engagement.

Participants demonstrated increased knowledge of components of effective family engagement related to the National School-Family Partnership Standards/Nevada Standards for Family-School Partnerships (NDE, 2015; PTA, n.d.), research pertaining to family engagement, specific family engagement strategies related to the standards, the importance of honoring families’ cultural identities, and an expanded perspective of “who” is included within the family partnership and collaboration efforts.

Participants in all three years 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 if they are to take action to successfully engage families in 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 [Level 3]. Organizational support for change is crucial if the professional development is to be successfully implemented into participants' classrooms or educational contexts. Resistance to change from the organization, systemically, essentially nullifies any positive changes initially correlated to professional development (Guskey, 2002).

While the Family Engagement course design and facilitation did not include specific collection of evidence related to organizational support and change, in all three years, some unintended evidence emerged through participants' discussions, Family Engagement Inquiry Projects, and written responses in the evaluation form and questionnaires. These findings suggest participants were aware of this critical connection. 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 described their intention to invite their colleagues to collaborate with them in family engagement efforts, while others explained their plan to share their new knowledge and skills with colleagues and administrators through presentations given during staff training days. These connections suggested in year one and two were continued in year three. Future Family Engagement courses might consider specifically assessing the systemic impact participants have on their context/schools.

## **Implementation**

In the fourth level of professional development evaluation, Guskey posits that participants must apply their learning within their educational contexts in order to provide participants opportunities to use their new knowledge and adapt new skills for the unique aspects of their setting (2002). The Family Engagement Inquiry Project (Appendix H) 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.

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

## **Perceived Impact on Student Learning**

The ultimate goal of professional development is to positively impact student learning (Darling-Hammond et al., 2017; Guskey, 2002; Murray, 2014). Guskey states that the fifth, and final level of professional development evaluation measures student learning outcomes related to the goals of the specific professional development (2002). For the purposes of this report, goals were increased knowledge and implementation of family engagement. These goals were not evaluated in relation to student learning outcomes within each participant's educational context. However, participants did provide evidence of perceived, or potential, impact on student learning, providing valuable information for the course instructor to use for future course revisions and modifications.

All other perceptions of impact on student learning were based on participants' reflection, observations and presumption of impact based on specific research that linked certain actions for family engagement to increased student achievement. Although this anecdotal evidence does not meet Guskey's (2002) guidelines for Level five evaluation, this evidence does suggest that future revisions to the course could yield significant evidence for the overall impact of the Family Engagement Course on student achievement. Future iterations of the Family Engagement Course might consider specific analysis about student learning outcomes.

### Conclusion

Guskey (2002) suggested that "through evaluation, you can determine whether these [professional development] activities are achieving their purpose" (p. 46). The purpose of the Family Engagement Course was to increase participants' knowledge and implementation of family engagement using evidence- and research-based sources and strategies.

The primary findings from analysis of the evidence collected from year one, year two, and year three of the course suggest that the Family Engagement course succeeded in increasing participants' knowledge and implementation of family engagement. These findings also revealed areas for improvement that could be used to guide revisions for course improvement. One of the areas of improvement needed is participant perception of the course meeting their needs, perhaps a pre/post survey could be added to draw awareness to the needs of participants (including and beyond provision removal). In this way NNRPDP could be certain to not only meet the goals of the course, but to also support participants in making sure their needs are being met.

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## **NEPF Professional Learning at a Rural High School**

The Nevada Educator Performance Framework (NEPF), a statewide teacher evaluation system, has been in place for ten years. Since the initial bill (AB222) was passed requiring the use of NEPF for teacher evaluation, several revisions have been made pertaining to the use of the system; however, the five instructional standards and 19 indicators, solidly backed by research, have remained consistent.

Since the inception of the NEPF, the Northeastern Nevada Regional Professional Development Program (NNRPDP) has promoted increased awareness and application of the standards and indicators with teachers across grade levels and content areas. Many forms of professional learning have been provided from a broad swath of short roll-out sessions to create initial awareness of the framework in districts and schools, to a year-long “Teacher Academy” where cohorts of teachers gathered to dive deeply into each standard, touching on the standards and indicators across a variety of professional learning sessions. These professional learning opportunities have focused on using the NEPF as a tool for teacher learning and growth rather than for evaluation purposes.

Once teachers have participated in these sorts of professional learning opportunities, they, and their administrators, often feel they have gained the knowledge necessary to transfer the standards and indicators into their instructional practice. However, working toward consensus around what good teaching looks like and enacting effective teaching practices in the classroom must be an ongoing process. The NEPF framework, with its research-based standards and indicators, provides a sound and consistent cornerstone for good pedagogical practices across content and grade levels.

### **Initial Data and Planning**

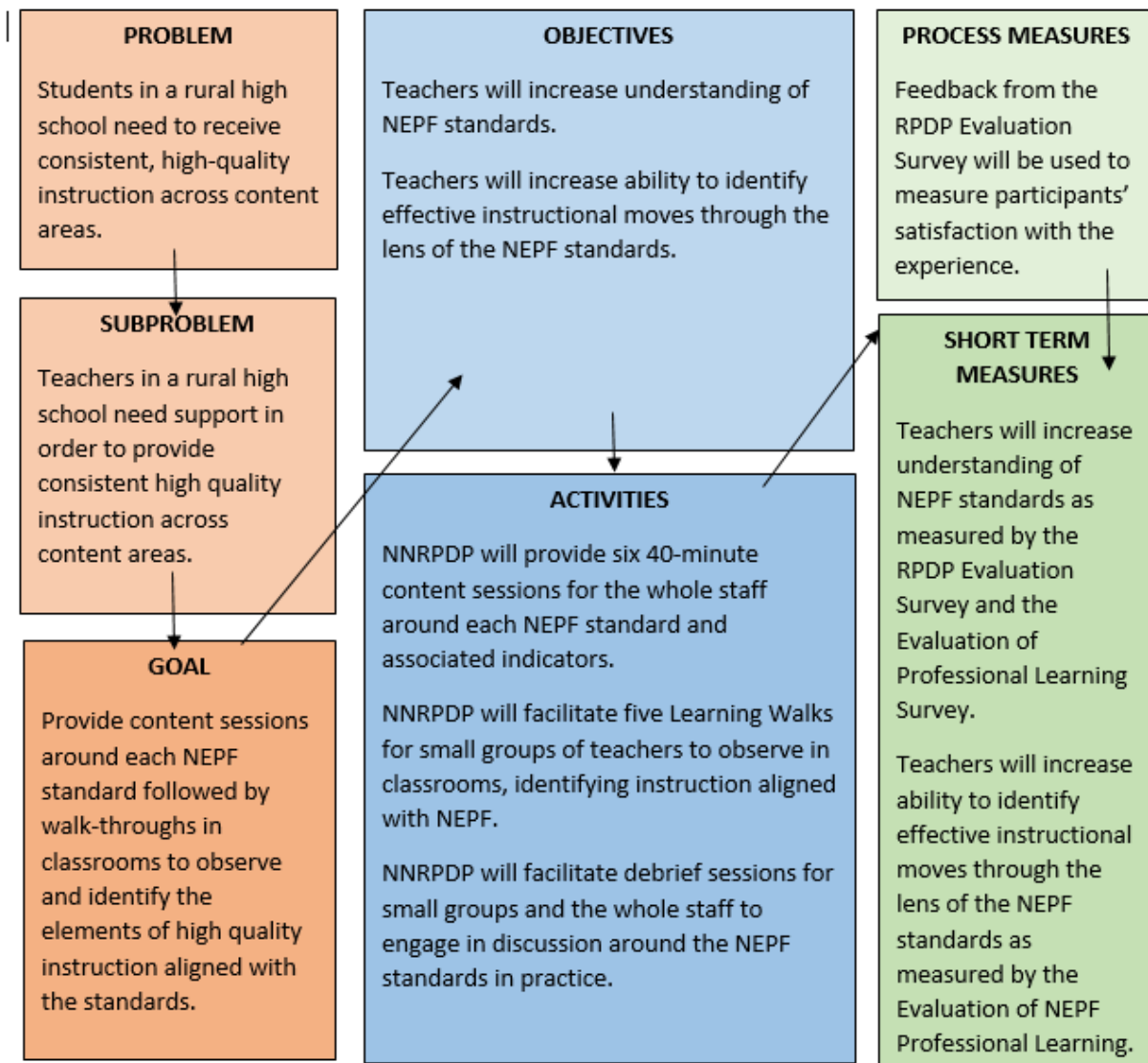
A rural Nevada high school with a teaching staff of 20 teachers hired four new teachers for the 2021-22 school year. Not only would the new teachers need support to assimilate to a new district and school, they would need support to effectively implement the Nevada Academic Content Standards (NVACS) for their content as well as support to understand and leverage the NEPF framework to ensure that content would be taught in the most effective ways. Administrators from this high school reached out to NNRPDP to discuss ways to support the new teachers.

Two NNRPDP coordinators who have been immersed in NEPF since its inception, and who have provided numerous professional learning opportunities for teachers across the region were chosen to work with the school. With the needs of the new teachers in mind, school administrators and NNRPDP chose to employ Learning Walks, a form of professional learning in which teachers are given the opportunity to briefly visit multiple classrooms reflecting on the teaching and learning using the NEPF standards and indicators as the observation tool. This model of professional learning would provide ongoing opportunities for the teachers to see glimpses of every classroom in the school, of every teacher in the school, and of implementation, or lack of, NEPF standards across content areas and grade levels.

In the course of planning, it became clear that the Learning Walks could be as beneficial for veteran teachers as for new teachers. Veteran teachers, coming back from the disruption of COVID 19, needed to reconnect with one another, re-build collective efficacy, and refine their common

understanding of effective teaching and learning. Several additional factors led to including the whole staff in the professional learning: 1) the veteran staff has a wide range of understanding and implementation of NEPF standards, 2) staff rarely have an opportunity to observe in each other's classrooms, a practice that builds community and trust among teachers as well as collective efficacy, and 3) having common experiences would lead to a more cohesive staff, rather than separating new from veteran teachers. The objectives for the professional learning are outlined in the following Logic Model.

**Figure 16** NEPF Learning in a Rural High School Logic Model



**Method**

**Learning Design**

The learning design of this project was informed by Nevada's Standards for Professional Development (2017), the features of effective professional learning outlined by The Learning Policy Institute, and the research of Dr. John Murray (2014). A Professional Learning Plan (see Appendix T) was created that provides an overview of the learning design, objectives, designated roles and

responsibilities, schedules, and alignment with Nevada’s Standards for Professional Learning (2018). Based on a meta-analysis of the research, The Learning Policy Institute (Darling-Hammond et al., 2017) found that effective professional development incorporates most or all of the following features: is content focused, incorporates active learning, supports collaboration, uses models of effective practice, provides coaching and expert support, offers feedback and reflection, and is of sustained duration. The NEPF Learning Walks professional learning aligns with several of the features described. The learning design incorporates active learning providing a direct connection to classroom environments and practice. The learning design supports collaboration as teachers gather as a whole staff to build a common understanding of each NEPF standard and then as small groups engage in job-embedded contextual learning by participating in, and reflecting on Learning Walks in classrooms. The learning design uses models of effective practice. Teachers viewed and analyzed classroom video during content sessions and observed and discussed classroom practice in their own school. Rather than a one-and-done session, the learning design is of sustained duration taking place over several months with time devoted to both content and classroom connections.

Additionally, the learning design aligns with elements of effective professional development outlined by Murray (2014). The learning design is contextual in that it applies to the daily work of all teachers. It is focused and aligned with the goals of the school. The learning design is open and accessible to all teachers, giving all teachers the opportunity for “ongoing sharing and examination of instructional practices” (p. 14). The Professional Learning (PL) was specifically designed with these three elements in mind.

## **Participants and Procedure**

A group of 24 diverse educators participated in the professional learning including administrators and teachers of core classes (ELA, math, science, social studies), special education, career and technical education, music, PE, and computer science. Of these participants, four were new teachers. These teachers serve a diverse population of just over 300 students in grades nine through twelve with nearly three quarters Hispanic, a quarter white, and a small percentage of American Indians and Asians. Approximately 10% of the students receive special education services and over 70% are eligible for free and reduced lunch (Nevada Report Card, 2022).

The intervention included two main components:

1. A series of six whole group content sessions including an overview of NEPF and a session devoted to each of the five standards and accompanying indicators.
2. A series of five Learning Walks following content sessions where small groups of teachers observed in various classrooms noting alignment with NEPF standards and indicators. Learning Walks consist of three parts: 1) a pre-walk discussion with the small group participating to review agreed-upon observation protocols, 2) the learning walk itself where the group observes in multiple classrooms for short periods of time (less than 30 minutes), and 3) a debrief in which the group shares observations and implications for their own practice. See the table below for a schedule.

**Table 35 Professional Learning Schedule**

Focus	Content Session	Learning Walk (Small groups during prep period)
NEPF Overview	9.13 (via Zoom)	No learning walks for overview
NEPF Standard 1	9.15	9.16
NEPF Standard 2	10.6	10.7
NEPF Standard 3	10.20	10.21
NEPF Standard 4	Week of 11.3 (asynchronous)	11.8
NEPF Standard 5	11.18 (via Zoom)	11.22 + final whole-staff debrief

**Measurement**

The desired impact of the NEPF Learning Walks is to increase student achievement by receiving consistent, high-quality instruction across content areas. To lead to the desired student impact, which is not measured in this project, the goal is to provide job-embedded professional learning focused on NEPF standards.

Qualitative and quantitative measurements were used to assess the two objectives of the professional learning which are:

1. Teachers will increase understanding of NEPF standards as measured by the RPDP Evaluation Survey (Appendix B) and the Evaluation of Professional Learning Survey (Appendix I).
2. Teachers will increase their ability to identify effective instructional moves through the lens of the NEPF standards as measured by the Evaluation of Professional Learning Survey (Appendix I).

