



SNRPDP

**Southern Nevada Regional Professional  
Development Program**  
2021-2022 Annual Report

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## **Introduction**

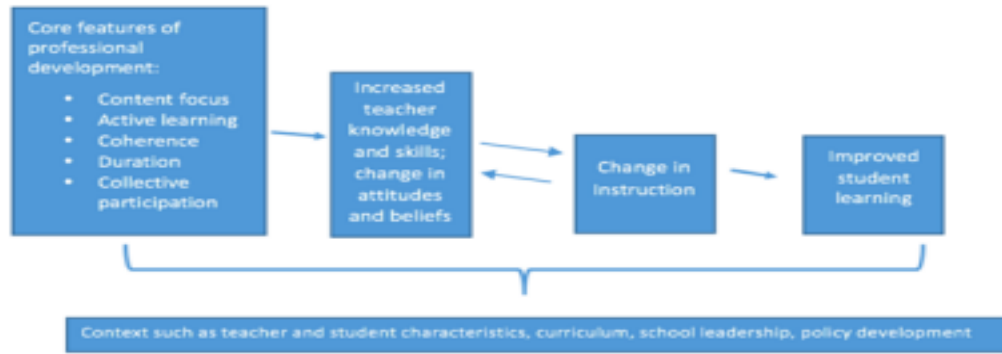
The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective 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 program's 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 RPDP governing board 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.

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 student 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 districts’ needs 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 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.

*NRS 391A.190 1c. ...submit an annual report...that includes, without limitation:*

*(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 Averages**

RPDP Activity Evaluation Questions	Average 2021-22
1. The activity matched my needs.	4.72
2. The activity provided opportunities for interactions and reflections.	4.80
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.84
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.82
5. The presenter/facilitator modeled effective teaching strategies.	4.77
6. This activity added to my knowledge of standards and subject matter content.	4.73
7. This activity will improve my teaching skills.	4.71
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.77
9. This activity will help me meet the needs of diverse student populations.	4.74

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,372	538	8	26	5	214	581
Instructional	54.81% (752)	38.29% (206)	87.50% (7)	69.23% (18)	40% (2)	49.53% (106)	71.08% (413)

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Observation & Mentoring	24.64% (338)	39.22% (211)	0% (0)	11.54% (3%)	40% (2)	21.50% (46)	13.08% (76)
Consulting	20.55% (282)	22.49% (121)	12.50% (1)	19.23% (5)	20% (1)	28.97% (62)	15.83% (92)

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school 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**

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	4,906	3,503	9	49	25	154	1,166
Duplicated Teachers	8,545	5,394	24	75	17	1,914	1,121
Unduplicated Administrators	370	286	1	10	4	21	48
Duplicated Administrators	1,197	544	0	78	6	468	101
Total Trained	15,018	9,727	34	212	52	2,557	2,436

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.*

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Administrators	160	121	0	8	2	14	15
Duplicated Administrators	475	366	0	68	4	4	33
Total Administrators	635	487	0	76	6	18	48

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.*

**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.**

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Teachers, Admin, OLEP	55	12	0	0	2	39	2

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	135	122	0	1	0	1	11
Duplicated Teachers	80	80	0	0	0	0	0
Total Teachers Trained	215	202	0	1	0	1	11

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Paraprofessionals	48	15	10	5	1	10	7

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

**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.**

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,372	538	8	26	5	214	581
NVACS	86.81% (1,191)	95.17% (512)	100% (8)	100% (26)	100% (5)	55.61% (119)	89.67% (521)
NEPF	81.85% (1123)	90.52% (487)	100% (8)	92.31% (24)	100% (5)	43.46% (93)	87.09% (506)
Culturally Relevant Pedagogy	93.22% (1279)	94.24% (507)	87.50% (7)	100% (26)	100% (5)	99.53% (213)	89.67% (521)

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

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

### Service Area

The SNRPDP serves over 19,109 teachers and administrators in schools across five counties in Southern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 3800. The SNRPDP services Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts. Among districts there is considerable disparity in the number of students, ranging from under 60 in Esmeralda County to over 318,000 in Clark County.

### Mission

SNRPDP provides professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

### Goals

The mission and governance structure of SNRPDP guide the goals of the organization by providing a framework around which services are provided. The goals are designed to meet our organization's directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. We have defined six major goals aimed to improve our performance and meet the needs of our region, along with strategies identified to achieve these goals:

- **Provide professional learning opportunities for teachers that strengthen pedagogical content knowledge.**
  - *Develop positive relationships and trust with teachers*
  - *Create robust professional development and implementation plans with specific outcomes*
  - *Provide professional development for SNRPDP coordinators in order to maintain a high level of expertise*
  - *Communicate opportunities for professional learning to teachers.*
- **Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.**
  - *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*
  - *Develop and deliver professional development that addresses current district, school, and teacher needs in blended and virtual learning*
  - *Provide professional development for SNRPDP coordinators in order to stay current in their expertise*
- **Create an impact on teacher effectiveness and student achievement.**
  - *Measure the impact level of professional development opportunities using data*
  - *Increase self-efficacy of educators*
  - *Increase content knowledge of educators*
  - *Increase pedagogy knowledge of educators*



- **Partner with strategic stakeholders in Nevada**
  - *Culturally relevant community outreach*
  - *Family and parent engagement*
  - *Communicate professional learning opportunities*
  - *Partnerships with local, regional, state, and national entities*
- **Building leadership capacity**
  - *Theory to practice structure of building teacher and administrative capacity*
  - *Sustainability through the establishment of long-range goals which integrate into multiple components of the educational system*

## **Focus Goals**

### **1. Provide research based professional development opportunities to increase teacher effectiveness.**

- *Strategically collect and use research data to inform the scope and depth of professional development initiatives*
- *Strategically collect and use data to assess our efforts*
- *Apply the model of measurement required for evidence*
- *Plan time for measurement within the work*

A minimum of ten projects each year are reported with extensive measures of teacher and student learning affected by the professional learning provided. Each report is included in the final evaluation of the SNRPDP submitted to stakeholders for accountability. These include: Kindergarten Literacy, Elementary Literacy, Secondary Literacy, Elementary Mathematics, Secondary Mathematics, Elementary Science, Secondary Science, Instructional Technology, Computer Science, Administrative (General), and Administrative (NEPF).

### **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 SNRPDP 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 and educational stakeholders to build instructional leadership capacity in support of teachers to increase student achievement.**

- *Develop positive relationships and trust with administrators*
- *Create and implement robust professional development plans with specific measurable outcomes of content knowledge, pedagogical knowledge, and pedagogical content knowledge*

Each long-term professional development request requires an outcomes-based plan developed with the SNRPDP 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 II: 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.*

### **Gifts and Grants**

#### **Technology - Computer Science - Code.org/Tesla**

##### **Overview**

Throughout the 2021-22 school year, full-time technology trainers Jason Lillebo and Danielle Krempp recruited and organized computer science training for K-12 teachers across the state of Nevada with a new emphasis on a train-the-trainer model using site leads at the elementary level. They were assisted in these efforts by 13 part-time trainers. In addition to the computer science trainings, teachers, administrators, counselors, and higher education faculty were encouraged to learn more about Nevada's computer science efforts through the computer science summit. Training was also provided to give elementary administrators a base understanding of K-5 computer science. The overall goal was to continue to train educators in the implementation of the Nevada Computer Science Standards that became legally mandated for K-12 during the 2020-21 school year.

##### **Objectives and Milestones**

One objective was to provide computer science training for secondary teachers. The team trained two groups of teachers at a virtual five-day workshop in July 2021. The Computer Science Principles (CSP) group consisted of 14 teachers in grades 9-12 from throughout Nevada. The Computer Science Discoveries (CSD) group consisted of 16 teachers in grades 6-8 from throughout the state. Teachers who attended the five-day workshops continued to work with the team throughout the year at a series of four quarterly workshops. Completion of the five-day workshop and four quarterly workshops provided those teachers with the opportunity to earn a certificate of completion recognized by the Nevada Department of Education. The certificate qualifies them to teach specific computer science courses. Work was done to promote the new Code.org AP CSA program starting in July 2022.

A second objective was to provide computer science training for elementary teachers. Code.org's Computer Science Fundamentals (CSF) curriculum was a major focus. Teachers received stipends for attending outside of contract time through Tesla grant funding. To earn the stipend in Clark County, teachers completed the CSF workshop and, in cases in which they were designated as site leads, took the information back to staff members at their school sites. A change to the site-leads model created an avenue for spreading the knowledge more widely in a district otherwise too large for SNRPDP staff to reach everyone. Elsewhere across the state, the trainings were held at sites where teachers self-selected to attend from a variety of schools. In all, the team did 32 CSF workshops. Of those, 19 were in Clark, 4 in Washoe, 1 in Mineral, 1 in Lincoln, 3 in Nye, 3 in Esmeralda, and 1 charter school. A total of 581 teachers completed the workshops, which was an expected decrease over the previous year due to a focus on training only site leads.

The third objective was to deepen the impact of computer science throughout the state of Nevada. To that end, the team worked collaboratively with the three RPDP's, the Nevada Department of Education, and each school district toward providing a virtual computer science summit to increase awareness about computer science topics. Presenters from across the country were recruited to provide

conference-like sessions and a student panel session was also held. Participants included K-12 teachers, administrators, counselors, and higher education faculty.

A final objective was to deepen the knowledge and continue support to teachers as well as administrators. The team provided PLC meetings six times during the school year for elementary teachers to come together to learn about new topics in computer science, to ask questions of the facilitators, and to collaborate with other teachers. A total of 137 teachers took advantage of this new offering. In addition, a new elementary administrator training in computer science was offered to help that population better understand the computer science standards, laws, and curriculum.

## **Observation Report**

The computer science work resulted in Nevada remaining at the forefront of computer science workshops offerings nationwide for K-12 teachers. Teacher observations and survey data from Code.org consistently indicated that teachers felt more prepared to teach the material covered, knew where to go for help preparing to teach the material, and would recommend this professional development to others. In fact, Code.org survey data showed that our facilitator effectiveness was 6.5 or higher out of 7 across all workshops. Teachers wrote comments after nearly every training stating that it was very engaging and hands on. They felt prepared to go back to their classrooms to implement the curriculum with their students.

Data in Code.org's Tableau system indicates that 15,746 additional students joined the platform to learn computer science during the 2021-22 school year. In part due to work on equity issues, 49% of those students were female. Rural schools accounted for 56% of that growth, and students in high-needs populations made up 78% of that number. Roadblocks to CSF implementation still remain. While great progress has been made in spreading the word about computer science standards, many teachers and administrators still lack knowledge in this area. It continues to be the case that other new district initiatives are taking precedence over educators moving toward computer science. However, survey data from the new administrator training indicates that it has increased their level of knowledge, awareness, and ability to bring computer science to their schools.

The computer science summit received high praise from those who attended. Survey data regarding the sessions was overwhelmingly positive. Many commented on how useful and engaging the sessions were. They also felt that attending created a greater awareness of topics in computer science and energized them to further their knowledge of teaching the subject to their students.

## **Insights, Reflection, and Next Year's Goals**

Much of this year's work has been a valuable basis for looking at the path forward. Two areas that need to continue as points of focus include working on implementation rates at the elementary level as well as outreach to rural districts. While teachers are taking part in the CSF trainings and site leads have the information to take back to their schools, very few teachers have completed the follow-up Google Classroom piece that was created. The reason for that isn't clear. The word could be spreading in some cases despite teacher's not having done that piece, or perhaps the word isn't getting back due to barriers at the school or district level. Additional work will need to be done to dig into that to find out the root cause and come up with a solution to getting greater implementation. One helpful idea that is planned for next year is to create a small group of "CS Champions" who will help promote computer science more broadly. Moreover, the plan is to continue to work with rural districts to provide them with the support they need to learn and grow as computer science teachers.

Additionally, there is room to expand the work with teachers and administrators. Using NDE survey data that should be forthcoming, the team will be able to identify and reach out to schools that

have not had teachers trained. In-house data will also assist in identifying site leads who have not yet attended one of the elementary workshops. Because it is now clearly understood that administrator knowledge and support provides the base for successful computer science programs in schools, the administrator training developed during the 2021-22 school year will continue to be offered.

Finally, expanding computer science offerings is important. As such, SNRPDP has agreed to be one of just a few regional partners to offer Code.org's new AP CSA professional learning program for the 2022-23 school year. This work will help to expand the number of schools able to offer more advanced coursework in computer science.

## **Endorsement and Certificate Areas**

### **K-12 Endorsement to Teach Reading (CILR)**

#### **Overview**

The K-12 Reading Endorsement (CILR) program is an 18-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The CILR program consists of seven, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 Endorsement in Reading. Shan Pullan is the full-time regional trainer assigned to this project; Shan and two part-time trainers teach the classes. The overall goal of the program is to increase teachers' content knowledge of research-based reading and writing instruction and to help them skillfully apply best practices in order to effectively teach all students to read.

#### **Objectives and Milestones**

The CILR program has three main objectives:

- Increase teachers' theoretical and practical knowledge of reading instruction.
- Prepare and qualify teachers for reading specialist positions at the school level.
- Offer an affordable avenue for teachers to obtain a Master's degree.

The main objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction. This is accomplished with graduate-level coursework grounded in the following areas: foundations of reading, elementary methods and materials, secondary methods and materials, diagnosis of reading disabilities, and a practicum in reading remediation, early literacy instruction, and contemporary literature for children & young adults. To satisfy the state requirements for the reading endorsement, all classes offer a K-12 perspective. Five required courses plus one of two elective courses, for a total of 18 credits, fulfill the requirements to earn the reading endorsement.

Required courses include: (1) *Foundations of Literacy Learning*, designed to assist teachers in gaining a critical understanding of the philosophical, historical, sociological and curricular foundations of literacy education; (2) *Comprehensive Reading Instruction*, an elementary methods class in which teachers examine philosophies about literacy instruction, current, research-based classroom literacy practices that are effective for all students, evidence-based strategies for literacy learning and teaching, and new perspectives related to specific issues within the literacy field; (3) *Content-Area Literacy*, a secondary methods course in which teachers explore literacy processes and strategies that may be implemented within the content-areas to improve students' reading, writing, and oral language development; (4) *Assessment in Literacy*, a practical experience providing teachers the opportunity to field test selected assessment procedures and introduces them to strategies for improving instruction based upon student needs; and (5) *Practicum in Diagnosis and Instruction of Reading Difficulties*, a

field experience providing instruction in principles, materials, and techniques for the diagnostic/prescriptive teaching of reading and writing.

Elective courses include: (1) *Literacy Instruction for Young Children*, intended to provide learners with opportunities to: study the historical and theoretical foundations of early literacy; become familiar with recent research in the field of early literacy; learn current strategies/approaches to the teaching of early literacy; study the role of the family and technology in early literacy; learn how to help children develop a love of reading and writing; and study how literacy impacts children's social, emotional, and intellectual growth; or (2) *Contemporary Literature Children and Young Adults*, focusing on the evaluation, selection, and sharing of contemporary literature for children and young adults .

All classes are developed and facilitated by the full-time RPDP trainer and part-time trainers and include current, research-based methodologies and best practices.

A second objective of the CILR program is to prepare and qualify teachers for reading specialist positions at the school level. Courses within the program are designed to immerse teachers in the theoretical underpinnings of literacy education and link those with practical application. All classes provide opportunities to apply strategies with students and reflect upon their effectiveness. More specifically, the *Assessment in Literacy* and *Practicum in Diagnosis and Instruction of Reading Difficulties* classes require on-going work with a struggling reader. In the assessment class, participants each select a student with reading difficulties and administer a battery of assessments to determine the student's strengths and instructional needs. Participants are taught how to properly administer the assessments and how to analyze the data for assessment-based instruction. In the practicum, participants design an instructional plan based on student assessment data and continue their work with the student to provide tutoring instruction for a minimum of 10 hours. Course instructors observe at least one tutoring session per participant and meet with each one for a post-observation conference to provide feedback and guidance as necessary. This learning process is designed to give participants practical field experience and specialized knowledge to diagnose and treat reading difficulties.

A third objective of the CILR program is to offer an affordable avenue for teachers to pursue a higher education from an accredited university. With this program, licensed teachers have the opportunity to take six three-credit graduate-level courses at a significantly reduced rate to fulfill the requirements by the Nevada Department of Education for the K-12 Endorsement in Reading. Teachers enrolled in the CILR program also have the option to continue their education toward a Master's degree in Curriculum and Instruction at UNLV with the first fifteen credits obtained through the RPDP-CILR courses.

Milestones for the 2021-22 program include:

A single cohort of 14 teachers completed the CILR program during the 2021-22 school year. All classes were designed and delivered using a virtual learning model via Google Classroom with regular instructional meetings held via Google Meet.

### **Insights, Reflection, and Next Year's Goals**

Fourteen teachers completed the CILR program during the 2021-22 school year. Participants completed a course reflection at the end of each class in which they provided feedback on the benefits of the course, its impact on their teaching, and suggestions for improving the class. These reflections provided valuable insights into the effectiveness of the overall program as the vast majority of teachers indicated positive results from taking the class. Many reported on their own growth as reading teachers and the impact it had on their students' learning.

One of the most impactful experiences participants in the CILR program report is the opportunity to tutor a struggling reader during the practicum. Teachers unanimously expressed their joy and professional growth as they participated in one-on-one tutoring. This continues to be a crucial part of the CILR program in helping teachers become better reading teachers to all students.

New goals for the upcoming 2022-23 school year include: (1) increasing efforts to advertise the program so that more teachers are aware of and have the opportunity to enroll, and (2) improving communication to encourage more participants to continue their studies at UNLV toward a master's degree in literacy.

## **K-12 School Library Media Specialist Endorsement**

### **Overview**

The K-12 School Library Media Specialist Endorsement (LMS) program is a 21-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The LMS program consists of seven, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 School Library Media Specialist Endorsement. Shan Pullan is the full-time regional trainer assigned to this project and five part-time trainers teach the classes. The goal of the 10-month program is to train current classroom teachers in all areas of school librarianship to prepare them for employment as a K-12 Library Media Specialist.

### **Objectives and Milestones**

The objective of the K-12 School Library Media Specialist Endorsement (LMS) program is to prepare classroom teachers to become certified and qualified school librarians. To receive an endorsement as a school library media specialist, a licensed teacher must complete 21 semester hours of coursework in the following areas: organization and administration of a school library; the cataloging and classification of materials for a library; reference, bibliography, and information skills; the use and selection of educational media for a library; children's and young adult's literature; and technology in the library.

Required courses in the RPDP LMS program include: (1) *RPDP 572: Reference Methods and Resources*, a study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher, and instructional partner; (2) *RPDP 574: Organization of School Libraries*, introduces the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval; (3) *RPDP 571: Materials Selection for the School Library*, explores research-based practices and methods of assessing and selecting school library materials to meet curricular needs, standards, and reading interests and abilities of students; (4) *RPDP 573: Technology in the School Library*, introduces research-based practices and methods relating to identification, evaluation, management and use of all electronic educational technologies and resources and electronic information sources in the creation of an informationally-literate Pre K-12 environment; (5) *RPDP 575: Administration of the School Library*, a study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation in the K-12 school library setting; (6) *RPDP 580: Children's and Young Adult's Literature*, an exploration in evaluating, selecting, and sharing contemporary literature for children and young adults; and (7) *RPDP 576: Supervised Library*

*Practice*, a supervised practicum in the school library under the direction of professional librarians in school settings.

Milestones to note in the LMS program include:

- Instructors have worked diligently to teach multiple cohorts over the past school year to accommodate the rising need within CCSD to qualify and certify classroom teachers who have accepted positions in the school library. During the 2021-22 school year, three cohorts of teachers either completed or entered the program. One cohort of 30 teachers completed the program in December 2021; a new cohort of 30 teachers started the program in January 2022; and instructors are preparing for another cohort of 30 teachers starting in June 2022.
- Currently, 59 participants of the K-12 School Library Media Specialist Endorsement Program have been hired as school librarians in the Clark County School District (CCSD) and various charter schools since the program's inception in 2014.
- Every participant who has completed the K-12 School Library Media Specialist Endorsement Program has earned 128 Contact Units (CU's) toward salary advancement in the CCSD.
- The K-12 School Library Media Specialist Endorsement Program has succeeded in the area of library advocacy, helping to highlight the impact of school librarians on achievement in schools.

### **Insights, Reflection, and Next Year's Goals**

The K-12 School Library Media Specialist Endorsement Program was developed in 2014 by five part-time trainers who were chosen because they are standouts in their field. They built the program out of a partnership with the University of Nevada, Las Vegas. Referencing the syllabi provided by UNLV from their defunct two-year librarianship graduate program, the five part-time trainers built a comprehensive, seven-course, ten-month certificate and endorsement program for the Clark County School District librarians. Three original trainers remain, and two new trainers have been added. Each year the part-time trainers work together to reflect on, adapt, and revise the syllabi to keep abreast of rapidly growing trends in modern school librarianship and technology. The close collaboration between the instructors can be credited for much of the success of this program.

As the K-12 School Library Media Specialist Endorsement Program has gained popularity, requests for enrollment have come from areas outside of Clark County to include interest from candidates across the state of Nevada. Since the program moved to an on-line format in 2019-20, along with new library certification requirements within CCSD, the program is highly sought-after and well received.

Next year's goals include: (1) maintaining a high standard of content, instruction, and experiences to support teacher candidates for school librarianship, and (2) as necessary, expanding the program with additional part-time trainers and/or additional cohorts to accommodate the increasing number of teachers seeking the endorsement for licensing requirements.

### **English Language Development (ELD) ELAD Endorsement**

#### **Overview**

The English Language Development Team (ELDT) consists of one full time trainer, Valerie Seals, and four part time trainers. As part of ELDT, SNRPDP offers courses to K-12 Nevada teachers to obtain an endorsement in English Language Acquisition and Development (ELAD) in partnership with Southern Utah University (SUU). Valerie, with the support of the four part-time instructors, taught the courses to teachers throughout Nevada, including rural and charter schools.

In addition to the ELAD Endorsement program, the ELDT offers workshops to support districts, schools, and K- 12 teachers of English learners. During the 2021-2022 school year, the team offered two workshops; The Language-Rich Classroom and Reading & Writing with ELs which provides K-12 participants strategies to support emergent bilinguals.

Valerie is president of Nevadans Teaching English to Speakers of Other Languages (NVTESOL), a local affiliate of TESOL International. NVTESOL works to bring support, research, and resources to Nevada teachers of ELs. SNRPDP and NVTESOL have partnered to bring support to teachers in Nevada. The goal of this project continues to be to educate and support K-12 teachers of English learners so they can improve student achievement and language acquisition.

## **Objectives and Milestones**

During our second year of offering the ELAD Endorsement, the State Public Charter School Authority cohorts successfully completed their courses and over 30 charter school teachers are eligible to obtain their ELAD Endorsement with the state. In addition to the Charter Authority cohorts, two other cohorts, over 40 K-12 teachers, also finished their courses. With these numbers, during a difficult school year, teachers and administrators are recognizing and prioritizing the importance of knowing how to support the emergent bilinguals in their schools.

Included in the coursework for the ELAD Endorsement, is a practicum experience. It is included in the milestones because it is still a new element that was added to the requirements and changes have been made since last year. Previously the practicum included an in-person observation. This past year, it was changed to a video lesson submission. This change occurred due to feedback from instructors, colleagues, and participants. Participants reflected that the video submissions were appreciated and effective. By recording themselves teaching, they could view the lesson and make an honest reflection. During the observation cycle, Valerie was able to observe effective and engaging lessons from kindergarten to 12th grade and partake in one-on-one conferences. During the conferences, the participants reflected on their lessons, with emphasis on considerations made for their ELs and how those considerations affect student achievement. The conferences also included goal-setting for upcoming lessons and additional ways to support student language proficiency.

Lastly, Valerie was appointed president of NVTESOL. Valerie supported the organization and its members by providing webinars, organizing and hosting a symposium on bilingual education and building the community through social media accounts. SNRPDP and NVTESOL have become partners in supporting teachers of English learners.

## **Insights, Reflection, and Next Year's Goals**

The ELDT's goal for the 2021-2022 school year was to continue to offer ELAD Endorsement courses, support teachers with their ELs, and provide workshops in the areas of discourse, technology and effective strategies and asset-based teaching. The team met these goals.

The purpose of this project is to not only provide Nevada teachers with courses in ELAD, but to also educate and support K to grade 12 teachers of ELs so they can improve academic language acquisition and student achievement in the content areas. With that said, the coursework and the practicum offered in the ELAD Endorsement program proved to be beneficial. Through the one-on-one conferences, it was learned that most of the participants were strategists or specialists in their school. They expressed their appreciation of the opportunity to gain knowledge and understanding in order to support the teachers in their schools as well as the ELs they work with. Building capacity is the vision



of the ELD program at SNRPDP. We want teachers taking what they know and sharing it with others. When this happens, everyone benefits, especially students.