**Table 36 Five Levels of Professional Development Evaluation (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>RPDP Evaluation Survey</i>	<i>Participants' satisfaction with the experience</i>	<i>To improve program design and delivery</i>
2. Participants' Learning	<i>Did participants acquire the intended knowledge and skills?</i>	<i>RPDP Evaluation Survey  Evaluation of NEPF Professional Learning</i>	<i>Increased knowledge and understanding around NEPF standards and indicators</i>	<i>To improve program content, format, and organization</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?</i>	<i>PLP Agendas</i>	<i>Organization's advocacy, support, accommodation, facilitation, and recognition</i>	<i>To document and improve organization support</i>

<b>Evaluation Level</b>	<b>Questions Addressed</b>	<b>How will Information Be Gathered?</b>	<b>What is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
	<i>Were sufficient resources made available? Were successes recognized and shared? What was the impact on the organization's climate and procedures?</i>	<i>Planning meetings with admin</i>		<i>To inform future change efforts</i>
4. Participants' Use of New Knowledge and Skills	<i>Did participants effectively apply the new knowledge and skills?</i>	<i>RPDP Evaluation Survey</i>	<i>Participants' perception of application of learning</i>	
5. Student Learning Outcomes	<i>What was the impact on students? Did it affect student performance or achievement?</i>	<i>RPDP Evaluation Survey</i>	<i>Perceived impact on student learning</i>	<i>To document impact on students' growth and achievement</i>

## **Results**

Participants completed the RPDP Evaluation Survey (Appendix B) during the course of the professional learning. Participants completed the Evaluation of Professional Learning Survey (Appendix I) at the end of the year. Alignment with Guskey's levels of professional development are outlined below.

### **Participants' Satisfaction**

Level one of Guskey's evaluation of professional development assesses participants' satisfaction with the learning. On the RPDP Evaluation Survey, 100% of participants indicated that the professional learning matched their needs and 100% indicated that the presenters' experience and expertise enhanced the quality of the training. Textual analysis of the reflections and feedback portion of the RPDP Evaluation Survey showed that 100% of the comments were positive, several of which are included below:

- *Valuable, reflective, and important!*
- *I actually am enjoying the discussions we have on improving lessons without criticizing our fellow teachers.*
- *Great presentation and teacher walk-throughs.*

### **Participants' Learning Through Increased Understanding of NEPF Standards**

Level two of Guskey's evaluation of professional development assesses participants' learning, in this case, participants' increased understanding of the NEPF standards. On the RPDP Evaluation Survey (Appendix B), the statement, *This training added to my knowledge of standards and/or my skills in teaching subject matter content*, received a mean rating of 4.6 on a scale of 1 - 5, where a rating of one indicated *not at all* and a rating of five indicated *to a great extent* (n = 19). On the Evaluation of Professional Learning Survey, the statement, *as a result of the NEPF professional*

learning, rank your understanding of the NEPF standards, showed a mean rating of 4.3 on a scale of 1 - 5 where a rating of one indicated *very little understanding* and a rating of five indicated a *high level of understanding* (n=14). Example participant comments are shown below:

- *Always good - always learning something new*
- *Learning is a continuous process. You can learn from others and they will learn also from you.*

A comparison of how participants thought about their level of learning during the professional learning and at the end of the year on two surveys is shown in Table 3 below.

**Table 37** Participants’ Level of Understanding of NEPF Standards

Rating 5 = high level of understanding 1 = little or no understanding	RPDP Evaluation Survey (given in the midst of the professional learning)	Evaluation of NEPF Professional Learning Survey (given at the end of the year)
5	65%	43%
4	30%	43%
3	5%	14%
2	0	0
1	0	0

**Participants’ Learning Through Increased Ability to Identify Effective Instructional Moves Through the Lens of the NEPF Standards**

Level two of Guskey’s evaluation of professional development assesses participants’ learning, in this case, participants’ increased ability to identify effective instructional moves through the lens of the NEPF standards. On the Evaluation of NEPF Professional Learning Survey (Appendix I) , the statement, *as a result of the professional learning, how confident are you in your ability to identify high-quality instruction aligned with NEPF?* showed that 92% of participants ranked the statement with a four or five on a scale of one to five where a rating of one indicated *not at all confident* and a rating of five indicated *very confident* (n=14). Example participant comments are shown below:

- *I have a better idea of what high quality instruction that aligns with NEPF looks like...*
- *It gave me a different perspective of how my students react, interact and collaborate in other classrooms. It also allowed us to grow as a staff and see the importance of having a shared vision and goal when it came to implementing NEPF standards.*

**Table 38** Participants’ Confidence in Ability to Identify High-Quality Instruction Aligned to NEPF

Rating 5 = high level of understanding 1 = little or no understanding	Evaluation of NEPF Professional Learning Survey (given at the end of the year)
5	50%
4	42%
3	7%
2	0%
1	0%

## **Organization Support**

Level 3 of Guskey's evaluation of professional development assesses organization support. This was measured through adherence to the Professional Learning Plan (Appendix T) created prior to the project. Administrators supported the plan through clear and consistent communication to teachers before and during the learning. They arranged schedules to help alleviate additional burden on teachers and made necessary adjustments. Administrators also attended and participated in all content sessions. Informal measures such as session agendas, planning meetings, and attendance and participant debrief sessions were also considered.

## **Participants' Perceived Application of New Learning**

Level 4 of Guskey's evaluation of professional development assesses participants' application of new learning. The RPDP Evaluation Survey statement, *I will use the knowledge and skills from this training in my classroom* showed a mean rating of 4.8 on a scale of 1 - 5, here a rating of one indicated *not at all* and a rating of five indicated *to a great extent* (n = 19).

## **Participants' Perceived Impact on Student Learning**

Level 5 of Guskey's evaluation of professional development assesses impact on student learning. On the RPDP Evaluation Survey statement, *My learning today will affect students' learning*, showed a mean rating of 4.5 on a scale of 1 - 5, where rating of one indicated *not at all* and a rating of five indicated *to a great extent* (n = 19).

## **Discussion**

The objectives of the NEPF PL were to 1) increase teacher understanding of the NEPF and 2) to help teachers increase their ability to identify high-quality instruction aligned to NEPF. Analysis of the evidence suggests that the objectives of the NEPF PL were met.

## **Participants' Satisfaction**

While the survey data shows that teachers felt the professional learning matched their needs, that there were opportunities for interactions and reflections, and that the presenters' expertise and experience enhanced the quality of the training, satisfaction with the experience was evidenced in other ways as well. A collaborative energy and camaraderie and a new perspective came from seeing the school as a whole -- the students, the teachers, the classrooms, the learning. Teachers who are often disgruntled came to the sessions and participated enthusiastically.

## **Participants' Learning Through Increased Understanding of NEPF Standards**

Participants' perception of increased learning, as evidenced on the survey, was high. Over the course of the professional learning, discourse among the teachers became less general and instead became more focused on specific ways of implementing the NEPF standards (Appendix J).

## **Participants' Learning Through Increased Ability to Identify Effective Instructional Moves Through the Lens of the NEPF Standards**



The survey showed that participants' perception of their ability to identify effective instruction was high. Facilitators' observations confirm that teachers did indeed become more adept at analyzing the effectiveness of instruction. However, Learning Walks are only a first step to build a common understanding of effective teaching moves and are not designed to critique teaching. In order to build trust and community, facilitators were careful to focus on the positive things happening in classrooms.

### **Organization Support**

When administrators approached the staff with the professional learning plan to participate in Learning Walks focused on the NEPF standards (Appendix J), there were varying responses. This was the second year of schooling disrupted by COVID 19 and, while students were back in school, the difficulties of tracking cases and quarantining students was proving to be more challenging than anticipated. However, teachers willingly agreed to participate despite reservations. Originally, the plan was to complete the series of content and Learning Walks in six weeks, but after the first two consecutive Learning Walks in two weeks, teachers expressed concern about the pace of the learning. Administrators responded by slowing things down, extending the professional learning over two months. Time is often the biggest obstacle to implementing professional learning and administrators faced that hurdle by creating a schedule where teachers with the same prep period participated in Learning Walks during that hour. To compensate for their time, teachers were allowed to leave early on designated days.

### **Participants' Perceived Application of New Learning**

Participants' perception of application of their learning was measured on two survey statements: one determining whether the training prompted them to change their practice, and one determining whether their learning would affect students' learning. While the mean scores were above four out of five, they were the lowest on the survey. The survey indicated that teachers were satisfied with the experience and they felt they learned; however, there was not a clear correlation between teacher learning, changed practice, and an impact on student learning. This suggests that perhaps teachers lacked a sense of the overarching goals above and beyond the objectives of the professional learning -- to change practice in order to increase student achievement.

### **Participants' Perceived Impact on Student Learning**

While this professional learning did not measure the impact on student learning, participants' perception of impact on student learning was high. If the school were to do another similar cycle of learning, measuring the impact on student learning could be an additional component.

## **Conclusions**

The findings from analysis of the evidence collected suggest that NEPF professional learning at this high school worked well, particularly in light of the unusual and difficult year related to COVID-19. Teachers were back after a year of not being in school and engaging with one another, and this professional learning fulfilled a need to connect. Even in a small, rural school, teachers on one side of the building often don't see those on the other side of the building for days or even weeks and many had never been in each other's classrooms despite having worked at the school

together for years. These factors, along with the need to assimilate new teachers to the school, made Learning Walks a good choice for professional learning.

Ideally, Learning Walks would be a first step for teachers to begin to develop a common understanding of the effective teaching practices described in the NEPF standards (Appendix J), to begin building a true learning community and de-privatizing practice by observing other classrooms and engaging in the deep analysis of teaching and learning necessary to promote change. Possible areas of revision and improvement, as indicated by participant responses, include facilitators intentionally supporting teachers to make the connection between the objectives of the professional learning, their changed practice, and positive impact on student achievement. Additionally, a pre-post assessment for students with a focus on NEPF Standard 4 would provide insight as to whether students are benefiting from changed teacher practice.

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## **Critical Literacies Book Club 2021-2022**

Critical Literacy is a way of thinking and a way of being that challenges 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 has become 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 a place 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 second time this book club has been offered as a professional learning experience by NNRPDP. During the first year, this book club was offered to and attended by educators in northeastern Nevada (n=8). During this first year, a regional coordinator 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, with a cap on the number of participants (n=30) as this number felt manageable within the established book club structure.

A digital flyer announcing this learning opportunity, including a link to register, was sent to all teachers in Nevada’s northeast and southern regions. The thirty available spots for the book club (ten for northeastern Nevada educators and twenty for southern Nevada educators) filled quickly, with a waiting list, indicating a high level of interest among the teachers.

Two regional coordinators for the state’s regional professional development program, assigned as RPDP literacy specialists, one from northeastern Nevada and one from Southern Nevada, worked together as the Critical Literacies Book Club facilitators. Of these two literacy professionals, both have graduate degrees (one a PhD., and one a master’s degree); the first is National Board Certified in literacy-related fields. The literacy specialists have participated in work with the literacy standards at the local, state, national, and collegiate levels. The RPDP literacy specialists have presented at local, state, and national conferences and have facilitated numerous courses, workshops, and professional development opportunities related to literacy across the region.

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 literacy specialists’ 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 U.

**Table 39** *Critical Literacies Book Club Logic Model*

Element	Logic
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"> <li>● Use a critical literacies way of thinking and questioning.</li> <li>● Engage in courageous conversations.</li> <li>● Recognize an understanding beyond their own points of view.</li> <li>● Change their ways of thinking and seeing the world.</li> </ul>
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 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 doc.

**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 2021 to February 2022 for the first book stack, and from January 2022 to May 2022 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.

Every session started 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 provided a mini-lesson or very brief opening statement before sending participants into round one discussions. This first round of discussion was 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 considered what they would say during round two discussions, the facilitator created small group break-out rooms and quickly sent participants into groups of four. Round three discussion was the whole group. Because there was no time to hear from all thirty participants, all participants synchronously typed their thoughts and responded to colleagues in a shared Google Document. The session ended with a reminder of what would be discussed the next day.

The same structure was 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 changed was the topic of discussion. Day one was an introductory day with a social justice theme or critical literacy lens. Day two was a discussion of the picture book. Day three was a discussion of the author and illustrator of the book and Day four was a discussion of social issues in the world that in some way could be connected to the book. This four-day cycle was repeated each month with a different book.

To provide support for productive discussions, a digital book club handout was provided to each participant. This handout included 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 book club cycle using book stack one launched in September with 30 members representing two of the six districts in the Northeastern Nevada region: Elko (8 teachers), and White Pine (2 teachers), with the rest joining from southern Nevada, Clark County (20 teachers). Classroom experience ranged from over 20 years to less than three years. Over the first five-month book club experience, three participants discontinued participation, thus n=27 for the fall book club.

The spring book club cycle using book stack two launched in January with 30 members representing two of the six districts in the Northeastern Nevada region: Elko (9 teachers), and Lander (1 teacher), with the rest joining from southern Nevada, Clark County (20 teachers). 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, 5 participants discontinued participation, thus n=25 for the spring book club.

## **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. Reflection statements from each round of three discussions were used to corroborate this evidence. Participants from both the fall and spring book club cycles, fall (n =16) and spring (n = 23), completed the open response questionnaire (Appendix K). 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 two.

**Table 40** *State Evaluation Survey Questions and Mean Scores*

Survey Question	Mean Score
The training matched my needs.	4.6
The training provided opportunities for interactions and reflections.	5.0
The presenter's experience and expertise enhanced the quality of the training.	4.7
The presenter efficiently managed the time and pacing of the training.	4.9
The presenter modeled effective teaching strategies.	4.7

These data 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 Critical Literacies Book Club provided opportunities for interactions and reflections. Nearly all agreed that the presenter efficiently managed the time and pacing of the training. 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:

I loved this class. I cannot say enough how much this changed my perspective and how excited I am to keep building on being a sliding glass door.

This was a great experience! I loved the discussions and padlet information. I would love to do this again in the future!

This will affect student learning by helping them make deeper connections and be provided valuable time to have conversations, share stories, and reflect.

It will help students to see the world through mirrors, windows, and sliding glass doors. The students will see themselves in certain books and gain a deeper understanding of others.

## 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 74% 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 41** *Participants Self-Report Critical Literacies Ways of Thinking and Questioning*

Survey Selection	(n)	Percent
Yes	29	74.4%
Most of the time	5	12.8%
A few times	5	12.8%
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. Emerging themes included being self-reflective, appreciating all perspectives, and becoming more aware of literary analysis elements related to themes of social justice and culture. The table below provides representative examples for each of the three themes.