Partnerships and collaboration with stakeholders within our state is imperative. Valerie stayed current with state and district initiatives through her role at SNRPDP and NVTESOL. She built relationships with Nevada State College which resulted in partnering with them on a project to support early childhood education of ELs. Valerie hopes to connect with CCSD's ELL Division to continue to support teachers.

During the 2022 -2023 school year, the ELDT will continue to offer the ELAD Endorsement in partnership with SUU. Cohort 3 will continue their coursework and a new cohort will begin in August 2022 and January 2023. It will be open to all Pre-K-12 Nevada teachers. By the end of 2022-2023 school year approximately 60 teachers will have the coursework completed to obtain their ELAD Endorsement with the State of Nevada.

The ELDT will continue to offer workshops to support districts, schools, and K- 12 teachers of English learners. We currently offer The GO TO Strategies workshop, The Language-Rich Classroom and Reading & Writing with ELs which provides K-12 participants strategies to emergent bilinguals. We are also developing and will offer a book study around The 6 Principles for Exemplary Teaching of English Learners.

SNRPDP will partner with Nevada State College in their grant *Project Future: Nevada Future Children's Language Educators*. *Project Future* is a 5-year grant designed to train in-service teachers in early childhood settings to promote school readiness of young EL children with and without disabilities in southern Nevada.

As a partner in the project, we agree to engage in the following:

- Recruitment and Professional Development Activities
- Identify teachers who would like professional development and support for ELLs in the content areas including mentorship/coaching and classroom observations
- Identify parent participants for the Families Engaging in literacy
- Identify community liaisons to support parent engagement
- Support in the coordination of key instructional materials used on school sites, so NSC can continue to align program outcomes with District outcomes.

## **Secondary Mathematics - Middle School Math Certificate Program**

### **Overview**

The Middle School Math Certificate Program (MSMCP) consisted of one SNRPDP facilitator and instructor, Carol Long. Other trainers, Karl Spendlove and Doug Speck served as teachers for courses within the program. The project ran virtually for the entire school year with classes starting in August, 2021 and ending in May, 2022.

- *Operations and Number Sets* met weekly in August through mid- October.
- *Introduction to Probability, Statistics and Geometry Concepts* met weekly from mid-October through December.
- *Algebra for the Classroom Teacher* met weekly from January through mid-March.
- *Euclidean And Non-Euclidean Geometry for Teachers* met weekly mid-March through May.
- *Practicum - Instructional Strategies* met in various weeks from February through May or the following school year.

## **Objectives and Milestones**

As teachers returned to face-to-face in classroom instruction with Covid protocols and mask requirements in place, the program ran five classes virtually. The *Operations and Number Sets* class consisted of 30 hours of virtual class time and 18 hours of outside work. Next the Introduction to Probability, Statistics and Geometry Concepts class consisted of 45 hours of virtual class time and 27 hours of outside work. The Algebra class consisted of 45 hours of virtual class time and 27 hours of outside work. The Geometry class consisted of 45 hours of virtual class time and 27 hours of outside work. The Practicum class consisted of 30 hours of virtual class time and 18 hours of outside work.

Classes included *The Components of an Effective Lesson*, *Teacher Expectancies* and *NEPF standards*, knowledge of grade level *NVACS*, linkage to high school and middle school math courses, Praxis like questions, connections to other disciplines, hands-on activities, interactive learning, pedagogy and participation in a balanced delivery of instruction.

With a year-long commitment, this professional development opportunity provided on-going, long term training to improve teacher content knowledge in which participants could immediately incorporate the pedagogical techniques in their classrooms and be mentored by the instructors.

## **Classroom Observation Report**

Not applicable.

## **Insights, Reflection, and Next Year's Goals**

Returning to face-to-face instruction, after an extended period of time where students and teachers worked remotely, was challenging for both teachers and students. Thus the decision was made to run classes remotely. Although participants requested and appreciated this change, enrollment in the program remained low.

When additional assistance was needed, instructors met with individuals in private Google Meet sessions. Here instructors were able to assist teachers with questions and private tutoring sessions.

Enrollment did increase when participants were allowed to take individual courses as a workshop instead of through UNLV college credits. This modification gave participants CU's and saved participants money, but did not improve long term certificate enrollment.

## **GATE – Gifted and Talented Education**

### **Overview**

The Gifted and Talented Education (GATE) program is a 12-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with Southern Utah University (SUU). The GATE program consists of four, 3-credit courses that fulfill the requirements by the Nevada Department of Education for an endorsement in Gifted and Talented Education. Jason Lillebo is the full-time regional trainer assigned to this project. Four part-time trainers teach the classes. The purpose of the endorsement sequence in Gifted Education is to prepare educators who can provide appropriate academic challenge and effective support for high-ability students.

## **Objectives and Milestones**

The GATE program was new to SNRPDP this year. Its main objective is to prepare teachers to work with students who are identified as gifted and talented. This is accomplished with graduate-level coursework in four, 3-credit courses focused on the following areas: characteristics and needs, assessment and programs, methodology, and curriculum.

Required courses include: (1) Characteristics and Needs of Gifted and Talented Students, meant for introducing the characteristics and social and emotional needs of gifted students and teachers of gifted students as well as including procedures for assisting gifted students in their independent and collective journey in maximizing their own talent; (2) Assessment of Gifted and Talented Students and Programs for Gifted Learners, which defines giftedness and explores the culture and ability levels which may impact gifted students, analyzes a variety of assessments used to evaluate linguistic and non-verbal behaviors and classroom performances, and looks at design considerations for gifted programs; (3) Methodology and Strategies for Teaching Gifted and Talented Students, designed to focus on methods and strategies, including how brain research relates to giftedness and the milestones of brain development as well as optimizing giftedness; and (4) Curriculum in Content Areas for Gifted and Talented Students, a course that provides educators with frameworks and models to develop curriculum for students identified as gifted and talented while incorporating research-based strategies and 21st Century skills to help students reach a deeper level of learning. All classes are developed and facilitated by the full-time RPDP trainer and part-time trainers and include current, research-based methodologies and best practices.

Another objective of the program is to provide additional knowledge in working with gifted and talented students for secondary teachers. Districts have seen a need in this area as most often the focus for GATE is at the elementary level. As such, when students move to middle and high school, their needs remain the same but the level of teacher preparation to meet their needs is generally lacking.

## **Classroom Observation Report**

No classroom observations were done for GATE during the 2021-22 school year.

### **Insights, Reflection, and Next Year's Goals**

Forty-seven teachers, divided into two cohorts, completed the GATE program during the 2021-22 school year. Participants completed a course reflection at the end of each program in which they provided feedback on each of the four courses. These responses generally reflected the fact that teachers were appreciative of the program and were able to immediately apply the knowledge. Several said the coursework and activities really opened their eyes to having the ability to recognize who these students are and how to help them in the classroom. Teachers also felt they came away with many usable resources.

In the 2022-23 school year, the instructors and coursework will remain the same. However, based on teacher feedback, the structure of the course schedule is being modified slightly. Instead of taking two classes at a time, only one will be offered at a time while still allowing for two to be completed in a semester. Instead of a full day on Saturday, the schedule will move to a little more than a half day by shifting more work online using blended and flipped learning models.

## Content Areas

### Elementary Literacy

#### Overview

The Southern Nevada Regional Professional Development Program (SNRPDP) Elementary Literacy trainers focused on the professional growth of teachers in all areas of literacy to support student achievement. During her first year, Christine Mecham, a full time trainer for the Elementary Literacy Team (ELT) worked in a variety of roles in order to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. This included working with elementary teachers to incorporate research based practices in their classroom instruction. Christine also managed three part time trainers who provided kindergarten specific content via a Google Classroom.

Carrie Howren focused on the professional growth of teachers in all areas of literacy to support student achievement. A variety of work was done to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. Carrie provided professional development before or after contract time and during the school day.

#### Objectives and Milestones

During the 2021-2022 school year, literacy trainer Christine Mecham, supported Southern Nevada counties, including charter schools, with training in the areas of literacy, the Nevada Academic Content Standards, and Nevada Educator Performance Framework Evaluation to support student achievement. Professional development was provided in, but not limited to, prioritizing instructional content in ELA and best research based instructional practices, commonly known as the “*Science of Reading*.”

In addition to providing professional development, Christine supported novice and veteran teachers and strategists who benefited from mentoring of effective research-based literacy practices that they can implement in order to address the wide needs of their teachers and students. Christine offered support and training to teachers and literacy strategists in the areas of the NEPF, NVACS, grade-level literacy instruction, and instructional coaching to address areas of improvement school-wide.

Christine also provided support to other trainers in the literacy department in order that they were able to meet their project implementation goals. Christine developed and provided an overview of the body of research known as the “*Science of Reading*.” This overview was provided to groups of administrators, teachers and assistants (CTTs) throughout the year. Along with the overview, Christine developed and provided multiple workshops pertaining to the “*Science of Reading*,” as well as on demand staff training in this area as well as other areas of literacy instruction. In addition to her own work, Christine managed three part time trainers who provided kindergarten specific content via a Google Classroom gathering place for Kindergarten teachers.

In the area of Literacy, teachers have indicated a need for instructional practices and strategies to address the NVACS as well as concerns about student needs due to the extended time students were learning from home. Therefore, on-site professional development designed to help teachers address Tier 1 scaffolded instruction using complex text was delivered to schools in Esmeralda County, 2 Clark County Schools, and 2 Charter Schools in the SNRPDP region. Participants in these training sessions focused on identifying the assets and needs of students to design instructional scaffolds to allow for equitable access to complex texts. Carrie developed and provided teachers with a resource they can utilize to take a deeper dive into each of the components of literacy.

Additional training was provided to schools around collecting and interpreting data from the MAP assessment and other data sources to determine students' scaffolding needs. Administrators indicated that the training was correlated to the goals of their Continuous Improvement Plans submitted to the state. Teachers in these sessions were provided with resources and additional instructional opportunities to further their ability to design learning experiences for students to close the achievement gap. School teams worked together to identify data sources to assist teachers in designing and implementing grade level interventions based on student needs in literacy.

Carrie worked to write and deliver professional learning workshops focused on high leverage instructional practices in literacy. Workshops were offered to teachers at both the elementary and secondary levels around visible learning practices with the potential to accelerate student growth in literacy. Participants from 3 Nevada counties examined the effect sizes of several influences and planned for instruction to include the practices with the greatest potential to impact student learning. During these workshops, participants reflected on their own practices and identified areas for improvement. Several of the participants have worked with the trainer to explore revisions to their current practice and sought out additional support in addressing the needs of the scholars they are teaching. The inclusion of secondary literacy teachers in this work allows for the seamless transition for students from elementary to secondary settings in southern Nevada.

### **Classroom Observation Report**

Classroom observations focused on high impact literacy practices were conducted in both public and charter school classrooms throughout the school year. Several issues were brought to light during the initial observations and debriefs. Teachers were inclined to teach standards from the previous year(s), due to the perceived learning loss. Consequently, professional development experiences were designed to address teacher understanding of data collection as it relates to the implementation of scaffolding and intervention practices. In addition to limited rigorous instruction based on student needs and assets, teacher delivery methods were limited to direct instruction, rarely engaging scholars in discourse opportunities. These factors were included in both site-specific professional development as well as embedded in the work of the workshops developed for teachers in the SNRPDP region.

After participating in professional development, teachers were observed working with their grade-level colleagues to plan lessons with embedded scaffolds and to group students for instruction based on the students' deficit areas. Small group instruction to address the instructional needs of the learners were observed in classrooms.

The use of low lexile level instructional materials, which do not adequately address the standards, continued to be problematic in half of the observed classrooms. Teachers appeared to be reliant on these materials to deliver instruction. It should be noted that the classrooms where this issue was most prevalent were in buildings utilizing a low-quality basal program or in classrooms taught by novice teachers. The teachers reported only a surface understanding of the Nevada Academic Content Instructional Standards and the expectations.

### **Insights, Reflection, and Next Year's Goals**

Based on Christine's observation, as well as formative feedback from teachers, administrators, and class participants, there is a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction as it pertains to the body of research known as the "*Science of Reading*." When surveyed, 100% of participants (76) in the Shifting the Balance Workshop said they would recommend the workshop to other teachers. Going forward, Christine plans to offer such support

by way of additional classes, workshops and on demand professional development in schools. Christine's working knowledge of current resources and research-based best practices will positively impact student achievement and support teacher efficacy. Along with another SNRPDP literacy trainer, Christine plans to implement an online Science of Reading conference for teachers in Southern Nevada. She is also creating a comprehensive Science of Reading website to serve as a resource for educators and families in Southern Nevada.