**Table 42** *Participant Examples for Critical Literacies ways of Thinking and Questioning*

Theme	Example
Self-Reflective	I enjoyed the self-reflection and thinking about my own thoughts and bias. I have a better understanding of my own metacognition.  I began to reflect on what I was thinking and what others are thinking and saying. For example, I was thinking about the jobs that people lost in the pipeline and then also thinking about what the others were losing. It makes you think about things from others' perspectives.
Appreciation for all perspectives	It opened my eyes to what is right in front of me. I live in La-La-Land apparently. When I hear of racists I always think, “That's not here, that's on

Theme	Example
	<p>the other side of the country.” Not true, apparently. I never thought those types of people would be teachers, but I was definitely wrong.</p> <p>I appreciated seeing other people's eyes open to other points of view. I am well versed in critical thinking because of my wife. This gave me more perspective on the way other people apply their thinking and how hard they hold onto their previous framework.</p>
Literary Analysis	<p>I think that this book club really helped me to view books in a different way. I mostly read them because I like the story it tells. Now looking at books in a more critical way I can connect in different ways.</p> <p>I will no longer take a book at face value. I want to start checking more into any questions I have.</p>

**Objective Two: Participants will Engage in Courageous Conversations.**

All but one respondent reported using courageous conversations to some degree, with 59% reporting “yes” and the remaining respondents, minus one, 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 43** *Participants Self-Report Engaging in Courageous Conversations*

Survey Selection	(n)	Percent
Yes	23	59%
Most of the time	7	18%
A few times	8	21%
No	1	02%

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 but one respondent provided examples of engaging in courageous conversations. Rather than reflecting on their own use of courageous conversations during the book club, one respondent assumed the question asked if they used these conversations in their classroom. The participant reported not yet having a chance. When analyzing the given examples, emerging themes included being brave enough to speak their truth, being open to justify their thinking, opportunities for collaborative learning, and discomfort in sharing their views. The table below provides representative examples for each of the four themes.

**Table 44** *Participant Examples for Engaging in Courageous Conversations*

Theme	Example
Feeling brave enough to speak my truth	I shared these topics and conversations with my friends at school and my own family. It was interesting to see where these conversations often lead us. I think using picture books is a great way to get us comfortable with

Theme	Example
	sitting in discomfort and practice having these hard conversations society so desperately needs to have.  I was very nervous about stating my complete viewpoint.
Open to justify my own thinking	I had to reevaluate what I thought about certain topics and share my ideas.  Most of the time I had no problem listening to and accepting other people's points of view. However, there were a couple of times that I held onto my own point of view as a truth for me.
Collaborative Learning	I tried to open myself up to my group members and say how I really felt even though at times I wasn't sure if it was the "right" way to feel or think. I appreciated others doing the same because a lot of the time they had the same questions and feelings. It was nice to be with our groups and have those opportunities to share and learn from each other and our different views and experiences.  Most definitely! Being able to meet with one person felt pretty safe and next opening up to a group of 4 added to the conversation or gave us different perspectives.
Discomfort in Sharing Views	As stated previously, at times I would hold back on my opinions as I wouldn't want someone to take my opinions and experiences out of context.  I did not always practice courageous conversations because I felt intimidated to share such personal thoughts with a partner without being given time to work these ideas out in a group. That would make me limit my discussions or ideas I was willing to share out loud.

**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 95% reporting “yes” and the remaining two 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.

**Table 45** *Participants Self-Report About Recognizing an Understanding Beyond Their Points of View*

Survey Selection	(n)	Percent
Yes	37	95%
Most of the time	2	05%
A few times	0	0
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, emerging themes included changes in classroom practice and changes in levels of awareness with a focus on personal change. The table below provides representative examples for each of the two themes.

**Table 46** Participant Examples for Changes in Thinking and Seeing the World

Theme	Example
Changes in the classroom	<p>I am going to make sure that I am adding more diverse books into my classroom library and that I am teaching every level of diversity I can.</p> <p>Since taking this class, I have been reading books with those essential questions posed at the beginning of class - who are being stereotyped, marginalized, absent, etc. This has helped me look at books with lenses I had never used before.</p>
Self-awareness and wanting to make personal change	<p>I am much better at looking at situations from a different perspective or viewpoint. Instead of only focusing on my understanding or beliefs of something, I am more open to hearing the beliefs of others and I find myself seeking them out now.</p> <p>I consider myself to be pretty open-minded and accepting. This class really gave me new insight into my personal thinking. I feel I have a newfound ability to look at each side of the story and see things from multiple perspectives.</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. 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 examples capture this:

I was able to share my opinions about things without feeling like I would be attacked for those opinions. So many times, I think we keep quiet about things that are important to us because we're afraid of being ridiculed or hurting someone. It was a good feeling to know that I was in a safe space.

It was a very positive and safe environment. The instructors set a very positive tone for this group. People felt safe sharing their points of view and listening to others which sometimes reframed their thinking.

## 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 a critical way 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. 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.

The state evaluation mean Likert scale ratings ranged from 4.5 to 5.0, indicating the Critical Literacies Book Club met participants' expectations and was perceived as high-quality professional learning. The short and fast-paced thirty-minute sessions and the sometimes difficult, oft-avoided social justice themes discussed during each session appear to be ideal. 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 74% agreed that they use this way of thinking all 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. It is not clear whether or not participants used this way of thinking beyond the book club other than by one participant reflecting on sharing information with her family and a few other respondents reflecting on sharing book club language in the classroom. To improve the next round of book club sessions it may be advantageous to ask participants to reflect on how the handout language and ways of thinking have been used outside of book club.

Similarly, the second objective, using courageous conversations, was met with 59% reporting they used this way of talking all 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 other than one also reported using courageous conversations at some point. This makes sense as the work of courageous conversations is not easy. The single respondent reporting "no" to this question followed up her response admitting she did not use courageous conversations in her classroom. Helping participants understand this book club learning was not necessarily something they should take back to their classroom, rather the learning was for them as adult educators were problematic at times. This problem is not surprising as teachers are usually

expected to take their learning back to their classrooms. Also, given this book club used picture books as one of the primary discussion sources suggests it is meant to be brought back to the classroom. To distinguish what is learning for the educator versus what is learning to be repeated with children in the classroom is a fine line. To improve this learning experience the facilitators will renew their efforts to clarify this distinction.

The third objective, recognizing an understanding beyond their own point of view, was met with 95% reporting they experienced this understanding all of the time with two responding with some and most of the time. Considering points of view beyond one's own perspective was one of the most successful of the four objectives. At first, it was thought this 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. 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, 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.

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.



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 helped participants to recognize an understanding beyond their initial point of view as they became aware of what was once "invisible" made "visible" by 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.

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## Supporting New Teachers

Undoubtedly, a teacher's first year in the classroom is one of the most crucial years. Even with years of preparation, a new teacher faces many nuances and complexities of the education profession during this time. Elko County School District (ECSD) has long recognized the importance of supporting new teachers as they navigate this maiden voyage, 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 at least a dozen years.

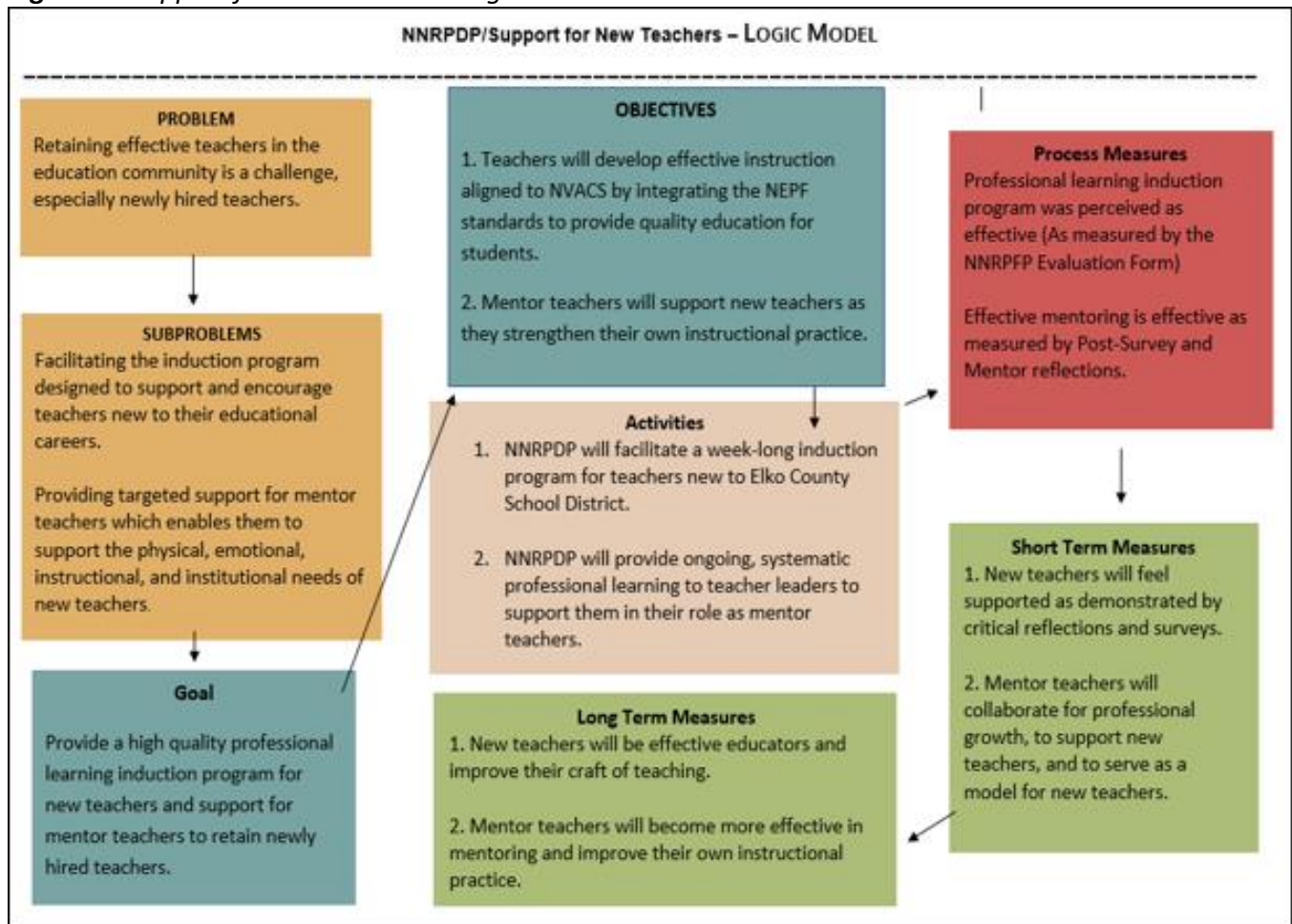
Supporting new teachers aligns with specific goals of Nevada's 2020 Statewide Plan for the Improvement of Pupils (STIP). Goal 2 states that all students have access to effective educators in the areas of equity, access to quality, success, inclusivity, community, and transparency. Providing induction programs and mentoring for new teachers increases retention (Ingersol & Strong, 2012, Smith & Ingersoll, 2004). High-quality induction programs not only increase retention, they are also linked with increased teacher effectiveness and student achievement (Strong, 2006).

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 coordinators provided a week-long RISE induction program and facilitated a mentor component providing 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 standards, and receive ongoing, job-embedded support throughout the school year.

### 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 more than two hundred thousand new teachers for the first day of school; however, by the end of the academic year, at least twenty-two thousand have already quit teaching (Graziano, 2005). Allen (2005) reported that roughly half of new teachers leave within five years; Annette L. Breaux and Harry K. Wong (2003) found that between 40 and 50 percent leave during the first seven years. Statistics like these have led us to focus on keeping effective teachers in schools and providing additional support to first year teachers. In order to address the issue of teacher retention of year-one teachers to the profession, ECSD, in partnership with NNRPDP, facilitated the RISE program in 2021-22 with teachers newly hired by the district. Due to the restrictions of Covid, the RISE Induction program was canceled in 2020, therefore teachers hired in the 2020-21 school year were invited to attend on Wednesday of the RISE induction week. Content was specific to their needs as a Year 2 teacher considering the varying Covid restrictions in place during their first year in the classroom. Both the week-long RISE induction prior to the start of school and the ongoing site-based mentoring support have received overwhelmingly positive reviews from past participants. The logic model below visually illustrates the plan and support for new teachers and mentors provided by the NNRPDP.

**Figure 17 Support for New Teachers Logic Model**



## Method

### Learning Design

Keeping in mind the overarching goal of RISE is to support and encourage new teachers, knowing that effective support and encouragement includes a variety of structures at multiple levels, NNRPDP facilitators planned to support new teachers through the implementation of two major components 1) the week-long RISE induction program prior to the start of school, and 2) support to 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 (Appendix V) describes the learning outcomes and evidence of participant learning, design of both the induction program 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) as well as the Standards for Professional Development (Learning Forward, 2011; NDE, 2017).

### Participants and Procedures

Elko County School District employs over six hundred teachers, hiring an average of 54 teachers each year over the past dozen years. Seventy-seven new teachers (approximately 13% of the teaching force) were hired for the 2021-22 school year, and 25 new teachers were hired in

2020-21, the year RISE was postponed due to Covid restrictions. These educators teach in 21 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, including those with identified learning disabilities (nearly 13% with IEPs), those who speak English as a second language (9%), and those facing the challenge of poverty (over 40% free and reduced-priced lunch eligible).

## **Instructional Context**

### ***Part I: Supporting New Teachers Through the RISE Program***

Prior to the start of school, newly-hired teachers gathered at the Elko High Tech Center for the induction program week. Monday and Tuesday followed a predictable schedule designed to provide engaging pedagogical content, 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. Wednesday, Thursday, and Friday were school site days, including collaboration time with their newly assigned mentors.

In addition, the 2020-21 teachers who did not have the opportunity to participate in RISE because of Covid restrictions were welcomed on Wednesday for a mini-induction program, focusing on Social Emotional Learning and the Nevada Educator Performance Framework (NEPF).

**Content.** In order to achieve success in the classroom, new teachers must develop expertise in instructional practice. Content during the RISE induction focused on three major areas to support teachers to develop this expertise: NVACS, NEPF and Social Emotional Learning (SEL).

The NVACS vary depending on the content and grade level of each teacher assignment. The morning content began with 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 a dive into each of the five high-leverage instructional standards and indicators comprising the NEPF, which Nevada educators are expected to implement 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. The morning content continued with what NNRPDP facilitators call “ready to roll”, a practical piece where teachers think through and plan for necessary routines and procedures and anticipate the whirlwind of the first weeks of school.

**Connections.** Fostering connections between new teachers and assigned mentors has become an integral part of the RISE induction program. This began on the afternoon of day two when each site-based mentor met with the teachers new to their school. They facilitated a short productive meeting. This initial meeting fostered the relationship between new teachers and mentor by preparing them to learn and work together at their school sites. 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.