The marked progress made in the areas of scaffolding and intervention design, were most significant in schools where teams of teachers participated in professional development experiences together. These teams worked collaboratively to create, revise, and discuss the learning opportunities they were presenting to students. Working to coach teams of teachers will be a focus in the future. This practice yields a positive impact on instruction in instances where collective teacher efficacy was high. Teachers sought out additional support from Carrie to address the components of the NEPF, therefore including this as part of the workshops was imperative, and will continue to be included in forthcoming training.

Due to the recent attention to the "Science of Reading" and preliminary training by RPDP trainers, teachers are in need of instructional guidance in the area of background knowledge/ vocabulary as well as comprehension instruction. Teachers in the elementary intermediate grades consistently seek out additional support in these areas. Therefore, it is a goal to provide these teachers with workshops, district, and site training to address their identified needs. In addition to instructional practices, professional development to address the rigor of the standards will be appropriately paired.

## **New Teacher Support**

### **Overview**

Carrie Howren served in a Generalist role at SNRPDP during the 2021-2022 school year. She worked to provide support for novice teachers and their mentors to grow their professional knowledge and instructional craft. Work with new teachers was done in both public and charter schools in Southern Nevada. Due to the vast number of teachers entering the profession through both traditional and alternative routes, a comprehensive course of study and on-site training is necessary to provide novice teachers in Southern Nevada with a network of support.

### **Objectives and Milestones**

The nationwide shortage of teachers has resulted in schools scrambling to address teachers new to the profession and providing them with support to ensure their longevity and effectiveness in the classroom. As a result, charter schools within our region have reached out to SNRPDP for assistance in mentoring and instructing their novice teachers. Carrie worked on-site with 18 charter school teachers new to the teaching profession, including those who were in the process of obtaining their teaching license and had acquired very little classroom experience. This level of support involved learning sessions around effective classroom practices followed by monthly lesson modeling and debriefing with teachers. Classroom observations of the novice teachers were conducted and paired with feedback specific to the areas of improvement. Teachers met with Carrie on a group and individual basis to discuss their professional learning needs, classroom concerns, and questions around content, practices, and standards. This resulted in teachers being introduced to other RPDP trainers who focus on their content areas as well as enrolling in RPDP workshops and courses to address their instructional needs. Carrie worked extensively with administration at schools to develop training modules to address the needs of the novice teachers in their buildings. Teachers who participated in these experiences indicate that the opportunity to reflect and refine their practices has left them enthusiastic for the

following school year where they will be able to implement some of the practices they learned about and observed.

On-site support was also designed for buildings to increase the capacity of the teachers and teacher leaders in the building. Grade level teams worked to observe, debrief, and provide peer feedback during a series of observations in classrooms at one school. The novice teachers meet with their mentor teachers to engage in professional discourse around teacher effectiveness and strategies for student engagement. Carrie facilitated these learning experiences and debrief sessions to focus on impactful Tier 1 instructional design aimed at increasing student engagement and achievement.

The administrators involved in this work, reported the success to their superiors and subsequently additional requests for SNRPDP support in coaching, mentoring, and teacher development have been made. One administrator reported that “the improvement in the teacher from the beginning of the school year is amazing. It is like watching a completely new person instruct students.”

### **Classroom Observation Report**

Preliminary classroom observations revealed that novice teachers were unable to implement instruction to the level of rigor and effectiveness as outlined in the standards. The success criteria for daily lessons was clear to neither the teacher nor the students. Effective instructional practices to address student engagement were not within the teacher’s repertoire. As a result, classroom management issues were noted during observations. The new teachers often reported feeling unprepared and disjointed during the observations. This resulted in the development of the workshop components for the teachers’ professional development sessions.

Subsequent observations of the novice teachers revealed increased pedagogical knowledge. There was marked improvement in student engagement in 85% of classrooms observed from initial observations. Teachers developed the habit of sharing the daily learning intention and success criteria with their students. Approximately half of the teachers were observed engaging and involving their students in interacting with the success criteria either through co-creation of criteria or self-evaluation by students of their own progress. Teachers were also observed utilizing the gradual release model within their classrooms. This was evident in both observations and in lesson plans written by the new teachers.

Some problematic issues were evident during observations of classrooms as well as PLC meetings. Several novice teachers often relied on the knowledge of the teachers with more classroom experience to drive the development of the lessons and assessments. 75% of the new teachers in one building reported not having a person at their site to help guide them in the implementation of best practices taught during the professional development sessions with the materials they had available at their respective schools. In buildings where mentors were present for the same training as the new teachers, the mentors and new teachers had common language and instructional practices to draw upon. Novice teachers in these situations reported feeling more comfortable engaging in professional discussions around standards and practices, than the teachers who had not been assigned a mentor.

### **Insights, Reflection, and Next Year’s Goals**

Based on workshops, site-specific professional development, and classroom observations, novice teacher development is an area deserving additional attention. Novice teachers need simultaneous development in instructional practices to engage students with the content and techniques for relationship building to effectively manage the students in the classroom. Therefore professional development will be designed with these aspects in mind during the upcoming school year. The targeted

teachers in this work during the 2021-2022 school year had a range of 0-2 years of classroom teaching experience, and continue to express a need for support. As a result, Carrie will open up the novice teacher training to teachers in SNRPDP's region with 0-3 years of experience.

Carrie will work in conjunction with trainers from Teacher Leadership and Family Engagement to develop professional development experiences for the novice teacher alongside their site-based mentors. Due to the fact that many teachers who leave the profession early in their careers, support for these teachers will be the focus of Carrie's work in the fall. The SNRPDP Teacher Development and Support Program will include workshops for new teachers and their mentors, on-site observations and debriefs coordinated with the administration, collaboration meetings with other novice teachers, and individual meetings with Carrie for the novice teachers. Mentor teachers will be better positioned to ask and answer questions about the practices from the sessions and connect the work to their site for the novice teachers.

The increasing number of teachers who are entering classrooms as teachers from alternative routes to licensure has resulted in the need to provide experiences for teachers to develop pedagogical knowledge as they begin their careers as educators. Therefore, during the next school year the novice teachers will also be provided with partnerships and workshops to address their understanding of content and instructional practices from RPDP content trainers. Carrie will work with RPDP trainers to create options for workshops designed specifically with the novice teacher in mind.

## **Secondary Literacy – Standards-Based and Collaborative Curriculum Alignments**

### **Overview**

During the 2021-2022 school year, Secondary Literacy Regional Trainer, Julie Cooper, provided professional development opportunities to support secondary teachers' professional growth in all areas of literacy. This included working with secondary teachers on NVACS, curriculum development, assessment, and distance learning instruction.

### **Objectives and Milestones**

#### *Learning Strategist Workshops*

Secondary Literacy has been offering quarterly Learning Strategist Workshops for over a decade. The workshops were held both face-to-face and virtually this year to continue to meet the needs of the teacher leaders. The first workshop, offered in mid-August, was devoted to community building and assessing the needs at each of the sites represented as well as blended learning strategies. The workshop was offered both in person and virtually. Isolation is one of the biggest obstacles facing secondary strategists, so Secondary Literacy provides multiple avenues for them to connect and collaborate throughout the year. The focus of the workshops changes every year based on the initial needs assessment. This year the strategist workshops focused on: social emotional learning, instructional coaching, blended learning, online discussion strategies, digital tools and resources, and distance learning strategies. Strategists were able to collaborate and learn valuable tools to take back to their school communities. The last workshop specifically focused on developing an introduction/welcome slideshow to use with their staff, especially the new teachers, for next school year. Ongoing support is provided through a Google Classroom dedicated specifically for secondary strategists.

#### *Standards-Based Curriculum Alignment*

Secondary schools were ready to support students with standards-based curriculum when they returned to the buildings for a full school year. Several inservices were facilitated that focused on



Nevada Academic Content Standards (NVACS) for ELA and SBAC alignment. The standards sessions were offered not only at many CCSD middle schools and high schools, but also at charter schools and rural schools throughout this school year.

Several schools continued their learning through DOK Questioning sessions that built upon the knowledge of the standards to increase the rigor of instruction through questioning. *The Stepping Up to the Standards* document was used to facilitate these professional development opportunities. Teachers were able to use the document to enhance their daily instruction as well as their formal summative assessments. The sessions were held virtually for the individual school sites. Many of the administrators participated in the sessions as well.

Several of the middle schools in the Clark County School District transitioned to a block schedule for the whole school. There were several sessions developed and offered at multiple middle schools and some high schools that focused upon effective instructional strategies and formats to engage students during the extended block class. These sessions were offered both in person and virtually, depending upon the needs and wants of the individual schools.

The Smarter Balanced Assessment Consortium (SBAC) is always an area of concern for middle schools. There were three rounds of the SBAC boot camp for Middle School ELA teachers developed and facilitated virtually in the spring. The boot camp consisted of two different workshops with three sessions each. Each session focused upon a specific aspect of the SBAC and gave teachers insight into the structure of the test and provided them with strategies to use with their students to better prepare them for the state assessment.

#### *UNLV Courses/Workshops*

*Effective Strategies to Teach Vocabulary* was taught in the fall by a part-time instructor and was offered in a hybrid format. Teachers from across Clark County, including the charter schools and CCSD, attended this class/workshop. The first and last sessions were held in person and the sessions in between were held virtually to give teachers more flexibility. There were synchronous and asynchronous activities required for the class/workshop.

*Rigorous Reading* was taught in the spring by a part-time instructor and was offered in a hybrid format. Teachers from across Clark County, including the charter schools and CCSD, attended this workshop. The first and last sessions were held in person and the sessions in between were held virtually to give teachers more flexibility. There were synchronous and asynchronous activities required for the class/workshop.

#### *Rural Support*

Secondary Literacy has continued to support Lincoln County in middle school literacy. The trainer continued correspondence via email and Google Meet with the middle school teacher in Panaca. Discussions and meetings were held with the principal and the other secondary literacy trainer to plan how to best meet the needs of the Meadow Valley Middle School teachers.

Training sessions on how to incorporate tech tools into literacy lessons were provided for Amplus Charter School and Somerset Charter School. There were also standards alignment professional development offered for Lincoln and for Nye County teachers at the beginning of the school year. Reading strategies sessions were offered for Nye County secondary teachers at the end of the school year and more sessions are planned for the upcoming school year. Ongoing support and communication will continue to be provided.

#### *NDE Collaboration*

Julie Cooper attended monthly meetings with Darl Kiernan with NDE to discuss teachers' needs, the science of reading articles, and state updates. The Nevada Adolescent Literacy Network (NALN) continued to grow and develop this year. Julie Cooper was able to be a part of the initial steering committee and served as the committee treasurer. One of the network's goals is to determine the needs of Nevada's adolescents and the adults who serve them and then work to meet those needs. There was a listening/interview session held with a group of college students who also tutored adolescents. They were able to offer great insights and suggestions about what the committee can do to help the literacy crisis in our state.

The steering committee members conducted empathy interviews throughout the state to gain insights on the state of literacy in Nevada. The members chose different people throughout the education community to ask pertinent questions about their experiences with literacy and what their opinions were on how the Nevada Adolescent Literacy Network could contribute to the improvement of literacy skills of the youth in the state of Nevada. The committee is using the data collected from the empathy interviews to direct their plans and activities for the next school year.

NALN also supported the professional development of the professional development team throughout the state in collaboration with Reading Ways. Professional development sessions were facilitated monthly with participants from the RPDP's and other organizations throughout the state. The committee met monthly and will continue to meet monthly in the new school year to coordinate events and sessions.

### **Classroom Observation Report**

Julie Cooper collaborated with Cheyenne High School in CCSD to facilitate peer observations in the ELA department. She was able to observe several teachers throughout the spring of this year. Teachers were notified ahead of time the trainer would be dropping in to visit their classes. The trainer was able to observe several ELA teachers over a two month period. The teachers were led through a debrief session after the classroom observations to do some self-reflection about how they would have done things differently or not. They were able to experience other teachers' classrooms while also growing in their own self-reflection practices.

The learning strategist and the trainer were able to then determine what professional development was needed based on the observations. It was determined the teachers needed assistance with engagement strategies, reading strategies, and developing classroom culture. The trainer and strategist created and facilitated the professional development sessions after the school year. Teachers were able to collaborate and brainstorm ideas of how to effectively use the strategies in their classrooms for next year. The feedback from the teachers and the administration was positive and appreciative.

### **Insights, Reflection, and Next Year's Goals**

Through credit classes, workshops, on-demand trainings, online trainings, and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in the Southern Nevada districts.