On the final day of the RISE induction program, newly-hired teachers were treated to a luncheon hosted at their school, where their school site administrators and mentors joined them.

Participants earned professional learning hours recognizing their attendance and participation, and a monetary stipend from the district valuing the time devoted to RISE.

**District Details.** Each afternoon, participants completed required “district details.” This included the following: harassment and boundary policies and Olweus (anti-bullying) training, Special Education policies and procedures, the employee portal housing information and records, the state retirement program, district health insurance, the online grading system, and the teacher’s union (which they were invited to join).

### ***Part II - Supporting Site-Based Mentors***

Mentors for each school were chosen by the site administrator. The mentors received support from NNRPDP coordinators, 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 often-extensive amount of extra work required in their role, came together for an initial face-to-face orientation provided by NNRPDP coordinators 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 coordinators chose to implement mentor CFGs as the vehicle for regular professional mentorship and collaborative support for mentors who, in turn, facilitated RISE 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 Elko County, mentors and NNRPDP facilitators met via the online synchronized Zoom meeting platform following the initial face-to-face orientation meeting designed to build community. During each meeting, NNRPDP coordinators supported mentors in their role with new teachers 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 is dependent upon participants’ voluntary attendance; therefore, new teachers were not required to attend; rather, mentor teachers developed relationships with new teachers inviting and encouraging them to attend. Mentors also had the option to invite veteran teachers to join the CFGs to build community among the new teachers and veteran teachers of a school.

**Protocols.** In order to provide relevant support and consistency, the coordinators chose to include three parts in every CFG which mentors then used in the CFG they facilitated at their school. Each two-hour CFG agenda included three main parts:

1. Read and process the book *Social Emotional Learning and the Brain* by Marilee Sprenger using a CFG protocol such as The Three Levels of Text Protocol (adapted from National School Reform Faculty) the purpose of which is to deepen understanding of a text and explore implications for participants’ work.

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

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

1. Processing the book *Social Emotional Learning and the Brain* by Marilee Sprenger using a protocol modeled in the mentor CFG.
2. Engaging in a teaching dilemma encountered by a new teacher using The Consultancy Dilemma Protocol.
3. Participating in a teaching success encountered by a new teacher using the Success Analysis Protocol.

**Responsibilities.** Principals, mentors, and NNRPDP coordinators 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.

#### 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 a face-to-face orientation and planning meeting prior to the start of school.
- Provide an orientation and support new teachers at the school site prior to the start of school (see [RISE School Site Checklist for Mentors](#) Appendix P).
- Participate in monthly online synchronous Mentor CFGs (Critical Friends Group®) seven times over the course of the year with other mentors to collaborate, plan, and experience protocols to use to assist new teachers. (See Appendix J for sample agenda.)
- 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 on Google Docs for each of the six CFGs facilitated.
- Provide ongoing support to new teachers as needed.

#### NNRPDP Coordinators

- Facilitate an orientation session for mentor teachers prior to 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 for the professional learning intervention provided by the NNRPDP. The long-term outcomes are as follows:

1. New teachers will be 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 demonstrated by critical reflections and surveys.
2. Mentor teachers will collaborate for professional growth, support new teachers, and serve as models for new teachers as measured by monthly reflections, dilemma and success anecdotal notes, and the NNRPDP evaluation.

### ***Measurement Completed by New Teachers***

**NNRPDP Evaluation Survey.** New teachers completed a survey at the end of the whole group RISE induction program prior to school starting. This survey 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 reflecting on the school site support from their mentor teacher, including the initial school site days in August, as well as the structure of CFGs and the just-in-time support during the school year.

**Reflections.** Participants' reflections from the August three-day whole group training session prior to school starting gave the NNRPDP coordinators additional awareness of the effect of the components of the RISE program.

### ***Measurement Completed by RISE Mentors***

**End of Year Survey.** RISE mentor teachers completed an end-of-year survey including open-ended questions to determine if the impact of their role as mentors was fulfilling and/or challenging and to determine the effectiveness of support provided by NNRPDP.

**Reflections.** RISE mentor 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 a mentor teacher. Many themes emerged that were mined 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 stages of information. 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 47** *Evaluation Plan*

<b>Evaluation Level</b>	<b>What Questions Are Addressed?</b>	<b>How Will Information Be Gathered?</b>	<b>What Is Measured or Assessed?</b>	<b>How Will Information Be Used?</b>
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, facilitated, and supported?  Were successes recognized and shared?	Reflection Survey	The organization's advocacy, support, accommodation, facilitation, and recognition	To document and improve organization support 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 a survey at the end of the five days prior to school starting. This core component of the RISE program, while changing somewhat from year to year in substance, has remained much the same in structure. An analysis of responses to four survey questions and open-ended reflections indicate that this component of RISE continues to have a meaningful, positive impact.

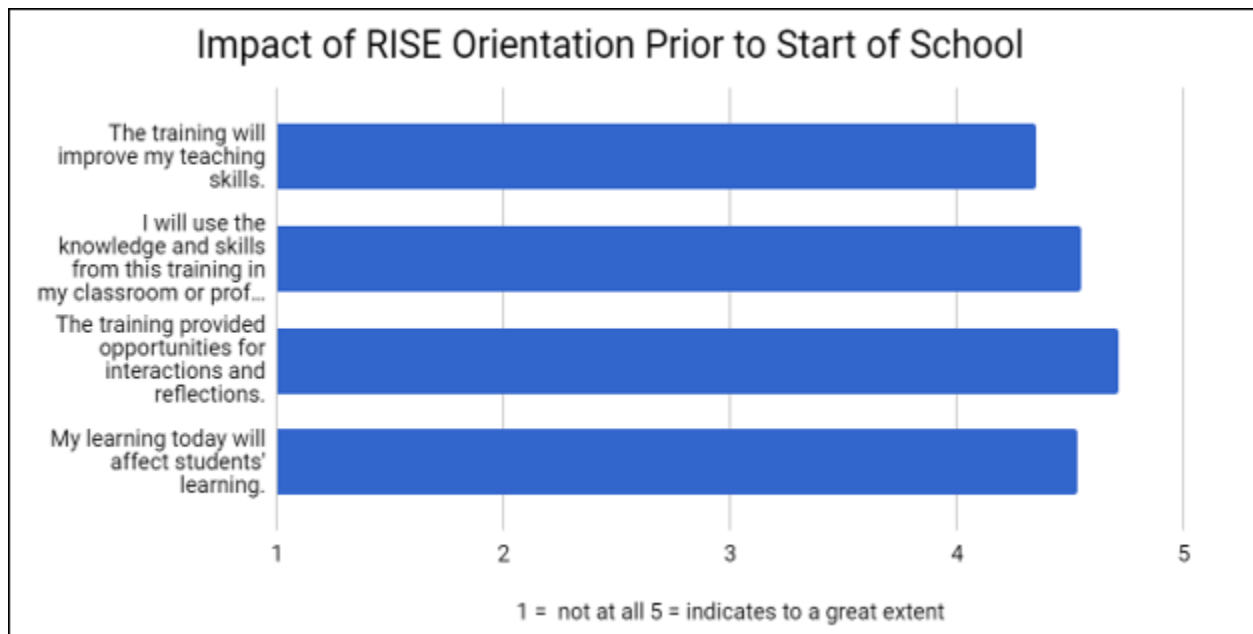
*The presentations provide hands-on learning that teachers can carry on to their classrooms.*

*The whole training was well organized and thoughtfully planned out. It didn't just meet the minimum required but pushed us to learn new teaching strategies.*

*Thanks so much for giving us all this opportunity to learn, collaborate and get started on a long career full of responsibility.*

*Really refreshed my memory on the standards and how to implement them.*

**Figure 18** Impact of RISE Orientation Prior to Start of School



In the same survey, 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 48** Survey questions and open-ended reflections

<b>Theme</b>	<b>Example</b>
Classroom Environment	<i>A lot of the teacher tools and especially the classroom management!!</i>  <i>Being intentional about my practices within my classroom and the classroom culture I want to establish.</i>  <i>Keeping old school vs new school in mind.</i>  <i>Establish a student-centered classroom</i>  <i>The importance of establishing class community and family engagement.</i>
Learning strategies and methods modeled throughout the week	<i>Using different strategies to meet diverse needs.</i>
NEPF	<i>How to engage families in student learning, routines/rituals.</i>  <i>Social and Emotional wellbeing, NEPF</i>
NVACS	<i>Becoming more familiar with NVACS and understanding them</i>

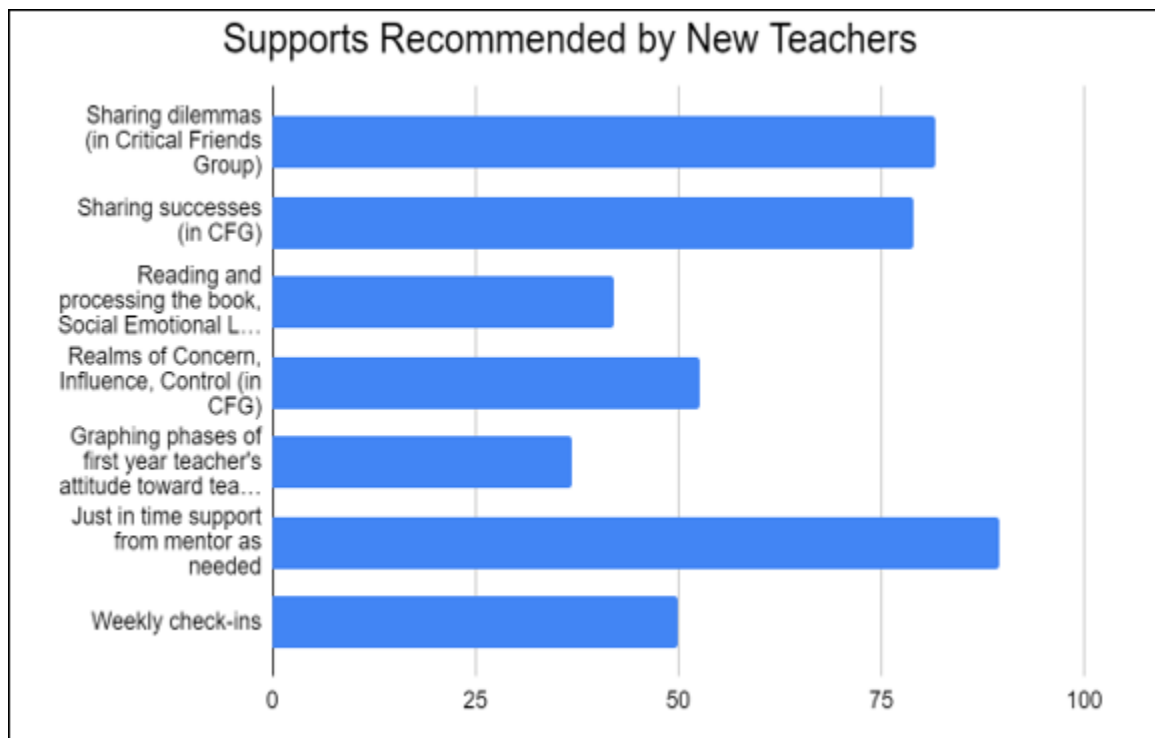
### **New Teachers: Impact of Ongoing Site-Based Support from Mentor Teachers**

At the end of the 2021-22 school year, new teachers completed a survey that included reflections on mentor support. Two areas of support that received overwhelmingly positive responses were 1) initial meeting with your mentor during RISE on August 17, 2021, and 2) school site support (2.5 days) provided by mentor prior to the start of school. Nearly 95% of new teachers would recommend including both supports in next year's RISE program.

New teachers were asked to select other supports they would recommend for next year's RISE program. The list of supports included:

- Sharing dilemmas (in Critical Friends Group®)
- Sharing successes (in CFG)
- Reading and processing the book, *Social Emotional Learning and the Brain* (in CFG)
- Continuing realms of Concern, Influence, Control (in CFG)
- Graphing phases of first year teacher's attitude toward teaching this year (in CFG)
- Providing just in time support from mentor as needed
- Continuing weekly check-ins

**Figure 19** Supports Recommended by New Teachers



**Mentor Reported Dilemmas**

The dilemma protocol allowed all mentor teachers the opportunity to present a challenging situation regarding 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, all mentors were able to add input, a new perspective, or even some possible solutions to try to mitigate or solve the dilemma.

**Table 49** Dilemma Protocol

Theme	Mentor Teacher Dilemma
Time	Finding the time to meet everyone’s needs. Some new teachers need a lot of support. They are each in a different place with different priorities.
Levels of Support	Knowing the best way to support these new teachers when they are brand new and don’t really feel like they know what they need yet.  My dilemma is trying to support everyone with all of their needs. We have new teachers and long-term subs that all need a different level of support.
Personal Life	Many of my teachers have asked how to have a good work/life balance. I’m unsure of exactly how to answer each individual as there seems to be different priorities for different teachers.
Challenges	I have a teacher who will not accept advice from anyone. He is open to listening and positive, but does his own thing no matter what advice is given.

## 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 CFG meetings with successes was also a great way to build relationships with mentor teachers and among mentor teachers. The table below depicts the four themes that emerged with corresponding authentic examples of a teacher’s success.

**Table 50** *Success Analysis Protocol*

Theme	Mentor Teacher Success
Positive Relationships	I think the relationship building has been one of my successes with these new teachers. I have also been able to meet their families which has helped them gain a sense of belonging to the school (I hope).  My mentee trusts me enough to text me about issues and how she should approach different situations.
Instructional	One of my mentees is also part of my pod. We have been able to not only communicate about being a new teacher, but she has also brought a lot to the table and I have learned from her. We talk every day and it is not always about school stuff.
Curriculum	Three out of four of my grade level new teachers are finally feeling confident to take on some curriculum and make it their own.
Communication with Families	Our new teacher team successfully got through student-led conferences and discussed feeling more confident in our communication efforts with parents and guardians.