This was a tough year for teachers. They struggled with getting back into the classrooms full time and dealing with students who had not, oftentimes, had much structure for their education. They were able to adapt and adjust their lessons to meet the needs of their students. The SNRPDP Secondary Literacy team continued to provide support in effectively using technology in the classrooms as blended learning. Teachers were able to use the skills they learned in distance learning and apply them to their in-person classrooms.

The mindfulness and social emotional learning skills and strategies that were incorporated into the literacy training sessions were well received and appreciated by the teachers. The teachers were able to see how taking a few minutes to breathe and refocus is healthy for them and for their students. The mindfulness and SEL strategies will continue to be included in the Secondary Literacy professional development sessions.

Support for teachers in the form of an educational podcast is going to be available for teachers to listen to. Julie Cooper will work with an elementary literacy trainer, a secondary math trainer, and an elementary math trainer to create and present podcast episodes that will provide a sense of community and offer tips and strategies for teachers to incorporate into their everyday lives and lessons.

A literacy conference will be held next spring to offer teachers current professional development to support them in their classrooms. Sessions will be presented by current teachers and educational professionals to meet the needs of the teachers throughout Southern Nevada.

Plans are being developed and designed, in coordination with the elementary literacy trainers, to create an aligned writing plan that will be implemented at a set of elementary schools, a middle school, and a high school. There will be specific strategies presented and modeled for teachers monthly with follow up and support from the literacy team. The goal is to provide teachers with good writing instruction tools and strategies to use with their students throughout the grade levels.

Next year will bring its own challenges. Secondary Literacy will be there to meet the challenges with UNLV course offerings, workshops (virtual and in person), site-specific professional development sessions, and individual assistance as needed. Plans have already been made for next year to continue the learning strategist workshops, charter school professional development sessions, classroom observations, and writing instruction workshops.

## **Secondary Literacy - Lasley**

### **Overview**

Secondary Literacy has one full time, high school, Regional Trainer, Saralyn Lasley, and one part-time instructor, Sydney Venable. The overall goal for Secondary Literacy for the 2021-22 school year was to continue to support secondary teachers' professional growth in all areas of literacy through workshops, classes and on-demand, on-site professional development. Every year brings new challenges, so Secondary Literacy has always tried to be flexible, working to adapt in order to support the needs of all teachers in Southern Nevada. This year, the team offered three blended learning workshops adapted to suit the diversity of Southern Nevada teachers as well as on demand, onsite support through presentations, observations and coaching. The trainer continues to support the needs of the rural communities, especially Lincoln County, both in person and virtually. Finally, Secondary Literacy collaborated again this year to offer a conference on writing for all educators.

### **Objectives and Milestones**

#### *UNLV Credit Courses and Contact Hour Workshops*

The team learned from the last two years of Pandemic online teaching, that teachers preferred the convenience of online learning, but craved the social, physical aspects of face to face. With this in mind, classes were blended. Sydney offered three 15 contact hour blended learning workshops, *Making Meaning with Writing*. Designed for secondary ELA and social studies teachers, this series focused on

the many ways to use writing to promote processing, reflection, critical thinking as well as more formal genres such as argument and exposition.

After surveying secondary ELA and social teachers, Saralyn collaborated with Julie Cooper, Secondary Literacy Middle School Trainer, to offer *Teaching Today's Secondary Students*, to build a 15 hour online workshop series that focused on current problems and potential solutions in the Post Pandemic secondary classroom. Topics included building community and collaboration in the classroom, as well as ways to design blended lessons that provide time for conferencing and feedback.

In response to the unrest over curriculum, equity and racism, Saralyn offered *Just Voice Reading and Writing Workshop*, a 2 credit UNLV course for ELA and social studies teachers that centered on culturally responsive teaching and social justice. This class was written and taught by the trainer more than a decade ago. Responding to an ever increasing need to support teachers as they move towards more culturally responsive teaching and face public scrutiny for multicultural curriculum choices, the trainer reworked and updated the material and resources and offered the class using a blended format.

#### *Site Based Teacher Support*

Secondary Literacy continued to support individual school needs by providing on-demand, site-based trainings both online and face to face. A few requests this year focused on whole school initiatives, such as vocabulary across the curriculum at Global Community HS and writing across the curriculum at Green Valley High School and Garrett Junior High School. Specific ELA and Social Studies on-demand trainings included multiple sessions with Basic High School.

#### *Rural Support – Lincoln County*

Secondary Literacy has continued to support Lincoln County as the district moves towards more student centered learning, standards based grading and a blended learning format. Building on the last two years of workshops on the student centered classroom and changing grading practices, Secondary Literacy offered over 30-hours of in person PD at Lincoln County High School. Now in their third year, LCHS has not only developed the mindset to continue with this work, they are beginning to develop the skill set to allow for full implementation next year.

At the beginning of the school year, Secondary Literacy invited RPDP Elementary Literacy to work with ELA teachers K-12 to set priority standards across all the grades. During this time, other departments worked together to select their priority standards while Secondary Literacy facilitated.

To align with site goals, the trainer started Cognitive Coaching Workshops for three teachers and an administrator. This year the group met only twice, but more sessions are planned for next year.

Upon request by the high school and middle school teachers, Saralyn started an ELA book study focusing on reading and writing workshop implementation, *180 Days with Gallagher and Kittle*.

Finally, during May, Secondary Literacy started a book study, *Mindset and Skill Set*, with Meadow Valley Middle School. Saralyn met with the middle school teachers and administration for the kick off and will continue to work with them in the 22/23 school year.

#### *Writing Our Way Forward - Writing Conference*

For the second year, Secondary Literacy collaborated with the Southern Nevada Writing Project (SNWP) and UNLV to offer a 2-day blended conference on writing in March. The conference started at 4:30 pm on Friday, 3/25, using a virtual format and continued for a full day, in person on Saturday, 3/26 at Southeast Career and Technical Academy. 148 K-12 teachers from around CCSD attended the workshop, while 18 teachers from CCSD presented.

## **Classroom Observation Report**

The only classroom observations done this year were at Lincoln County High School. Using a “trainer of trainers” model, select teachers in training to be coaches shadowed Saralyn as she conducted classroom observations and coached. The group also received ongoing Cognitive Coaching Training. This will continue next year.

## **Insights, Reflection, and Next Year’s Goals**

Through credit classes, workshops, on-demand trainings and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in Southern Nevada. Once again the 21/22 school year was a strong testament to the ability of RPDP Secondary Literacy to assess teacher needs and adapt to address those needs. Teachers continue to be overwhelmed with the challenges of Post-Pandemic teaching, but in slightly different ways. Behavior problems with students have soared; censorship and questions about curriculum choices have surfaced; serious safety concerns are everywhere; and lack of public support has left teachers in need of both applicable, high yield strategies and social emotional support. Secondary Literacy addressed these changes by offering classes that focused on these issues and by building time into our classes for mindful meditation and open discussions. Secondary Literacy will continue to address the changing educational climate in the 22/23 school year with classes built to support Southern Nevada teachers’ needs.

One of Secondary Literacy’s biggest projects this year was the collaboration with SNWP and UNLV to offer a blended learning writing conference--*Writing Our Way Forward*--March 25 and 26. The conference was a huge success as evidenced by participant and presenter feedback surveys. Surveys also indicated a need for more writing professional development. With this in mind, Secondary Literacy plans to offer the writing conference again in the spring of 2023, and offer more PD opportunities in the area of writing instruction.

Working with Lincoln County continues to be a focus. For the last three years, the HS Secondary Literacy Trainer has worked extensively with Lincoln County HS (LCHS) offering book studies, mentoring individual teachers and by offering online and face to face PD that supports both the teachers’ needs and district initiatives. This year there has been a positive shift in almost all the teachers’ mindsets; with motivation higher than before, teachers have started to work in earnest on their skill set for designing a student centered learning environment. Multiple data points were used to assess the impact of this year’s PD and have been used to design PD for the 22/23 school year. Observations, interviews, surveys and reflections have shown a significant increase in teachers’ attitudes towards the changes presented and a desire to learn and perfect the methodology. With this in mind, Secondary Literacy will continue in the same vein. A book study, *Mindset and Skill Sets for Instruction*, is planned for both the high school and middle school. Besides the goals already in place, a new one has been added: To create a community of transparency, trust and mutual respect between Lincoln County HS and Meadow Valley MS.

## **Elementary Mathematics - Dees**

### **Overview**

The majority of the professional development provided by the elementary math team for the 2021-2022 school year returned to school site professional development. The shift back to classroom based learning for teachers, students, and their families from virtual created new challenges. This year it

became critical for the focus of our professional development design to include both student engagement and differentiated instruction. Best teaching practices and resources were included to ensure teachers had the resources that were critical to meet the needs of their students who had previously been in virtual learning. As the year progressed the elementary math team continued to refine and grow their knowledge of effective ways to engage students and differentiate instruction. In addition, all sessions were designed to have common themes such as elements from the Principals to Action from NCTM, 8 Mathematical Practices, and Nevada Academic Content Standards. RPDP formed a collaborative partnership with CPD to develop teacher leaders. Elementary team members also collaborated to continue virtual learning opportunities for teachers and administrators. Virtual sessions were offered throughout the 2021-2022 included; Number Talks, Problem Solving, Math Circles, and Becoming the Math Teacher You Wish You'd Had. In addition to these virtual sessions offered to all five Southern Nevada Counties, our team also worked with specific schools that requested professional development with their staff over time. When participants attended multiple workshops with a focus on these big ideas it further deepened their content knowledge and developed their coherent instruction for students.

### **Objectives and Milestones**

One objective was to have the teachers engage in purposefully designed professional development and reflect on how these practices could be applied in their classroom. We met this objective by deeply embedding the idea of “Thinking” as a critical component of all learning. This was successful because students had opportunities that allowed them to participate in their learning process and develop their own understanding from which they could build on. Teachers found that when students were curious about what they were learning, engagement, and reasoning by the students increased.

A second objective was for teachers to assess their students to find out what they knew and what they were still developing. Best practices for collecting evidence from students were modeled during our professional development sessions. This information helped the teachers to plan for differentiated instruction. This gave teachers the opportunity to implement instruction to build student understanding by focusing their questioning based on the needs of those students. We had the opportunity to model in teachers classrooms with follow up sessions which demonstrated how differentiated instruction could be implemented in their own classroom. Teacher observed how a task could be opened up to allow all students access by including different representations such as visual, contextual, and math manipulatives. Part of the time was given for students to “think first” then collaborate with other students to extend their learning.

Third, we want teachers to understand their content and practice standards so they could be thoughtful about the types of questions they could ask students. Specific attention was given to the type of questions the teachers asked at the time of the learning focus. Examples of questions that helped the students focus on getting started to make sense of the task, to access the ideas they have to begin, ways to extend their learning, and to connect to other ideas. During this professional development teachers were also asked to reflect on the purpose of the questions they were asking by thinking about funneling vs. focusing questions.

And finally, we consider the social and emotional needs of students as they return to the classroom community. This transition came with its challenges due to the shift from being on camera to being physically present in the classroom. We learned how important it was for teachers to understand what the students needed to grow socially, emotionally, as well as intellectually. Teachers shared by having collaborative conversations to figure out ways to create safe spaces to encourage growth mindsets. One successful discovery was through the use of thinking math routines, where students were

asked to share their own ideas with the right to change their mind, self-assess, as they collaborated with their classmates and teacher.

## **Classroom Observation Report**

Since we were able to observe classrooms in person this year we noticed that some students had difficulty making the transition from the virtual classroom. As we continued to work in classrooms our team shared stories with each other of our observations. We noticed some students disconnected and lacked the motivation to engage. This behavioral change could stem from virtual learning where students could more easily hide and limit their participation. Another factor could be that the students had learning gaps and were unable to make meaning of what they were being asked to do.

The opportunity to continually visit classrooms gave us the information we needed to construct better professional development sessions. We had the chance to observe firsthand how students interacted with the teacher, each other, and demonstrated their understanding in the classroom. From this data we learned that several students were reluctant to participate and explored ways to make a change. As a result we encourage student participation through engaging thinking routines and the building of safe classroom environments. These two big ideas were integrated into our professional development work with teachers through classroom modeling during the observations.

## **Insights, Reflection, and Next Year's Goals**

The big idea of professional development is to provide a place where teachers can find what they need to reflect about to improve their own practice. This can be particularly challenging because of the diverse population of educators, students, and their families. One contribution we can make is to observe and listen. We need to assess what our collaborators need and find the best way to reach them. My goal for next year is to continue to offer virtual experiences in partnership with face to face modeling, observations, and professional development.