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 this model of support, new teachers had many positive comments such as:

*I felt fully supported this year and I loved all of these things. At this time, I don't see any room for improvement!*

*The model worked great! The one-week induction training was very informative and answered all of my initial questions. The CFG meetings brought about a nice sense of community. I have been very pleased with my experience.*

*I really liked the way we worked with our mentors this year. Having a formal meeting once a month was helpful to be able to discuss any problems we had. The informal check-ins were nice as well when I needed some advice or help with something I didn't necessarily want to say in our CFG meetings.*

*This model worked just perfectly for me. I really enjoyed meeting monthly with the teachers and getting support and advice from them.*

Other comments indicated that some teachers could have used more specific support. This information is important and can be used when planning next year’s RISE program. These reflections included:

*One support that would have been ideal for me specifically would have been to have some time built in for meeting with the special education department. Being a special education teacher, I had a lot of questions that my mentor could not answer. I also didn't have another SPED teacher at my site to assist with showing me the ropes.*

*Due to being a SpEd teacher some things were not even relevant to me. I would have been better off having a SpEd mentor at a different site to reach out to.*

*I think that pairing teachers who teach similar grades would have been far more beneficial. Having a teacher that teaches 3rd grade paired with a teacher who teaches seniors, is somewhat beneficial but the issues that arise and the strategies used for teaching are drastically different.*

### **RISE Mentor End of Year Survey**

Mentor teachers were asked to reflect on how well the RISE Mentor CFGs met the three goals which were 1) collaborate for professional growth, 2) collaborate to support new teachers, and 3) serve as a model for new teacher CFGs. This survey used a five-point Likert scale with 1 being “not at all” and 5 being “to a great extent”.

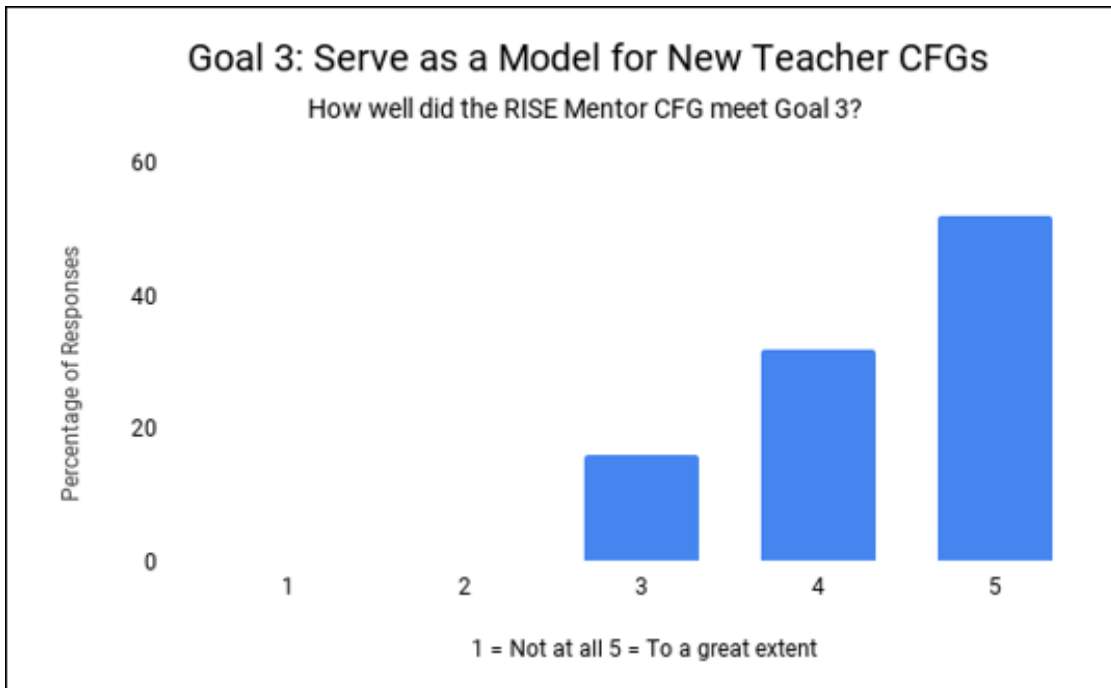
**Figure 20** Goal 1: Collaborate for Professional Growth



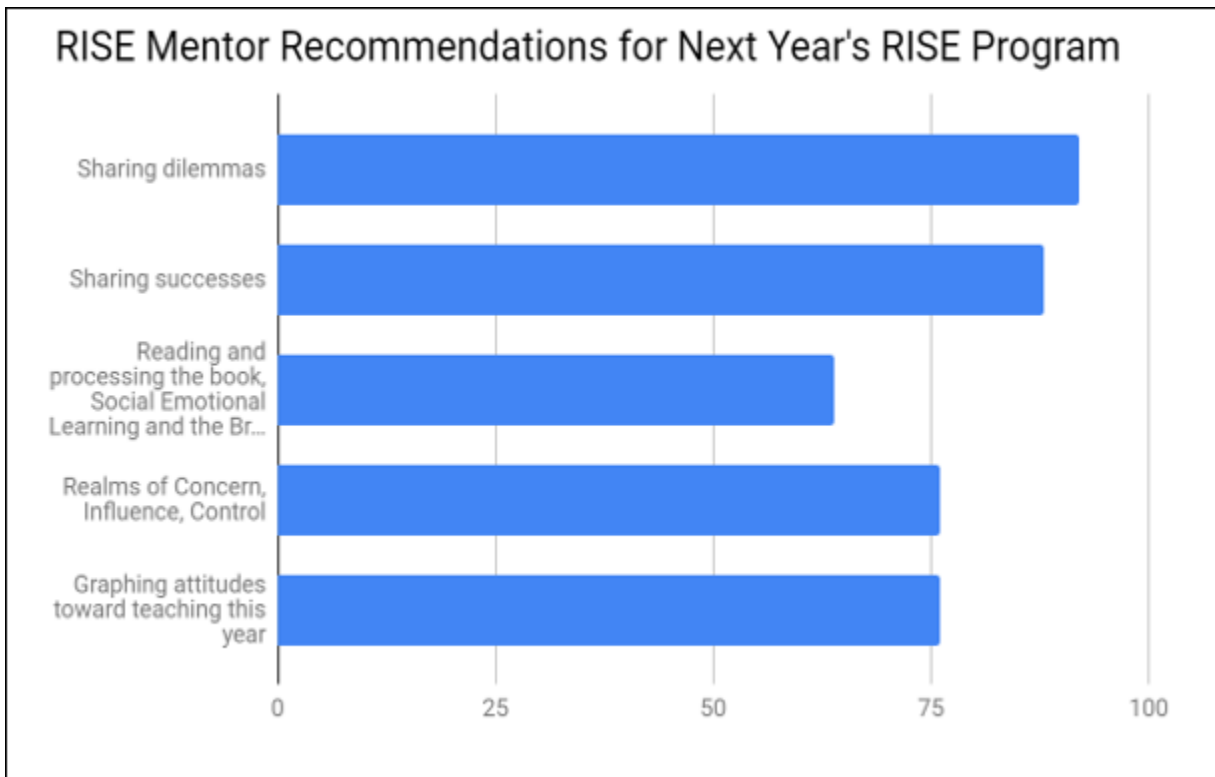
**Figure 21** Goal 2: Collaborate to Support New Teachers



**Figure 22** Goal 3: Serve as a Model for New Teacher CFGs



**Figure 23** RISE Mentor Recommendations for Next Year's RISE Program



Results indicate that mentors believe collaborating with colleagues about dilemmas of practice and sharing successes were the most beneficial for both their own practice and that of their mentees.

When asked how NNRPDP coordinators could better support mentors, half of the participants expressed gratitude for the support currently provided with no suggestions for improvement. The other half offered suggestions that are worthy of consideration for the next steps. Suggestions included:

- Time embedded in the mentoring program to observe new teachers in their classrooms to provide feedback and target challenges.
- NNRPDP coordinators could attend one RISE CFG meeting at each site and provide coaching to the mentor.

**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.

**Table 51** CFG Meeting Mentor Reflection

Theme	Example
Mentoring and CFG meetings were a positive experience.	<i>It went well. The new teachers came with great questions. We answered their questions, and we ended on a positive note.</i>

Theme	Example
	<p><i>The last CFG was very insightful. I had the teachers write reflections on what is going well and what they are struggling with. Before discussing their reflections, I shared my own reflection which mirrored both of theirs.</i></p> <p><i>Our last CFG felt productive. We had a great conversation about observations/evaluations and preparing for parent/teacher conferences, as well as the book talk.</i></p>
<p>Mentors went above and beyond the requirements outlined in the contract.</p>	<p><i>Support with planning for the next group of cadets, providing them with opportunities to enhance their teaching practices through developing realistic goals. Realistic goals are sooooo important!!!!</i></p> <p><i>To help with the dry text of business class, we collaborated on setting up a school store selling items to the student body of the school. Students will run this as a business, with a business plan, inventory, products and so on...what they read will now relate in lessons about the store and make real connections.</i></p> <p><i>I give one of the teacher's materials when she asks. She's been coming to me more often, so that's a win!</i></p> <p><i>I am helping them with curriculum and assessments whenever necessary.</i></p> <p><i>My goal is to continue having critical conversations with my team and new teachers about the importance of being mindful of what is in our control and to stay focused on that.</i></p> <p><i>On top of the CFGs, I make it a point to go to every new teacher, at the end of the day on Friday to ask how the week went and how we can help them in any way. It seems to work great as this is a time of personal reflection or time for them to ask questions that they wouldn't otherwise ask in front of a group.</i></p>
<p>Mentors reflected on the experience and what they have control over.</p>	<p><i>I am going to focus on the things I can control. So many things are out of our control and it isn't healthy for us to continue to worry and stress about it.</i></p> <p><i>I want to focus on the things in my control and influence and say "Not my problem" to the things out of my control. Then let them go!</i></p> <p><i>I am going to take care of myself physically and emotionally. If I don't start putting myself first, then I will be of no use to my mentees. I need to be able to give them my undivided attention when they seek help. If I don't have a clear head space, then I can't help them. I believe that if I practice this myself, I can show them how to do it for themselves.</i></p>
<p>Mentors targeted support to the specific needs of RISE teachers</p>	<p><i>I am helping the teachers work through the evaluation process.</i></p> <p><i>Our meeting largely focused on basics such as the gradebook, evaluations, dealing with absent students, and learning strategies. We were also able to share some struggles and successes.</i></p> <p><i>Our last CFG went well. It was more of just working on technical issues like NEPF and showing them where to go and how to get ready for observations.</i></p>
<p>Mentors targeted support based on what they believe is important.</p>	<p><i>Our most recent meeting went well. I had them complete a written reflection sheet and share both their successes and struggles to get a sense regarding the overall picture of how things are going for them. We were able to celebrate some amazing successes regarding instructional strategies that are working and helping kids succeed.</i></p>
<p>Mentors face many challenges.</p>	<p><i>The teachers are a little reluctant and wondering what we are meeting about, but they have now experienced high school parent teacher conferences.</i></p>



Theme	Example
	<p><i>I have had some issues with some of the new teachers. One teacher has a great relationship with the kids however they are treating her really poorly. She is trying to put her foot down.</i></p> <p><i>With some reluctance we met, but once together the teachers did some talking. One of the teachers is extremely independent and would rather be left alone but the other convinces him to come along and share.</i></p>
Mentors find great satisfaction in helping new teachers.	<p><i>Being available whenever she needs help, she will send me a Google Meet link and I will jump into the meeting to help with anything she needs.</i></p> <p><i>I am going to focus on “filling the buckets” of our mentees. We are halfway through the year and I want to encourage them to stay positive and to appreciate all of their accomplishments.</i></p>

### Conclusion

Through the partnership between Elko County School District and NNRPDP, RISE offered new teachers much needed support and encouragement. The two components of RISE, induction and mentoring, gave teachers the necessary information and inspiration prior to the start of the school year and ongoing support throughout the school year was provided at the school site. The evidence strongly indicates that both components are necessary and effectively work in tandem to accomplish this goal. The evidence also suggests effectively supporting new teachers during their first year requires a great deal of time and commitment on the part of mentors. With such intense effort, mentors themselves risk burnout suggesting revision to the program could include more support for mentors. Small measures could be taken to provide that support including NNRPDP coordinators attending at least one CFG meeting at each school site each year to provide support and coaching to mentors. A more robust revision could include mentorship for all teachers in their first two years in the profession.

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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)				
	1	2	3	4	5
<b>Disposition for Praxis</b>					
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.					
<b>Disposition for Community</b>					
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.					
<b>Disposition for Social Justice</b>					
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).					
<b>Disposition for Knowledge Construction</b>					
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**

Evaluation Form

Participant Name: \_\_\_\_\_ Training Title: \_\_\_\_\_

Training Date: \_\_\_\_\_ District: \_\_\_\_\_ Presenter: \_\_\_\_\_

Please rate the following characteristics of the training.

#	Statement	Not at all	Not at all	To some extent	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

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 ECSD Media Science Specialists Learning Walk/Classroom Visits

### Purpose

Through engaging in the process of Learning Walks, together we can achieve:

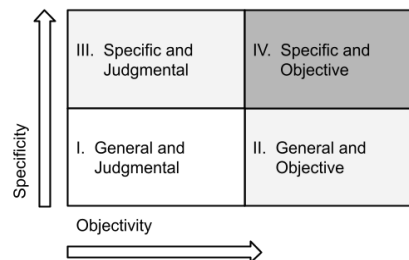
- Creation of a culture of inquiry and research, characterized by collaborative learning and reflective practice
- Enhanced focus on classroom practices, instruction, and student learning experiences
- Enhanced professional dialogue about teaching and learning among teachers
- Identification of opportunities for coaching and professional development
- Observation of classroom practices to inform conversations of PLCs

### Guidelines

- Host teachers know the date, time and focus of the learning walk and who will be conducting it, so that they can organize their classes accordingly.
- The host teacher will explain the focus of inquiry to participants prior to commencement.
- Learning walks will be conducted with minimum disruption to teachers and pupils.
- Learning walks will be undertaken in a supportive and professional manner.
- Pupils will not be asked for their views of an individual teacher during learning walks.
- There shall be no evaluation of an individual teacher during a learning walk.

### Collecting Objective and Specific Evidence

Because the evidence being collected will serve as the basis for later discussion, it is crucial that they are both high quality and as consistent in quality as possible across team members. Scripted notes that are specific and objective generate richer and more focused discussions than ones that are general and/or judgmental. Focus on stating factual evidence (“I heard... I saw...”) and refrain from subjective statements (“I liked...”). The key is to capture the quotes and the facts. It may be helpful to review that specificity and objectivity can be visualized on a continuum as represented in the following grid:



Below are some examples that illustrate the differences in the types of evidence represented in the grid:

#### I. Evidence that is both general and judgmental:

- I liked how the students engaged in a hands-on science experiment.
- The questions posed to students were effective and appropriate.

#### II. Evidence that is specific but still judgmental:

- Three students worked effectively with manipulatives to represent...

Teacher asked a good question: “How would you demonstrate these fractions are equivalent...?”

#### III. Evidence that is objective but still too general to prompt meaningful discussion:

- The lesson is on fractions.
- Students are participating in a variety of activities.

#### **IV. Evidence that is both specific and objective:**

- Students worked in teams of four following the scientific process to...
- Student: “Why did you come to that conclusion when the text indicates...?”
- Scripting and discussing classroom practice in this manner may initially feel awkward, but it is an effective way to capture useful evidence that is directly linked to the Focus of Inquiry and can meaningfully inform decisions related to school and district improvement.

From Learning Walkthroughs Implementation Guide, Massachusetts Department of Elementary and Secondary Education, 2013

#### **Discussion Norms**

The most significant component of the debrief is the discussion of evidence, driven by the evidence recorded by the Learning Walk members. Discussion Norms must be agreed to and followed:

- All team members have an equal voice in sharing evidence
- The focus is on specific and objective evidence, not general or judgmental
- The center of the discussion is on the Focus of Inquiry
- Comments made during the debriefing should not be shared with anyone outside the group
- Suggestions should not be offered to the observed teachers unless they explicitly ask for feedback
- Nothing observed within a lesson should be shared outside the Learning Walk process
- Observed teachers should be thanked and acknowledged for their willingness to open their classrooms to others.

Adapted from Learning Walkthrough Implementation Guide, Massachusetts Department of Elementary and Secondary Education, February 2013



**ECSD Media Science Specialists  
Learning Walk/Classroom Visits Note Catcher**

Host Teacher Focus of Inquiry: \_\_\_\_\_

<p style="text-align: center;"><b>I saw/I heard</b> (related to the Focus of Inquiry)</p> <p>What do I see the students doing? What do I hear the students and teacher saying? What tasks are students engaged in? What instructional practices do I observe? What artifacts are evident in the classroom?</p>	<p style="text-align: center;"><b>Questions, Wonderings, Surprises</b></p>	<p style="text-align: center;"><b>Self-Reflection</b></p> <p>As a result of what I saw today, which aspects of my teaching do I feel were validated? As a result of what I saw today, which questions do I have about my own teaching? As a result of what I saw today, what new ideas do I want to try in my own instructional practice?</p>
Notes	Notes	Notes

**Key Learning/Take Away:**

**Appendix E Media Science Specialists Reflection Survey**

**Media Science Specialist Reflection Survey**

Rate your understanding of the Nevada Academic Content Standards for CS <sup>\*</sup>  
(NVACS-CS) in comparison to the start of the 21-22 school year.

	1	2	3	4	5	
My level of understanding of the NVACS-CS is similar to the start of the 21-22 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My level of understanding of the NVACS-CS has grown significantly since the start of the 21-22 school year.

Rate your level of understanding of the piloted curriculum in comparison to <sup>\*</sup>  
the start of the 21 - 22 school year.

	1	2	3	4	5	
My level of understanding of the piloted curriculum is similar to the start of the 21-22 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My level of understanding of the piloted curriculum has grown significantly since the start of the 21-22 school year.

Rate your level of knowledge and skills of how to use the supplemental <sup>\*</sup>  
resources (Kibo, Lego 2.0, Sphero, Dash & Dot) in comparison to the start of

	1	2	3	4	5	
My level of knowledge and skills of how to use the supplemental resources is similar to the start of the 21-22 school year.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	My level of knowledge and skills of how to use the supplemental resources has grown significantly since the start of the 21-22 school year.

Rate your level of proficiency teaching the CS concepts and integrating these \*  
concepts with CS practices in comparison to the start of the 21-22 school

1 2 3 4 5

My level of proficiency teaching the CS concepts and integrating these concepts with CS practices is similar to the start of the 21-22 school year.

My level of proficiency teaching the CS concepts and integrating these concepts with CS practices has grown significantly since the start of the 21-22 school year.

Rate your level of proficiency in designing CS instruction using the adopted \*  
curriculum as compared to the start of the 21-22 school year.

1 2 3 4 5

My level of proficiency designing CS instruction using the adopted curriculum is similar to the start of the 21-22 school year.

My level of proficiency designing CS instruction using the adopted curriculum has grown significantly since the start of the 21-22 school year.

Rate your level of proficiency in designing CS instruction using the \*  
supplemental resources as compared to the start of the 21-22 school year.

1 2 3 4 5

My level of proficiency designing CS instruction using the supplemental resources is similar to the start of the 21-22 school year.

My level of proficiency designing CS instruction using the supplemental resources has grown significantly since the start of the 21-22 school year.

Participating in the MSS PLC increased my confidence in my ability to teach the CS concepts and integrate these concepts with CS practices. \*

1 2 3 4 5

Strongly disagree      Strongly agree

Participating in the MSS PLC increased my confidence in my ability to analyze CS curricula. \*

1 2 3 4 5

Strongly disagree      Strongly agree

Participating in the MSS PLC increased my confidence in my ability to design inclusive learning experiences. \*

1 2 3 4 5

Strongly disagree      Strongly agree

Participating in the MSS PLC increased my confidence in my ability to build connections between CS and other disciplines. \*

1 2 3 4 5

Strongly disagree      Strongly agree

Participating in the MSS PLC increased my confidence in my ability to plan instruction to foster student understanding. \*

1 2 3 4 5

Strongly disagree      Strongly agree

Participating in the MSS PLC increased my confidence in my ability to develop <sup>\*</sup> standards-aligned learning experiences.

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I felt supported by the district in my role as a Media Science Specialists. <sup>\*</sup>

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I felt supported by my administration in my role as a Media Science <sup>\*</sup>

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I felt supported by the school site in my role as a Media Science Specialist. <sup>\*</sup>

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

I felt supported by the RPDP in my role as a Media Science Specialists. <sup>\*</sup>

	1	2	3	4	5	
Strongly disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	Strongly agree

Describe the impact participation in the MSS PLC has had on your professional practice.

Describe the impact participation in the MSS PLC has had on your sense of self-efficacy.

Describe the most valuable aspect of the MSS PLC?

What three areas would be the most beneficial to focus on during Year 2 of the MSS PLC?

**Appendix F Understanding Computer Science Comparison**

In comparison to the beginning of the school year, \*

1 2 3 4 5

My understanding of computer science concepts has not changed.

I understand a lot more about computer science concepts.

***Appendix G Family Engagement Pre- and Post- Questionnaire***

<https://docs.google.com/forms/d/e/1FAIpQLScYHJvdDLEP5HoHwmMYy6OhQ9RQkQzpSGo09QXB-bgWAOzXgQ/viewform>



**Appendix H Family Engagement Inquiry Project**

**Family Engagement Inquiry: (INSERT YOUR NAME)**

<b>DEVELOP A PLAN: Set a goal, data collection dates and evidence to be collected</b>
<p><b>Nevada Parental Involvement &amp; Family Engagement/National PTA Family-School Partnership Standards:</b></p> <ol style="list-style-type: none"> <li>1. Welcoming All Families into the School Community</li> <li>2. Communicating Effectively</li> <li>3. Supporting Student Success</li> <li>4. Speaking Up for Every Child</li> <li>5. Sharing Power</li> <li>6. Collaborating with Community</li> </ol> <p style="text-align: center;"><b>Nevada Promising Practices for Family Engagement</b></p>
<b>Inquiry Focus (Family Engagement Standard):</b>
<b>Inquiry Goal:</b> <i>Example: How might { } increase ... ? What impact would { } have on family engagement in my context?</i>
<b>What strategy will I use to help achieve my goal?</b>
<p><b>Consider First:</b></p> <ul style="list-style-type: none"> <li>● What do I know about my students in regard to my inquiry?</li> <li>● What do I need to know?</li> <li>● How will I find out?</li> </ul>
Describe educational context: (Classroom, Grade Level, Professional Role, School Setting/Structure, etc.)
What will I implement in my context before our next session?
What evidence/data will I bring back to share?
How will I collect evidence/data?
How often/when?
What do I wonder about?
What am I worried about?

**IMPLEMENT: Carry Out Strategies & Collect Data**

Strategy:

Date	Record of Changes /Approaches (What did I try? What did I notice? What evidence/data did I collect?)

**ANALYZE: Learn From Evidence/Data**

What did the evidence/data show? What were the results?

What were the results?

What most surprised you?

What least surprised you?

Reflection on the evidence/results:

What does the evidence suggest?

What does research suggest?

Based on the evidence and research, I'm willing to try ... (describe the adjustment you will make)

Reflection on adjustment(s) needed:

**UPDATE PLAN: Revise goal, strategy and/or evidence/data to be collected**

What will I adjust?

**UPDATE PLAN: Revise goal, strategy and/or evidence/data to be collected**

Why? (Provide justification for the adjustment)

How might you begin to implement this revised inquiry?

Reflection on revision of plan:

**LEARNING FROM INQUIRY: Key Takeaways**

What are the key takeaways from your inquiry?

What change in practice(s) occurred as a result of this inquiry?

Reflection on Inquiry Process:

Planning For the Future: What are your next steps? Where might you go from here using your new insights? What new practices would you like to integrate?

## **Appendix I Evaluation of NEPF Professional Learning Survey**

### Evaluation of NEPF Professional Learning Survey

Dear WWHS Teachers,

Last fall, Treena and Val led a series of content sessions on each NEPF standard followed by Learning Walks in classrooms. We want to know how that impacted teaching and Learning in your classrooms. Please take a moment to provide us with some feedback.

Thank you,  
Treena & Val

The respondent's email (**null**) was recorded on submission of this form.

\* Required

1. Email \*

2. As a result of the NEPF professional learning, how confident are you in your ability to identify high-quality instruction aligned with NEPF? \*

*Mark only one oval.*

Not at all Confident 1 2 3 4 5 Very Confident

3. As a result of the NEPF professional learning, rank your understanding of the NEPF standards. \*

*Mark only one oval.*

Very Little 1 2 3 4 5 Very High Level

4. As a result of the NEPF learning walks, what is one positive take-away?

***Appendix J Nevada Educator Performance Framework***

[https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator\\_Effectiveness/Educator\\_Develop\\_Support/NEPF/Teacher/Teacher\\_InstructionalPracticeRubric.pdf](https://doe.nv.gov/uploadedFiles/ndedoenvgov/content/Educator_Effectiveness/Educator_Develop_Support/NEPF/Teacher/Teacher_InstructionalPracticeRubric.pdf)

### ***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 2021-2022 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:

Responsibility	Date/Time	Approx Time Commitment	On contract	Off contract
<b>Pre-RISE &amp; RISE Week</b>				
Complete Pre-RISE tasks	Asynchronous prior to 8.16	4 hours		✓
Participate in RISE Mentor Sessions	8.16 & 8.17   12:30 - 4:30 pm	8 hours		✓
Facilitate on-site days	8.18 & 8.19   Site school day schedule	Determined at site		✓
Attend RISE celebration brunch	8.20   Time TBD			✓
<b>2021 - 2022 School Year</b>				
Co-Plan monthly learning walks with NNRPDP & other mentors	1 session - September TBD 4:00 - 7:00	3		✓
Co-facilitate monthly learning walks with NNRPDP	TBD Site school day schedule	N/A	✓	
Participate in mentor CFG	1 per month   Sept - Mar 4:00 - 6:30	17.5 hours		✓
Facilitate new teacher CFG	One 2 hour session per month Oct - Apr	21 hours		✓
Provide just-in-time support	As requested	?	✓	✓
Facilitate Specialized Sessions	Optional   As need arises	?		✓

The New Teacher Mentor shall receive compensation in the amount of \$1,200.00. Payment will be made in June 2022.

## **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**

### **Success Analysis Protocol For Individuals**

*Developed by Gene Thompson Grove from earlier versions by Vivian Johnson.*

#### **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.

#### **Roles**

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.

Each person takes a turn as a presenter describing a success, and listening as the group does an analysis of the conditions that have led to that success.

Group members listen to each presenter, and work collaboratively to extend and/or deepen each presenter's thinking.

#### *\*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.

#### **Process**

##### **1. 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. (5-10 minutes)

## Appendix O RISE Mentor Schedule of Responsibilities

<b>RISE MENTOR SCHEDULE OF RESPONSIBILITIES 2021-22</b> <ul style="list-style-type: none"> <li>● Upon completion of CFG responsibilities, mentors will be eligible for 3 SUU credits OR a Certificate of Professional Learning Hours</li> <li>● CFGs for new teachers are voluntary</li> <li>● New teachers who attend CFGs will receive a Certificate of Professional Learning</li> <li>● Mentors will complete CFG attendance on a shared <a href="#">Google Sheets</a></li> </ul>		
<b>Before School Starts</b>		
Mon 8.16	1:00 - 3:00	Mentor orientation & Planning Mtg
Tues 8.17	1:00 - 3:00	Mentor   Partner Mtg
Wed 8.18	School hours	New Teacher Support
Thurs 8.19	School hours	New Teacher Support
Fri 8.20	School hours	New Teacher Support   Luncheon with administrator
<b>September</b>		
Tues 9.7 4:00 to 6:00	4:00 - 6:00	Attend mentor CFG
Between 9.8 & 10.5		<ul style="list-style-type: none"> <li>● Provide ongoing support for new teachers</li> <li>● Facilitate New Teacher CFG                             <ul style="list-style-type: none"> <li>○ New Teacher Rolling GoogleDoc Reflection</li> <li>○ GoogleDoc Sign-in Forms</li> </ul> </li> </ul>
<b>October</b>		
Tues 10.5 4:00 to 6:00	4:00 - 6:00	Attend mentor CFG
Between 10.6 & 11.9		<ul style="list-style-type: none"> <li>● Provide ongoing support for new teachers</li> <li>● Facilitate New Teacher CFG                             <ul style="list-style-type: none"> <li>○ New Teacher Rolling GoogleDoc Reflection</li> <li>○ GoogleDoc Sign-in Forms</li> </ul> </li> </ul>
<b>November</b>		
Tues 11.9	4:00 - 6:00	Attend mentor CFG
Between 11.10 & 1.4		<ul style="list-style-type: none"> <li>● Provide ongoing support for new teachers</li> <li>● Facilitate New Teacher CFG                             <ul style="list-style-type: none"> <li>○ New Teacher Rolling GoogleDoc Reflection</li> <li>○ GoogleDoc Sign-in Forms</li> </ul> </li> </ul>