Overall the shift to in-person learning was positive because teachers could observe and reflect on what they observed and tried in their own classrooms. Because they could see in real time the impact that the resources and best practices had on their students, they became convinced of how purposeful learning could happen. The idea is for us to keep what is working and continue our movement forward with new observations to drive reflective teaching practices.

I look forward to the return next year to continue what we learned from teachers and students as they returned to the physical classroom. Face to face and virtual work with teachers will provide the balance we need. In these varied types of settings we can offer facilitation based on the teachers' needs.

I will continue to offer the long term professional development with cadres of teachers from different schools as well as in depth work with schools. When you work with teachers over time I am continually reminded of how valuable and sustainable this work can be. This long term view gives the teachers a place to learn, test out ideas, reflect about their practice, and collaborate with others.

## **Elementary Mathematics – Developing Mathematical Understandings**

### **Overview**

The RPDP trainers, Nicole Jawhari and Sue Dolphin collaborated in planning and implementing the NVACS through Math Workshop, Number Talks, and meaningful assessment, linked to instruction, to deepen students' foundational mathematical understandings. This collaboration was ongoing

throughout the 2021-2022 school year. In addition, RPDP trainers participated alongside the classroom teachers in assessment, Math Workshop, and Number Talks through demonstrations, observations, coaching, and mentoring.

## **Objectives and Milestones**

Goal 1: Develop teacher pedagogy in order to support the teacher's instructional practice and learning outcomes.

RPDP trainers Jawhari and Dolphin were able to see shifts in teacher pedagogy over the course of the year. At the beginning of the year, teachers were hesitant to "give up control" and allow their students to choose a work station where they could work independently and move to another station as they finish rather than everyone moving when the teacher decides. One kindergarten teacher stated, "Because of these trainings, I started doing choice during Math Workshop and I can't believe I wasn't doing it before. The students are so much more engaged and learning more math. I was most surprised that classroom management was easier."

The teachers also made progress towards assessing students in a manner that gives them specific information about the students' levels and connects directly to the work they are doing in Math Workshop. "Assessing the students individually takes a lot more time but I know more about what they need. It is way more useful information than just testing."

Goal 2: Develop RPDP trainer pedagogy in order to support Southern Nevada teachers in their professional development through the utilization of student videos, work samples, and vignettes.

RPDP trainers gained insights about the amount of time and ongoing support it takes for change to occur. No matter how well planned and executed trainings are, teachers can only take in a portion of the information based on a variety of factors which include: personal classroom experience, awareness of students' varied needs and support of onsite administrators and coaches. In addition, one of the biggest challenges is the content knowledge of the teachers. Jawhari and Dolphin will use these insights when planning for 2022-2023 projects and other professional development.

Goal 3: Collect evidence, including vignettes, videos of student work and classroom observations, and teacher and RPDP trainer reflections.

RPDP trainers were able to take videos and capture student thinking during Math Workshop, assessment and during Number Talks. The videos have already been helpful working with teachers this year and as Jawhari and Dolphin edit more videos, those videos will be invaluable in future trainings.

In addition, the RPDP trainers were able to collect data that matches the observations that were made at individual schools in regards to levels of and quality of implementation, as well as, on-site support. (See data samples in the next section.)

## **Classroom Observation Report**

Teachers in this project varied in their levels of participation and implementation. All teachers participated in professional development provided by RPDP trainers and were asked to implement particular best practices related to Math Workshop, Number Talks, and assessment in their classrooms.

RPDP trainers met with all Kindergarten teachers, for a full day, four times during the 2021-2022 school year: August 6, 2021, August 31, 2021, November 2, 2021, and January 25, 2022. Trainers



also worked with two first grade teachers from each school, for a full day, three times on September 1, 2021, November 3, 2021, and January 26, 2022. Two second grade teachers from each school attended three full days on September 2, 2021, November 4, 2021, and January 27, 2022. Each teacher also had site-based follow-up following each full day.

During the site-based visits, trainers were able to observe the various levels of implementation which varied from site to site and from teacher to teacher. One site was hindered by the school’s COVID policies which did not allow students to share materials or to work together in any way. Three sites showed commitment to implementation with support from their administrators and math coach. One of the teachers at these three schools was resistant and therefore had a low level of implementation. The fifth school struggled for the most part to put the best practices into place in their classrooms with the exception of two teachers.

Sample data below by school, shows the results of those specific challenges. The first bar on each chart is from the beginning of the year. The second bar is from the middle of the year. The first three charts are from the sites with the most consistent implementation and administrator support. The fourth is from the school with strict COVID policies and the final image is from the school that struggled with implementation.



**Insights, Reflection, and Next Year’s Goals**

One lesson that seems to be relearned every year is the most productive professional development happens over time and in multiple settings. Working with the Doral Academy schools this year was an opportunity to work with the same teachers for multiple, full days followed by multiple site-based follow-up sessions, and online meetings with individual teachers or with a grade level as requested. This provided an opportunity to track growth and the realization that one year is not enough. The first year is really about getting started, trying things out which creates more questions, and making adjustments. Now that the teachers have had a start, continuing PD that is at a deeper level, “Insightful Use,” is essential.

It was apparent to the RPDP trainers that teachers need more time grappling with mathematics content embedded in best practices. They need to do math and to be exposed to math content beyond their own grade level. This led to the proposed leadership project for the 2022-2023 school year which would meet monthly to do math together, to look at student thinking, and focus on best practices over time. These teacher leaders would end their year together by planning and implementing a mini-conference as a culminating project in the spring or early summer of 2023.

## **Elementary Math - Providing PD Opportunities to Educators Throughout Southern Nevada**

### **Overview**

The RPDP trainers Nicole Jawhari, Kathy Dees, Sue Dolphin, and David Janssen provided remote synchronous and asynchronous professional development opportunities that aligned with the NEPF and NVACS to educators across Clark, Mineral, Nye, Lincoln and Esmeralda counties as well as Southern Nevada Charter Schools.

### **Objectives and Milestones**

*Number Talks PD for Educators, Coaches and Strategists, and Administrators.*

The result of professional development will be improving teaching practices and content area knowledge of educators who attend the trainings, in turn providing positive outcomes in student achievement.

RPDP trainers offered long term professional development opportunities on Number Talks for educators as well as Number Talks for Coaches and Strategists. Alongside these trainings, trainers offered several sessions with school administrators to help communicate goals and expectations as well as ways they could offer further support and follow up with educators at their schools. More than 60 administrators from elementary schools in Southern Nevada attended at least one session or met with trainers in regards to Number Talks at least once over the 2021-2022 school year.

As a result of communicating with administrators as well as coaches and strategists trainers were able to spend time, modeling, observing and debriefing onsite at many elementary schools to provide additional support to the ongoing synchronous and asynchronous learning opportunities regarding implementation of Number Talks focused on the NEPF and NVACS.

The opportunity to obtain permissions and record video at one of the school sites resulted in enriching the professional development to include videos of best practices for teachers even if trainers were not able to make it into each of the educators' classrooms. Offering these trainings remotely will provide access to educators outside of a specific region, or county and provide additional opportunities for ongoing collaboration and deep learning.

Trainers offered hybrid methods of PD which included virtual meetings as well as the opportunities for educators to practice the routine in their classrooms and reflect weekly on their practice as well as the development of students' thinking. Trainers had the opportunity to read and respond with meaningful constructive feedback to educators weekly throughout the courses. During opportunities for trainers to be onsite they modeled, observed and coached educators on how to move forward in their practice. Over 100 educators were able to engage in the opportunity of deep learning of 24 hours or more of professional learning. Several hundred educators were able to engage in at least an introductory session and some follow-up from admin or from RPDP trainer observations, modeling, or mentoring.

*Putting the Practices into Action for PreK-5 and Productive Mathematical Discussions for PreK-5.*

The result of professional development will be improving teaching practices and content area knowledge of educators who attend the trainings, in turn providing positive outcomes in student

achievement. RPDP trainers Nicole Jawhari and David Janssen observed educators' needs to participate in professional development asynchronously due to the varying schedules. Trainers developed two asynchronous courses for 12 hours each focused on NVACS, NEPF and best practices.

Offering these trainings remotely will provide access to educators outside of a specific region, or county and provide additional opportunities for ongoing collaboration and deep learning. Over 75 teachers participated, some attended both asynchronous sessions for a total of 24 hours. The positive response to this PD led instructors to develop additional opportunities for professional learning for the 2022-2023 school year.

## **Elementary Math – Family Engagement**

### **Overview**

The RPDP trainer, Nicole Jawhari supported the Clark County School District's Family Engagement Department by developing and holding sessions for families to attend on supporting their children in mathematics for grades Prek-2 at various schools throughout CCSD. While this occurred over the last few months of the school year, Nicole was able to hold sessions at several different school sites, supporting families in how to support their children's learning of mathematics at home.

### **Objectives and Milestones**

1. Family engagement sessions will allow trainer to interact with families in a way that meets families where they are, identifying strengths and building on existing household routines to better support their children's mathematical development as it relates to the NVACS.

Nicole Jawhari developed sessions focused on identifying mathematics that naturally occurs in family routines and assisted families in building on those routines to challenge their learners and align the mathematics with the NVACS. Nicole hosted these sessions and worked with families at several school sites in the spring, 2022.

2. Family engagement sessions will partner with school sites to build partnerships with administrators, paraprofessionals and teachers to see families as assets to the school community and find ways to better support families in the way they interact with their children mathematically at home.

Nicole Jawhari partnered with CCSD's, Family Learning Advocates (FLAs) to create and host sessions that partnered with several schools in CCSD. Session attendance included parents, grandparents, students, children not yet in school, staff members from the school, FLAs and translators. Over the 2022-2023 school year Nicole will work to deepen the relationships made by FLAs and educators at school sites with the families they serve as they are the ones able to build lasting relationships with their school community. Nicole will also create content-based sessions specifically for the Family Learning Advocates to be able to better understand the mathematics content and support families at the schools they serve.

## **Elementary Math – Modeled Lessons, Professional Development, Observation, and Mentoring**

### **Overview**

Nicole Jawhari provided modeled lessons in Elementary instruction for PreK-5th grade throughout Clark, Mineral, Nye, Lincoln and Esmeralda counties as well as Charter Schools.

Instruction included modeling *best practices*\* in small group instruction, whole group instruction, classroom routines, Number Talks, or math workshops depending on the need(s) of the school/teachers.

\*Best practices are referring to but not limited to: infusing math practices in instruction, using the NEPF to drive instructional decisions, understanding the complexities of NVACS through unpacking and working through the progressions of the standards to best know how to implement these understandings in the classroom, long range/short term planning using NVACS, identifying strength and weaknesses within materials teachers have available within their school and learning to use them in a way that aligns to the NVACS.

## **Objectives and Milestones**

These structures were supported with follow up professional development on *best practices* during grade level PLC's, faculty meeting times, emails, and through virtual collaboration.

Nicole Jawhari worked closely with a charter school to develop monthly professional development opportunities focused on reflecting on modeled lessons at which the teachers had observed the trainer implementing with their students earlier in the month.

In addition to modeling lessons and professional development, follow-up observation and mentoring of teachers will be embedded into the structure for teachers/ admin seeking additional support.

Nicole Jawhari followed up with these teachers during the school day on several occasions. Additionally, she worked with teachers during their prep periods on professional development, reflections, and implementations of best practices. The trainer also worked closely with the strategists at the school to assist them in carrying out support even when the instructor was not present.

This multi-tiered approach to professional development will result in improving teaching practices in mathematics. Teachers who are more effective in their instruction and have a strong foundational knowledge of the content they are teaching will result in increases to student achievement and mathematics understanding.

Teachers at the school were engaged and excited to continue their learning. The strategist connected with another charter school in their network to expand the training to all K-2 teachers, starting with a full day training in June and August 2022 to prepare for what will include ongoing work on linking assessment and instruction with math workshop. This ongoing work with returning and new teachers will result in improving teaching practices in mathematics, in turn increasing student achievement and mathematics understanding.

## **Elementary Math – Response to Site-Based Needs**

### **Overview**

Trainer collaborated with administration and strategists to plan remote and face-to-face professional development to meet the needs of individual school sites throughout Clark, Mineral, Nye, Lincoln and Esmeralda counties as well as Charter Schools. Examples of professional development delivered included the use of Number Talks K-5, Best Practices in Mathematics K-5, Unpacking NVACS K-5.

### **Objectives and Milestones**

The result of professional development will be improving teaching practices and student understanding at the school sites that RPDP trainer provides support.

Professional development at school sites assisted teachers in improving teaching practices as evidenced by feedback from administration, coaches, strategist, and educators at the schools.