<i>January</i>		
Tues 1.4	4:00 - 6:00	Attend mentor CFG
Between 1.5 & 2.1		Check in with new teachers Facilitate R1 New Teacher Meeting <ul style="list-style-type: none"> <li>● R4 New Teacher Reflection</li> <li>● New Teacher Meeting R4 Sign-in Forms</li> </ul>
<i>February</i>		
Tues 2.1	4:00 - 6:00	Attend mentor CFG
Between 2.2 & 3.1		Check in with new teachers Facilitate R1 New Teacher Meeting <ul style="list-style-type: none"> <li>● R4 New Teacher Reflection</li> <li>● New Teacher Meeting R4 Sign-in Forms</li> </ul>
<i>March</i>		
Tues 3.1	4:00 - 6:00	Attend mentor CFG
Between 3.2 & 4.12		Check in with new teachers Facilitate R1 New Teacher Meeting <ul style="list-style-type: none"> <li>● R4 New Teacher Reflection</li> <li>● New Teacher Meeting R4 Sign-in Forms</li> </ul>
<i>April</i>		
Tues 4.12		Attend mentor CFG
Between 4.13 & 5.1		Optional New Teacher CFG
<b>Submissions &amp; Evaluation</b>		
By April 20		<b>Submit For RISE New Teachers</b> <ul style="list-style-type: none"> <li>● Complete <a href="#">Names and hours of attendance</a></li> </ul> <b>Submit for yourself</b> <ul style="list-style-type: none"> <li>● <a href="#">Evaluation</a></li> <li>● Final Reflection as part of the ongoing reflection doc created for each session.</li> </ul>

**RISE School Site Checklist**

- Tour
- Daily Schedule of the School
- Teacher’s Schedule
- Safety Information
- Crisis Management (drills, escape route maps)
- Library Hours, Issues, and what’s available
- Keys, getting into school on weekends and nights
- Alarm System
- Mail & Mailboxes
- Attendance Procedures
- Introduce Secretaries and Custodians
- Copy Machines, faxing, phone system
- Video policies
- Lunch Accounts & Deposits
- Extra Duty Assignments
- Bus, Lunch, and Recess duty calendars (where the different playground areas are)
- Committee assignments (explain existing committees)
- Lesson Plans (School site expectations)
- Cumulative files and records
- Forms (special ed, sick leave, reimbursement, travel)
- Requesting Substitutes (how to secure a sub)
- Lesson plans for subs
- Parking
- Faculty room and treats
- Team structure, ie: grade-level teams, instructional support teams, special ed/504 teams
- Grading
- Discipline referrals and follow up
- Homework policy
- Materials and supplies
- Textbooks
- Faculty meetings
- Teacher evaluation
- School handbook and calendar
- Assembly procedures
- Open house
- Parent conferences
- Preparing for semester grades
- Preparing for SBAC

**Appendix Q Multicultural Education Course Professional Learning Plan**



Multicultural Education Course	
<p><b>District:</b> Statewide  <b>School(s):</b> Statewide  <b>Administrator:</b> Statewide  <b>RPDP Facilitator:</b> Annie Hicks  <b>Location:</b> Online via Canvas and Zoom  <b>Audience:</b> K-12 Licensed Educational Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists)</p>	
TEACHER LEARNING OUTCOMES & EVIDENCE <a href="#">(Guskey)</a>	
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, students, families, colleagues, administrators and community members.	[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 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,	[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

Outcomes	Evidence
colleagues, community members) and develop appropriate personal and professional response strategies.	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

Outcomes	Evidence
	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
<p><b>Annie Hicks, Regional Coordinator:</b> 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</p>	Not applicable	<p><b>K-12 Licensed Educational Professionals (Administrators, Educators, Counselors, Instructional Coaches, Learning Strategists, School Psychologists, School Nurses, and School Speech and Language Pathologists):</b> 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</p>

<b>RPDP Facilitator</b>	<b>Administrator</b>	<b>Participant</b>
		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.

	<b>Standard</b>	<b>Alignment</b>
<b>CONTEXT</b>	<p><b>LEARNING COMMUNITIES:</b> 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><b>LEADERSHIP:</b> 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><b>RESOURCES:</b> 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"> <li>• 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</li> <li>• 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</li> <li>• 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 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</li> <li>• Course participants developed their capacity for culturally responsive and culturally competent practice, personally and professionally, through course learning tasks,</li> </ul>



	Standard	Alignment
		<p>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</p> <ul style="list-style-type: none"> <li>• 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 of culturally responsive teaching/pedagogical and culturally competent skills</li> <li>• 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</li> </ul>
<p><b>PROCESSES</b></p>	<p><b>DATA:</b> 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><b>LEARNING DESIGNS:</b> 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><b>IMPLEMENTATION:</b> 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"> <li>• 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 &amp; 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)</li> <li>• Course participants shared self-assessment data, alongside evaluation that designated areas of strength and areas for improvement / continued professional learning</li> </ul>

	Standard	Alignment
		<ul style="list-style-type: none"> <li>• Course instructor 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</li> <li>• 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</li> <li>• 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</li> <li>• Course participants completed weekly self-assessments and field 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</li> </ul>
<b>CONTENT</b>	<b>OUTCOMES:</b> 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.	<ul style="list-style-type: none"> <li>• 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</li> </ul>

	Standard	Alignment
		<p>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</p> <ul style="list-style-type: none"> <li>• 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 changes in instructional and professional practice</li> </ul>
<b>FOUNDATION</b>	<p><b>EQUITY:</b> 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><b>CULTURAL COMPETENCY:</b> 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"> <li>• 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</li> <li>• 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</li> <li>• Course instructor provided strategic, and ongoing, opportunities for critical self-examination, reflection, and analysis of explicit and implicit bias, cultural identity of</li> </ul>

	Standard	Alignment
		<p>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"> <li>• 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 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</li> </ul>

**Appendix R Media Specialists Professional Learning Community**



**Media Science Specialists Professional Learning Community**

**District:** Elko County School District  
**School(s):** All K – 4; K – 5; 5- 6 schools  
**Administrator:** All K – 4; K – 5; 5- 6 schools  
**RPDP Facilitator:** Connie Thomson  
**Location:** Elko  
**Audience:** Media Science Specialists

**TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)**

Outcomes	Evidence
Increase Media Science Specialists’ understanding of the NVACS-CS, piloted curriculum, and supplemental resources.	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 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
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"> <li>• Define measurable goals</li> <li>• Obtain director approval</li> <li>• Meet and plan with curriculum directors and support staff</li> </ul>	N/A	<ul style="list-style-type: none"> <li>• Engage in monthly professional learning sessions</li> <li>• Implement and reflect on learning</li> <li>• Construct grade level pacing</li> </ul>

RPDP Facilitator	Administrator	Participant
<ul style="list-style-type: none"> <li>• Research and provide district guidance on curriculum selection</li> <li>• Research and provide district guidance on grant funded expenditures for supplemental resources</li> <li>• Design and coordinate professional learning opportunities for supplemental resources</li> <li>• Secure meeting facilities</li> <li>• Consult with curriculum directors about necessary implementation supports</li> <li>• Consult with and inform curriculum directors of implementation successes and barriers</li> <li>• Provide coaching supports to specialists</li> <li>• Engage in personal correspondences to support specialists</li> <li>• Generate and schedule sessions structures and foci</li> <li>• Research, plan, and facilitate monthly sessions</li> <li>• Coordinate and facilitate Learning Walks</li> <li>• Design curriculum alignment analyses</li> <li>• Develop curriculum alignment and supplemental resource tracking systems</li> </ul>		<p>guides</p> <ul style="list-style-type: none"> <li>• Identify supplemental resources</li> </ul>

RPDP Facilitator	Administrator	Participant
<ul style="list-style-type: none"> <li>• Design structures for scope and sequence development and implementation</li> <li>• Examine, reflect, revise, and adjust ongoing professional learning</li> <li>• Report results</li> </ul>		

**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
<p><b>C O N T E X T</b></p>	<p><b>LEARNING COMMUNITIES:</b> 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><b>LEADERSHIP:</b> 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><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>The design of the Media Science Special Professional Learning Community will provide opportunities for participants to learn from and with their colleagues through model lessons, Learning Walks, and curriculum analysis.</p> <p>Media Science Specialists will be afforded opportunities to learn from each other’s successes and collectively identify and address challenges associated with their new roles as Media Science Specialists.</p> <p>Human resources include one NNRPDP Computer Science Specialist’s and the district’s Media Science Specialists’ willingness to commit to monthly professional learning meetings, implementation of the piloted curriculum and supplemental resources, participating in and hosting Learning Walks, and engaging collaboration and coaching.</p>
<p><b>P R O C E S</b></p>	<p><b>DATA:</b> 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>Short-term measures will be used to assess the Media Science Specialists’ increase in understandings and implementation of the NVACS-CS, the piloted curriculum, and supplemental resources. Measures were used to assess student learning outcomes and increase in Media Science Specialists’ sense of self-efficacy.</p>

	Standard	Alignment
<b>S E S</b>	<p><b>LEARNING DESIGNS:</b> 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><b>IMPLEMENTATION:</b> 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>Guskey’s Five Levels of Professional Development and the Standards for Professional Learning are the basis for this professional learning. The learning includes opportunities to identify personal and professional relevancy through reflection, inquiry, practical engagement, collaboration, interconnection, integration, and application of concepts.</p> <p>Participants are provided with the necessary supports to design the position of the Media Science Specialist and implement the NVACS-CS, the piloted curriculum, and supplemental resources.</p>
<b>C O N T E N T</b>	<p><b>OUTCOMES:</b> 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>Media Science Specialists are empowered with learning opportunities and resources that enable them to plan and implement equitable instruction for all students.</p> <p>The goals of Media Science Specialist Professional Learning Community align to the Nevada Academic Content Standards for Computer Science and the CSTA Standards for Computer Science Teachers.</p>
<b>F O U N D A T I O N</b>	<p><b>EQUITY:</b> 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><b>CULTURAL COMPETENCY:</b> 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>The Media Science Specialist Professional Learning Community 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 Media Science Specialist Professional Learning Community will promote awareness and skills to embed culturally-responsive strategies into practice to align with the standard. In the analysis and customization of the piloted curriculum and supplemental resources, Media Science Specialists will be encouraged to draw upon their cultural knowledge to provide students with learning opportunities that honor the cultural and identify backgrounds of students.</p>



**Appendix S Family Engagement Course Year Three Professional Learning Plan**



Family Engagement Course Year 3
<p><b>District: Regional</b>  <b>School(s): Regional</b>  <b>Administrator: Regional</b>  <b>RPDP Facilitator: <u>Ketra Gardner</u></b>  <b>Location: Online</b>  <b>Audience: K – 12 Administrators, Educators, School Counselors, School Psychologists, &amp; School Nurses</b></p>

<b>TEACHER LEARNING OUTCOMES &amp; EVIDENCE (<a href="#">Guskey</a>)</b>
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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

Outcomes	Evidence
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

**STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)**

<b>Outcomes</b>	<b>Evidence</b>
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**

<b>RPDP Facilitator</b>	<b>Administrator</b>	<b>Participant</b>
Annie Hicks, Regional Coordinator: 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

RPDP Facilitator	Administrator	Participant
Jerrad Barczycyn, Assistant Director for SNRPDP / UNLV Coordinator: Support course participants' registration process through the partner institution		

**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
<b>CONTEXT</b>	<p><b>LEARNING COMMUNITIES:</b> 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><b>LEADERSHIP:</b> 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><b>RESOURCES:</b> 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 to further their professional learning and application of learning</p>

	Standard	Alignment
		<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, and curate/include additional materials within the course</p>
<p><b>PROCESSES</b></p>	<p><b>DATA:</b> 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><b>LEARNING DESIGNS:</b> 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><b>IMPLEMENTATION:</b> 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-</p>

	Standard	Alignment
		<p>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 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>
<b>CONTENT</b>	<b>OUTCOMES:</b> 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.	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

	Standard	Alignment
		<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>
<p><b>FOUNDATION</b></p>	<p><b>EQUITY:</b> 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><b>CULTURAL COMPETENCY:</b> 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 participants could take to eliminate barriers to effective family engagement</p>

	<b>Standard</b>	<b>Alignment</b>
		<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>



## Appendix T NEPF Professional Learning at WWHS Professional Learning Plan



<b>NEPF Professional Learning at WWHS</b>
<ul style="list-style-type: none"> <li>● <b>NNRPDP Coordinators:</b> Treena Parker, Val Byrnes</li> <li>● <b>Administrators:</b> Craig Kyllonen, Jared Holloway</li> <li>● <b>Audience:</b> New teachers, veteran teachers</li> </ul>

<b>Project Overview</b>
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**Rationale:** New teachers (both those new to the profession and those who have been teaching) benefit from job-embedded learning opportunities, carefully structured to foster collaboration and collective efficacy. Learning Walks are a way to provide an active learning experience. A **Learning Walk** includes one or more brief classroom visits utilizing a researched-based tool that provides principals and teachers opportunities to reflect on student learning, learning strategies, student interaction with content, and student engagement. Learning walks foster a sense of connection, commitment, and collective efficacy which are crucial aspects of teacher retention. Learning Walks consist of three parts: Prepare, Walk, Reflect.

**Learning walks are most successful when:**

- **Administrators participate in learning walks**, not as evaluators, but as learners; this reduces hierarchical structures and sends an important message to teachers about continuous learning.
- **All teachers are included**; this taps into the experience, expertise, and diversity of the staff and promotes the collective efficacy that is a powerful driver of student learning. Learning walks

<b>TEACHER LEARNING OUTCOMES &amp; EVIDENCE (Guskey)</b>	
<b>Outcomes</b>	<b>Evidence</b>
Increased understanding of NEPF standards	RPDP Evaluation Survey Evaluation of NEPF Professional Learning Survey
Increased ability to identify effective pedagogical moves through the lens of the NEPF standards	Evaluation of NEPF Professional Learning Survey

## ROLES AND ACTIONS

NNRPDP Facilitator	Administrator	Participants
<ul style="list-style-type: none"> <li>● Prepare and facilitate content sessions</li> <li>● Guide the Learning Walk</li> <li>● Guide the reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Present plan to staff</li> <li>● Schedule content sessions and Learning Walks</li> <li>● Schedule classroom coverage</li> <li>● Participate as a learner in the three parts of learning walks</li> </ul>	<ul style="list-style-type: none"> <li>● Participate as a learner</li> <li>● Implement and reflect on learning</li> </ul>

## SCHEDULE | CONTENT

Focus	Content Session 4:20 - 5:00 MST	Learning Walk (Small groups during prep period)
NEPF Overview	9.13 (via Zoom)	
NEPF Standard 1	9.15	9.16
NEPF Standard 2	10.6	10.7
NEPF Standard 3	10.20	10.21
NEPF Standard 4	Week of 11.3 (asynchronous)	11.8
NEPF Standard 5	11.18 (via Zoom)	11.22 + final whole-staff debrief

### 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
<b>LEARNING COMMUNITIES:</b> Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment	Each professional learning session, both content sessions and learning walks provided opportunities for educators to develop collective knowledge and understanding related to instructional practice.
<b>LEADERSHIP:</b> 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	Site based administrators committed to the professional learning planning and advocating for the plan and creating schedules allowing all teachers to participate in both the content sessions and learning walks. Administrators attended all content sessions.