## **Classroom Observation Report**

Nicole Jawhari had opportunities to observe and model lessons in classrooms throughout the 2021- 2022 school year. Trainer had the opportunity to model Number Talks, Three-Act Tasks, whole group math instruction, math workshop, and small group math instruction in classrooms with teachers observing the lessons. Many of these opportunities allowed for debriefing with the teacher following the lesson to discuss educators' observations of students' thinking, connections of the lesson to the NEPF and NVACS, teacher moves, addressing questions, and discussing next steps. Teachers were then expected to attempt to implement what was being modeled with additional supports in place to make sure they were prepared. In some cases this meant co-teaching before the educator attempted the routine or instructional opportunity independently. There were several opportunities to observe educators' instruction as well and debrief accordingly. An additional benefit of instruction was the ability to video lessons (where permissions were obtained) to use for educators beyond the 2021-2022 school year.

While not formal observations, the Number Talks K-3 classes provided allowed trainers to observe lessons and transcripts of teacher's Number Talk routine in their classroom and provide meaningful feedback to help further teachers' instructional practice and impact student learning.

## **Insights, Reflection, and Next Year's Goals**

The 2021-2022 school year was full of adjustments as educators and students returned on site following the pandemic. The trainer felt strained in how to balance the return of work done with teachers throughout the school day while continuing to offer after school professional development opportunities. Trainer increased asynchronous work to give flexibility to educators and still allow them to engage in high quality professional learning. Educators engaged and appreciated opportunities. The trainer did not anticipate the amount of time giving constructive, meaningful feedback to participants would take in these courses. Moving forward the instructor needs to consider the time meaningful feedback takes and build it into scheduling accordingly as they continue to offer asynchronous learning opportunities.

The 2022-2023 school year will consist of continuing to increase the amount of high quality, asynchronous PD offered focused on best practices in elementary mathematics and the NVACS. Courses created this year will continue with the addition of a Models and Tools class for K-2 and 3-5, as well as a course focused on questioning in mathematics.

The trainer would also like to simultaneously increase the presence she can have in classrooms modeling, and observing lessons focused on student learning. This will begin with building the capacity at several charter schools and continuing to record when possible to use in other professional development opportunities with educators.

RPDP trainers have also discussed the need of working with teacher leaders to participate in mathematics themselves. We plan to create a K-2 leadership cohort to invest in teacher leaders' learning. This experience will culminate with an opportunity for teachers to present at a mini conference at the end of the 2023 school year.

## Elementary Math – Janssen

### Overview

David's primary tasks for the 2021-22 school year included the following: provide professional development support and services, in elementary mathematics, to the SNRPDP county school districts including individual schools/departments in Clark, Mineral and Nye County. Support was also provided for many of the non-CCSD charter schools/academies such as the Doral, Pinecrest, and Somerset charter school systems. This support consisted of face to face, virtual and/or hybrid in-services and workshops at school sites requesting specific trainings for topics such as: Unpacking the Nevada Academic Content Standards (NVACS), Smarter Balanced Assessment (SBAC), and the Nevada Educator Performance Framework (NEPF). Also providing support with engaging instruction through best practices, closing instructional gaps, and mathematics content support in the domains of operations & algebraic thinking, the base ten system, fractions, measurement & data and geometry. Some of this professional development support was provided during after-school hours and after contracted days for professional development hours and license renewal opportunities.

### Objectives and Milestones

Professional development opportunities were designed by David to meet the needs of each site in full or half-day workshops, grade level meetings, general staff meetings face-to-face and/or through virtual online trainings. Modeling, coaching, and other training were also provided to support best practices and support the Nevada Academic Content Standards. Best practices included the use of appropriate models and tools, mathematical discourse, effective questioning, problem solving, differentiation, higher level thinking, growth mindset, effective implementation and use of assessments, etc. David assisted teachers in examining the Smarter Balanced Assessment (SBAC) and the NVACS to ensure that best practices were sufficiently and effectively taught in all classrooms. Many of the workshops and classes offered in CCSD before or after school allowed teachers to earn contact units (CUs) for salary advancement. He taught two professional development 12 hour courses for license renewal hours throughout the school year: Productive Mathematical Discussions for PReK-5 and Putting the Standards for Mathematical Practice into Action.

David supported a CCSD project called MCCOL (Math Collaborative Community of Leaders). Together with the CCSD K-12 math department director, two K-12 coordinators, some CCSD math project facilitators and some RPDP project facilitators, they worked with selected CCSD teacher leaders to build capacity and develop instructional leaders. David and the other project facilitators with CCSD and RPDP met on Monday evenings once a month to coach and train the teacher leaders. Over the summer, many of the teacher leaders taught RPDP elementary math summer sessions for teachers across southern Nevada through virtual courses they developed from the MCCOL project.

Continued professional development support was offered and provided for the growing number of charter schools throughout Southern Nevada (specifically Somerset Academies, Doral Academies, and Pinecrest Schools), as well as the public schools in the rural counties of Nye, and Mineral. In addition to before and after school workshops, many of these professional development in-services included virtual classroom modeling of content and best practices.

David participated in the creation of a podcast for teachers titled *Lean into Learning* with a focus on K-12 literacy and mathematics. He collaborated with the co-creators, Julie Cooper and Christine Meachum. The purpose of this podcast is to discuss/promote current issues in education.

David and the elementary mathematics team at RPDP facilitated summer PD classes that were offered after the academic school year during the week of June 6-10. All five southern counties had the

opportunity to attend these 60-90 min. PD sessions for professional development and license renewal. Content specific courses were offered to ensure that the needs of the individual teachers/regions were met. Courses he taught/proctored focused on the topics of closing the gaps in K-5, problem solving, the use of models and tools in grades K-2 and 3-5 and promoting rich tasks in K-5.

## **Classroom Observation Report**

At the request of some of CCSDs elementary schools and non-CCSD charter schools, informal classroom observations were conducted to provide feedback to teachers regarding the use of best instructional practices and the NVACS during instruction. These observations were non-evaluative. Many times throughout the school year, when David provided an in-service or training, he followed up with a coaching/observation cycle in which he: (1) modeled best practices in the classrooms, (2) observed classroom teachers implementing the new practices, and (3) provided feedback to the teachers. This form of professional development was highly supported by administrators and teachers throughout the year.

## **Insights, Reflection, and Next Year's Goals**

The SNRPDP elementary mathematics team has found working with teachers in their classrooms, whether virtual or face-to-face, to be highly effective in the eyes of site administrators and classroom teachers. Also, with over 250 elementary schools in the five southern counties, the elementary math team has found it to be vital to have two full-time trainers on staff as well as two part-time/contracted trainers, allowing the team to meet the requests and needs of all schools across Southern Nevada more effectively. Additionally, RPDP trainers have received extensive training in the use of online Google tools such as Google Meets and Google Classroom, allowing them to support teachers in a much more extensive way. For example, incorporating Google Meets and Google Classroom as an online/blended learning model in trainings and PD classes has allowed the trainers to support all schools with access to high quality professional development.

Over the last six years, the Las Vegas area has seen tremendous growth in non-CCSD Academic Nevada charter schools (Doral Academies, Somerset Academies, Pinecrest Academies, etc.). As these charter schools do not receive support from CCSD, the SNRPDP elementary math team has built strong relationships with these sites, providing valuable ongoing professional development over several years as they continue to grow and service southern Nevada families.

In 2022-23, David plans on supporting teachers/learners in a critical area of best practices with a focus on “The Appropriate Use of Models and Tools”. He plans to develop professional development and teach courses that focus on the appropriate use of models and tools to support learners develop conceptual understanding rather than just procedural understanding of critical math concepts in their grade level bands. He will also continue to create podcast episodes throughout the school year with the podcast team. These podcasts will focus on current issues, best practices on mathematics and promote RPDP as a resource for professional development. A personal goal of his is to get published in an academic publication such as NCTM’s *Mathematics Teacher: Learning & Teaching Pk-12*.

## **Middle School Mathematics – Mathematics Collaborative Projects**

### **Overview**

Candice Meiries and Jen Loescher continued to support teachers with understanding the components and instructional implications of the SBAC assessment, data analysis and curriculum alignment. Their goal and focus was on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Increasing the content and pedagogy knowledge of teachers.
2. Increase teachers' knowledge and understanding of the NVACS both the content standards and the Standards for Mathematical Practice.
3. Increase teachers' ability to analyze SBAC and MAPS data using the scale scores to be both reflective and proactive with flexible grouping.

## **Objectives and Milestones**

Workshops/in-services were implemented to analyze high stakes assessments, specifically the SBAC Assessment. Using the blueprints/items specifications, teachers proved through textual evidence that SBAC is aligned to our NVACS (Nevada Academic Content Standards); therefore, if they increase their familiarity and flexibility of the NVACS, student achievement will increase on the SBAC. Teachers were encouraged to change instructional practice on a daily/weekly basis rather than spending time on “test prep”. Teachers explored SBAC’s definition of DOK (Depth of Knowledge) levels and obtained an understanding of how they interweave with the Standards for Mathematical Practice. Finally, teachers were able to review item specifications of sample SBAC questions.

Curriculum alignment and data analysis continued to be an important component of student achievement in schools. Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another. Workshops on how to utilize SBAC’s Interim Assessments and Tools for Teachers were provided. Teachers learned how to connect them to their current classroom resources and utilize the data to inform instruction.

The SBAC Ready in Minutes workshop was introduced to educators. Becoming “SBAC Ready” is about more than test preparation. It requires the shift to deeper learning in a comprehensive way through approaches such as assessment literacy, strong communications, and shifting curriculum and instruction to reach the depths of learning students require. In this workshop, teachers learned how to use high-interest SBAC-like problems that spark student engagement, exercise students’ critical thinking, and help students build skills needed in just minutes a day.

## **Insights, Reflection, and Next Year’s Goals**

Based on the feedback from teachers and administrators across Southern Nevada, the trainers will continue to provide professional learning opportunities on SBAC Analysis, Curriculum Alignment and Data Analysis. In the past, these workshops/in-services were provided during the school day per school. However, this year this method wasn’t conducive to the current school environment. Therefore, six SBAC Analysis “Boot camp” workshops were provided. These were provided to schools who used the professional development for PLCs and department meetings, while other workshops were open to teachers from multiple schools.

The trainers will continue to reach out to new teachers who aren’t familiar with the SBAC Assessment and provide support. This will start with a New to SBAC workshop in the fall.

## **Middle School Mathematics – Department Chair and Learning Strategist Workshops**

### **Overview**

Candice Meiries and Jen Loescher worked with two cohorts of Math Department Chairs and Mathematics Learning Strategists in Secondary Mathematics to develop their abilities to be instructional leaders at their sites. This was achieved through the following objectives:



1. Move the Math portion of the School's Star ratings from 1 to 2, 2 to 3, and 3 to 4 at the participating schools.
2. Develop Department Chairs and Learning Strategists who are knowledgeable and capable of supporting the mathematics teachers in their building.
3. Begin to grow the Department Chairs and Learning Strategists network in Southern Nevada into a cohesive group that works together for the benefit of all students in mathematics.

The project consisted of 6 half day virtual sessions, per cohort, scheduled from August 2021 through May 2022. Ten to fifteen Department Chairs and Learning Strategists from the 1, 2 and 3 Star Schools from Southern Nevada participated.

## **Objectives and Milestones**

*Move the Math portion of the School's Star ratings from 1 to 2, 2 to 3, and 3 to 4 at the participating schools.*

The focus was on schools that have 1, 2 and 3 Star ratings, CSI and some TSI schools, as they have the highest needs. Due to the Pandemic and the lack of testing in the spring of 2020, these schools were chosen based on the 2019 star ratings report. Unfortunately, with the suspension of testing in 2020 and the optional testing in 2021, we are unable to obtain data for this objective.

*Develop Department Chairs and Learning Strategists who are knowledgeable and capable of supporting the mathematics teachers in their building.*

Participants in Year 1, Cohort 2 were introduced to the Leading Mathematical Proficiency Framework which positions student outcomes as the focus of all professional work and connects the Eight Mathematical Practices for students with NCTM's Eight Effective Teaching Practices to help guide teachers toward growing mathematics proficiency in their classrooms. They explored resources on critical coaching and teaching actions which included:

- Shifting classroom practice in a way that leads to student math proficiency and understanding of mathematical concepts
- Honing in on key areas, including content knowledge and worthwhile tasks, student engagement, and questions and discourse
- Navigating a coaching conversation
- Planning and facilitating professional learning communities
- Finding a focus for professional development or a learning cycle
- Making connections between professional learning activities, teaching, and student learning
- Using the coaching cycle--plan, gather data, and reflect--to build trust and rapport with teachers

Participants in Year 2, Cohort 1, continued their work on the Leading Mathematical Proficiency Framework. There was also a focus on building principal and coach partnerships. They explored tools and techniques on creating a supportive relationship with their administrators, studied lessons from the field illustrating principal and coach collaborations, and met with author and educational consultant Diane Sweeney to learn more about these relationships.