Standard	Alignment
<p><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning</p>	<p>Time was allocated for the professional learning. Content sessions took place after school during contract time. Learning walks took place during school hours with teachers using their prep time to attend.</p>
<p><b>DATA:</b> 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>The effectiveness and impact of the professional learning was measured using quantitative data from teacher evaluations using NEPF, informal discussions, written reflections, and the NNRPDP evaluation.</p>
<p><b>LEARNING DESIGNS:</b> 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>The professional learning design took into account research based practices including a focus on content and job-embedded opportunities to connect research with practice.</p>
<p><b>IMPLEMENTATION:</b> 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>NNRPDP facilitators supported teachers to consider how they would implement and apply their learning in their own classroom. Much of this synthesis of the learning took place during debrief sessions at the end of the learning walk.</p>
<p><b>OUTCOMES:</b> 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 teachers at the school participated in the professional learning with a focus on effective teaching for all students.</p>
<p><b>EQUITY:</b> 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>NNRPDP coordinators facilitated discussions after each learning walk focused on the impact of instruction on various individuals and groups of students and whether the needs of all students were addressed.</p>
<p><b>CULTURAL COMPETENCY:</b> 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>NNRPDP coordinators facilitated debrief discussions with teachers giving opportunities for considering cultural norms and biases and the role they play in teaching and learning.</p>

**Appendix U Critical Literacies Book Club 2021-2022 Professional Learning Plan**



**Intentional Planning Using NEPF Instructional Practice Standards and Indicators Professional Learning Plan**

**District:** Regional  
**School:** Regional  
**Administrators:** None  
**RPDP Facilitators:** Holly Marich, Shan Paulson  
**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
Critical Literacy Book Club participants: <ul style="list-style-type: none"> <li>• Used a critical literacies way of thinking and questioning.</li> <li>• Engaged in courageous conversations.</li> <li>• Recognized an understanding beyond their own points of view.</li> <li>• Changed their ways of thinking because of their participation in this book club experience.</li> </ul>	<ul style="list-style-type: none"> <li>• Nevada State Evaluation Form</li> <li>• End of book club open response questionnaire</li> <li>• Book Club Session shared documents of participant thinking during class discussions</li> </ul>

**STUDENT LEARNING OUTCOMES & EVIDENCE (Guskey)**

Outcomes	Evidence
n/a	n/a

**ROLES AND ACTIONS**

<b>RPDP Facilitator</b>	<b>Administrator</b>	<b>Participant</b>
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.

	<b>Standard</b>	<b>Alignment</b>
<b>C O N T E X T</b>	<p><b>LEARNING COMMUNITIES:</b> 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><b>LEADERSHIP:</b> 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><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>A learning community is established by creating a cohort of teachers focused on learning deeply about a critical literacies way of thinking.</p> <p>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> <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>

	Standard	Alignment
<b>P R O C E S S E S</b>	<p><b>DATA:</b> 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><b>LEARNING DESIGNS:</b> 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><b>IMPLEMENTATION:</b> 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>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>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>
<b>C O N T E N T</b>	<p><b>OUTCOMES:</b> 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>
<b>F O U N D A T I O N</b>	<p><b>EQUITY:</b> 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><b>CULTURAL COMPETENCY:</b> 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>

**Appendix V Support for New Teachers 2021-22 Professional Learning Plan**



**Intentional Planning Using NEPF Instructional Practice Standards and Indicators Professional Learning Plan**

**District:** Lander County School District  
**School:** Battle Mountain Elementary School (BME)  
**Administrators:** Lorrie Sparks, Principal; Ashley Ramos, Vice Principal  
**RPDP Facilitators:** Valerie Byrnes, Treena Parker  
**Location:** Battle Mountain, Nevada  
**Audience:** K-4 teachers and support staff

**TEACHER LEARNING OUTCOMES & EVIDENCE (Guskey)**

Outcomes	Evidence
<p>Teachers will strengthen their ability to intentionally plan instruction addressing NEPF Instructional Practice Standards and Indicators.</p>	<p>Teachers collaboratively deliver an intentionally planned NEPF Instructional Practice Standards and Indicators aligned lesson to peer colleagues for analysis.</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>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
<p>Students will be positively impacted by the teachers' use of NEPF Instructional Practice Standards and Indicators aligned lessons.</p>	<p>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.</p>

**ROLES AND ACTIONS**

<b>RPDP Facilitator</b>	<b>Administrator</b>	<b>Participant</b>
Valerie Byrnes and Treena Parker, Regional Coordinators: Plan, create and facilitate professional learning in collaboration with administrators from BME. Coordinators will model lessons aligned to the NEPF Instructional Practice Standards and Indicators, create a graphic organizer for lesson planning and analysis, and plan with grade levels in Collaborative Team Meetings.	Principal Lorrie Sparks and Vice Principal Ashley Ramos will co-plan the professional learning and support teachers during lesson demonstrations.	Teachers and support staff will analyze model lessons aligned to the NEPF Instructional Practice Standards and Indicators. As a grade level team, they will select a lesson, intentionally plan the lesson, ensure alignment to NEPF Instructional Practice Standards and Indicators, and deliver it to their students as well as other staff members.

**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.

	<b>Standard</b>	<b>Alignment</b>
<b>C O N T E X T</b>	<p><b>LEARNING COMMUNITIES:</b> 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><b>LEADERSHIP:</b> 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><b>RESOURCES:</b> Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.</p>	<p>Intentional planning a lesson during Collaborative Team Meetings aligns to learning communities, collective responsibility with the collective goal of using the NEPF Instructional Practice Standards and Indicators.</p> <p>Developing teachers’ knowledge and understanding of the NEPF Instructional Practice Standards and Indicators during collaborative Team Meeting planning will enhance teacher efficacy leading to enhanced leadership skills.</p> <p>The NEPF Instructional Practice Standards and Indicators, as well as the provided NEPF Planning Tool Template that includes thought provoking questions, are resources that will increase teacher effectiveness of instructional practices.</p>



	Standard	Alignment
<b>P R O C E S S E S</b>	<p><b>DATA:</b> 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><b>LEARNING DESIGNS:</b> 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><b>IMPLEMENTATION:</b> 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>Opportunities for self-assessment of the NEPF Instructional Practice Standards and Indicators, analysis of model lessons, collaborative discussions and reflections are data used to evaluate the <i>Intentional Planning Using NEPF Instructional Practice Standards and Indicators</i> professional development.</p> <p>The process of collaboratively selecting a lesson, revising/adapting it to align to the NEPF Instructional Practice Standards and Indicators, trying the lesson with students, and then delivering the lesson to peer colleagues supported educator effectiveness.</p> <p>NNRPDP coordinators supporting grade level teams during the planning process and consistent time every Monday throughout the year for collaborative team meetings to continue planning.</p>
<b>C O N T E N T</b>	<p><b>OUTCOMES:</b> 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>Outcomes for this professional learning are focused on teacher understanding and intentional planning of NEPF Instructional Practice Standards and Indicators aligned lessons using any curriculum.</p>
<b>F O U N D A T I O N</b>	<p><b>EQUITY:</b> 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><b>CULTURAL COMPETENCY:</b> 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>The NEPF Instructional Practice Standards and Indicators includes all students, ensuring equity between student groups. The indicators are easily differentiated to ensure equity for individual student needs.</p> <p>Although not specifically addressed in this professional learning opportunity, teachers working collaboratively in grade level teams experienced cultural competency as they interacted and appreciated each other’s culture.</p>

## **Appendix W Scope of Work 2021-2022**

### **Scope of Work 2021-2022**

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 board 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 2021-22 academic year.

#### **NVACS, Pedagogy, NEPF**

- Instructional Leaders: Using the NEPF as a Tool for Growth (Elko CSD K-12)
- Scaffolding That Supports Every Learner (Elko CSD, Mountain View Elementary K-4)
- Supporting English Learners in Career & Technical Education (Elko CSD, CTE teachers 9-12)
- New teacher orientation (Lander CSD K-12)
- Professional Development Days, monthly (Lander CSD K-12)
- ELA Writing Workshop for new teachers (White Pine CSD K-5) Fall
- ELA Reading Workshop Curriculum implementation support (White Pine CSD K-5) Fall
- ELA Literacy, monthly (White Pine CSD K-5) Fall/Winter
- Fresh Start (Humboldt CSD K-12)
  - Computer Science
  - STEM/STEAM/STREAM
  - Social Emotional Learning
  - K-2 ELA Running Records
- Computer Science Ambassador Program (region-wide January-May, 2022)
- Media Specialists (Elko CSD)
- Word Study: *Words Their Way* (Lander CSD, Battle Mountain Elementary K-4)
- *Words Their Way*: (Lander CSD, Battle Mountain Elementary paraprofessionals)
- Nevada Educator Performance Framework Intentional Planning (Pershing CSD, one new teacher)
- Learning Walks NEPF (Elko CSD, West Wendover High School)
- Learning Walks NEPF (Elko CSD, West Wendover Middle School)
- Mastermind (region-wide)
- Number Talks (Elko CSD, Southside Elementary, December 2021)
- SBAC (Elko CSD, Spring Creek Middle School)
- NEPF (Pershing CSD, Pershing High School)

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

- Multicultural Education (12 Sessions: 197 participants) [SUU; 3 credits]
- Multicultural Education Remix 2.0: Spring 2022 [SUU; 1 credit]
- Statewide Educators Book Study: *Dare to Lead* (September 2021 - March 2022) [COPL]
- Statewide Educators Book Study: Learning to Rise (September - November 2022) [COPL]
- Northern Nevada Administrators Book Study: *Dare to Lead* (March - May 2022) [COPL]
- Family Engagement (Sept. 14 - Nov. 15, 2021, Nov. - Feb, and Jan. 11 - Mar 14, 2022) [UNLV; 3 credits]

- Understanding SBAC (Jan 2022) [SUU and COPL]
- Critical Literacies Book Club (Fall 2021) [COPL]
- Critical Literacies Book Club (Spring 2022) [COPL]
- Code.org Fundamentals and Deep Dive Workshop (Jan. 12 - Feb. 1, 2022) [COPL]
- Fractions Course (fall 2021) [SUU, COPL]
- Computer Science Endorsement (September - March 2022) [SUU; 3 credits per course]

### **Mentoring/Coaching**

- NNRPDP Equity & Diversity: Organizational Professional Learning
- What Do I Say When ...? (Elko CSD, Adobe Middle School)
- Restorative Justice (Consulting with SRPDP)
- Integrating the NVACS: Social Studies into Instruction (Elko CSD, NNVA Grades 3 & 4)
- K-5 ELA teachers (White Pine CSD) Fall
- ELA coaching (White Pine CSD) fall/winter
- Peak Math (White Pine CSD, K-5 teachers)
- ELA (Lander CSD, K teachers)
- Math (Lander CSD, K teachers)
- Writing (Lander CSD, Battle Mountain Elementary, Grade 2 teacher)
- Writing (Elko CSD, Liberty Peak Elementary, Grade 2 teacher)
- Mentoring (Lander CSD, Lander County High School, Special Education Teacher)
- Mentoring (Lander CSD, Lander County Junior High, Grade 5 teacher)
- Elementary Eureka Math (Elko CSD and Humboldt CSD)
- New teacher support (Lander CSD)
- NEPF Coaching (Elko CSD, Mountain View, K teacher)
- Critical Friends Group for Mentors (Lander CSD)
- Coaching for Equity (Clark CSD)
- Early Adolescent Math NBCT
- Coaching New Teachers (Elko CSD, West Wendover Middle School)
- Coaching Literacy Specialists (Elko CSD, Sage Elementary)
- Math Team NBCT (Humboldt CSD, French Ford Middle School, September - December 2021)
- Science FOSS kits (Humboldt CSD, French Ford 6th Grade, December 2021)
- ½ credit Computer Science Course (Pershing CSD)
- Eureka Math coaching (Elko CSD, West Wendover Elementary School)
- SBAC Workshop (Elko CSD, West Wendover Elementary School & Southside Elementary)
- Math Learning Labs (Elko CSD, Flagview Intermediate)

### **State/National Level Contributions**

- Nevada Department of Education: ELA Curricular Review for Bias & Equity
- Rural STEM Networks Advisory Committee
- Rural STEM Networks High Quality Subcommittee
- Computer Science Summit 2022
- NVDLC Creating Community in a Virtual Learning Environment Guest Panelist
- SBAC Performance Task Writing
- Nevada Mathematics Education Leadership Council Board

- Health Standard (guiding documents)
- Social Emotional Learning Standards committee
- Nevada Powered by Teach to Lead-Action Plan
- Action Research Network of the Americas (ARNA) executive committee representation
- Nevada Adolescent Literacy Network steering committee
- Nevada Adolescent Literacy Leadership Webinar Series
- Nevada SB 353 (Assessment) Workgroup
- Nevada Reading Week Committee-Live Author Event
- SNWP and RPDP Writing Conference Planning Committee
- NDE ELA Office Hours
- READ Nevada Partnership support and outreach
- NDE Nevada Ready! Visioning and Action Planning (participated in some sessions)
- Knowledge Works Building Capacity Committee
- Nevada Read by Grade Three advisory committee

#### **District or School Support/Committees**

- District Literacy Leadership Team (White Pine CSD)
- Media Specialists Committee (Elko CSD)
- GATE Computer Science (Elko CSD)
- RISE 2021 - 2022 Planning Committee (Elko CSD)
- Wellness Task Force (Elko CSD)

#### **Grant Partnerships**

- Code.org Computer Science

#### **Business Partnerships**

- TESLA [state-wide]
- Amazon AWS/GOWINN
- Public Education Foundation: Nevada Leadership Institute (spring 2022)

#### **Adult Social Emotional Learning support**

- Mindful Breath Awareness Practice