*Begin to grow the Department Chairs and Learning Strategists in Southern Nevada into a cohesive group that works together for the benefit of all students.*

At the beginning of each session, participants were asked to share what they have experienced or tried in the past month. These included:

- Responses/interactions with colleagues
- I tried...
- Processing/chewing on...
- Questions I'd like to discuss

During this time, they shared what was working well with each other and asked for possible solutions to challenges that had come up. Participants also worked in small groups working through coaching scenarios. It was an opportune time for them to share their experiences and expertise.

## **Classroom Observation Report**

N/A

## **Insights, Reflection, and Next Year's Goals**

This was a challenging year for this project. Learning Strategists were pulled back into the classrooms and Department Chairs were asked to sell their preparation periods to cover classes due to a severe teacher shortage and COVID-19 related illnesses. These factors caused participation to be low and sporadic. However, based on the feedback from the participants from the prior year and this year, the trainers will continue providing these workshops for the upcoming school year. They feel with the changes being made in education, participation will increase. These workshops will be broken down into three cohorts for next year. Cohorts 1 and 2 will be a continuation of our study on mathematical coaching, coaching mindsets, shared goals, and action planning. It will also focus on building principal and coach partnerships. Cohort 3 will consist of Strategist and Department Chairs who are new to the position or who did not participate in the prior year's workshop. The focus will be the beginning study of mathematics coaching, coaching mindsets, shared goals and action planning. The trainers anticipate about 45 participants from various schools throughout Southern Nevada, including the rural counties.

## **Middle School Mathematics - Math Meets**

### **Overview**

Candice Meiries, Jennifer Loescher, and Carol Long facilitated a community of middle school math teachers throughout Southern Nevada who met via videoconferencing throughout the year for a power hour of collaborative learning, sharing resources, networking and support of one another. They provided a space for teachers to share experiences, practice new ideas, and find colleagues who wanted to learn and grow together. Math Meets met six times throughout the 2021-22 school year.

The goals were:

- Increase student achievement and teacher effectiveness by increasing teacher content knowledge, pedagogy, and instructional strategies.
- Communication with all five counties will increase to strengthen relationships and meet the needs of our rural districts.

### **Objectives and Milestones**

This professional learning network was effective, participants evaluated the sessions at an average of 4.8 for "having opportunities for interaction and reflection" as well as the "pacing and facilitators expertise enhancing the quality of the workshops". Educators were able to find productive resources, including formative assessment strategies, instructional strategies, and technology strategies. The transition from distance learning to face to face instruction was at the forefront for educators so they focused many of their sessions highlighting strategies towards this transition. A few teachers shared that they successfully used several of the resources, strategies, and questions with their students and their staff.

## **Classroom Observation Report**

N/A

### **Insights, Reflection, and Next Year's Goals**

Math Meets was well received and had 6-15 teachers attend each month. The trainers intend to continue this project next year, decreasing the number of sessions to once a quarter. It is critical for educators to network and have support from each other. They tried using a Padlet as a springboard for teachers to connect with each other regarding topics of interest and expertise. They will continue to support and encourage colleagues to take risks and share their experiences and knowledge with one another (wisdom exchanges).

## **Secondary Mathematics – Teachers' Math Circle**

### **Overview**

Candice Meiries, Jennifer Loescher, and Carol Long reignited the Southern Nevada Teachers' Math Circle which was devoted to broadening the mathematical horizons of middle school math teachers and specialists. Ed Keppelmann, UNR Professor, collaborated with the team for each workshop to provide problem solving activities that encouraged teachers to critically think as students of mathematics.

The focus was on open-ended explorations of mathematical techniques and problems. Through this collaborative process, they provided teachers with an opportunity to enrich their knowledge and appreciation of mathematics. Problem-solving abilities and critical thinking engender success and promoting these abilities in teachers will, in turn, foster them in their students. The Teacher's Math Circle met four times during the 2021-22 academic year, twice virtually and twice face to face. There were 4-10 teachers in attendance for each workshop.

### **Objectives and Milestones**

This year was a re-ignition of the Southern Nevada Teachers' Math Circle, SNMTC. They had taken a year off due to the pandemic. They started virtually until it was known to be safe to meet face to face at the request of participants. The team found that the program affected participating teachers in positive ways. Teachers developed stronger identities as mathematical thinkers and began to see themselves as both teachers *and mathematicians*, teachers felt more pedagogically prepared and had increased self-efficacy as math teachers, and mathematical knowledge for teaching increased after participating in a workshop.

During one of the workshops, educational consultants from CPM Educational Program collaborated with the team and provided problem solving activities that focused on *productive struggle* for participants. These activities had all involved thinking outside the proverbial box.

## **Classroom Observation Report**

N/A

### **Insights, Reflection, and Next Year's Goals**

The team found that the program affected participating teachers in positive ways. Teachers developed stronger identities as mathematical thinkers and began to see themselves as both teachers *and*

*mathematicians*, teachers felt more pedagogically prepared and had increased self-efficacy as math teachers, and mathematical knowledge for teaching increased after participating in a workshop. It also had a very strong connection to the NEPF and the NVACS.

Attendance is a concern moving forward. The team decided to have a different school host for each workshop next school year. We will reach out to teachers at the hosting school as well as schools in the area and encourage them to attend, hoping new participants will join the workshop. The workshops have always been held on a Friday evening due to the request of past attendees; the team will seek out feedback from participants in September to determine if the day of the week will be changed.

## **Secondary Math – Mathematics Collaborative Community of Learners (MCCOL)**

### **Overview**

Candice Meiries, Doug Speck, David Janssen, and Kathy Dees joined Clark County School District, Curriculum and Instruction Division, in facilitating a cadre of K12 Mathematics Teachers engaged in collaborative learning during the 2021-2022 school year. The goals of this cadre was:

- Build a collaborative community of learners
- Engage in rigorous mathematics tasks and routines
- Understand the effective teaching practices
- Reflect on current teaching challenges

The K-12 Mathematics Collaborative Community of Learners, MCCOL, met seven times during the academic year and engaged in asynchronous, self-guided, independent and/or collaborative professional learning opportunities between meetings. There were 21 participants from various Clark County School District schools.

### **Objectives and Milestones**

The K-12 Mathematics Collaborative Community of Learners, MCCOL, engaged in research and professional learning to develop a deeper understanding of K-12 mathematics Nevada Academic Content Standards (NVACS) and effective teaching practices.

During each session, participants were asked to complete collaboratively various rigorous mathematical tasks and routines. They discussed solutions, how to implement tasks with students, and reflect about their own teaching and learning practices.

The community was guided by the text, *Principles to Action: Ensuring Mathematical Success for All* by the National Council of Teachers of Mathematics. Teachers worked collaboratively in small groups and presented a one hour professional learning on one of the eight essential, research-based Mathematics Teaching Practices. Each group was mentored by one of the facilitators. After their presentation, groups were given constructive feedback and asked to present at the RPD Elementary Mathematics Summer Institute.

### **Classroom Observation Report**

N/A

### **Insights, Reflection, and Next Year's Goals**

Overall, this was a successful collaboration. Participants worked very hard and committed to changes within their own teaching. The RPD Mathematics Department will continue to work closely

with the Clark County School District, Curriculum and Instruction Department, next year on this project with a focus on Equity in Teaching.

## **High School Mathematics – High School Support**

### **Overview**

The High School Math Team consists of two members - Doug Speck (full time) and Karl Spendlove (consultant). The team is committed to improving High School Mathematics in the Southern Nevada region at a variety of levels. At the school level we provide direct in-school support; at the individual teacher level we assist with content knowledge development and instructional improvement through classes we offer and the resources provided through the RPDP website; and at the system level they provide support with district initiative and statewide through work with the Nevada Department of Education.

### **Objectives and Milestones**

Following a year of school closures and online instruction the High School Math team decided to focus on three specific areas for their work during the 2021-2022 school year.

#### *In person classroom observations/feedback cycles*

The team conducted a total of 146 observation / feedback sessions this school year. These sessions generally last for one entire class period followed by direct feedback either in person or via email conversations when needed.

#### *In person school meeting with Administration*

The team held a total of 20 meetings with school administrators to develop plans for supporting math instruction in their buildings. These consulting and planning meetings focused on ways the school administration could continue to support math teachers when the RPDP team was not in the building.

#### *In person School wide Professional Development sessions*

The team delivered a total of 14 onsite Professional Development sessions ranging from 1 - 3 hours in length. These sessions focused on instructional planning and delivery and included sessions on Long Term Planning, The Active Math Classroom and Student Engagement. Specific Professional Development was also offered at three locations focused on the ACT Math Test.

#### *In person Curriculum Classes for Teachers*

The High School Team held a total of 10 math content classes with a total of 90 enrollments. This year the team focused primarily on the needs found in the Algebra 1 and Geometry courses.

### **Classroom Observation Report**

As noted earlier the High School Math team conducted 146 observation / feedback cycles this school year. These observations were divided rather equally between District Schools (79) and charter schools (67). Most of the teachers had 4 - 5 observations to allow for continued follow-up throughout the year. 3 of the observed teachers were invited to join the content classes to address specific needs that were identified. All 3 joined the classes and showed marked improvement in their instruction as a result.

## Insights, Reflection, and Next Year's Goals

With the return to in person instruction the High School Math team determined that there would be a need to assist teachers with student engagement. To this end one major theme that ran through their observations, meetings, Professional Development and content classes was focused on creating an active and engaging classroom. Based on participant feedback from Professional Development sessions and Content Classes this focus was helpful in returning instruction to pre-pandemic standards. The team intends to continue this push next year with the expansion of content classes into the Algebra 2 level. The team will also continue to focus on classroom observations / feedback cycles to help individuals improve. As the issue of teacher retention moves to the forefront it is the belief of the High School Math team that having an active/engaged class of students improves the teacher's view of their job and makes them more likely to continue in the profession. The team will continue to work with teachers to develop this type of classroom instruction.

### Secondary Math – General Duties

#### Overview

The goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Increasing teacher content knowledge and developing pedagogical approaches to instruction.
2. Partnering with the Nevada Department of Education, the Curriculum and Instruction Development Department (CID), and NNRPDP and NWRPDP.

#### Objectives and Milestones

*Increasing teacher content knowledge and developing pedagogical approaches to instruction.*

RPDP Trainer, Jen Loescher, created/modified and provided professional development to 12 middle schools, including five charter schools, and one high school (strengthening ten relationships from last year and adding nine new relationships) on a variety of topics including: SBAC Analysis, SMPs (Standards of Mathematical Practices), Curriculum Alignment to the NVACS using an SBAC lens, and math literacy (including vocabulary, questioning, and discourse). She increased collaboration with administrators and strategists, including Nye County, to determine the needs of their school or department as well as debriefs to increase the sustained impact of each professional learning opportunity. Additionally, the trainer created and facilitated six workshops anchored in texts using *Courageous Edventures* by Magiera, *Rebound* by Fisher, Frey, and Hattie, *Uncommon Sense Teaching* by Oakley, Rogowsky, and Sejnowski, *The Power of Moments* by C. Heath and D. Heath, *The Little Book of Restorative Justice in Education* by Evans and Vaandering, *The Little Book of Restorative Discipline for Schools* by Amstutz and Mullet, and *Justice on Both Sides* by Winn. Attendees valued the structured space to collaborate with colleagues from a variety of schools including other districts, charter schools, and correctional institutions; many shared that they plan to suggest the book(s) to their administrators as a possible book study for their school/department to participate in next year. The sessions were evaluated at an average of 4.8 for “having opportunities for interaction and reflection” as well as the “pacing and my expertise enhancing the quality of the workshops”.

*Partnering with the Nevada Department of Education, the Curriculum and Instruction Development Department (CID), and NNRPDP and NWRPDP.*

Jen continued to co-facilitate a statewide book study (*Dare to Lead* by Brene Brown) with Connie Thomson from NNRPDP, Deanne Hicks from Washoe County, and Kristin Campbell from NWRPDP; we facilitated two cohorts of teachers. As part of the collaboration, a part 2 called Learning to Rise was created and facilitated to extend learning for those who engaged in the Dare to Lead workshop (one cohort of teachers engaged in this workshop). The trainer continued to maintain a relationship with CID by supporting the facilitation of professional learning sessions for Carnegie and

Big Ideas. She continued to participate in the State Network Educator (SNE) Workshops with SBAC and was a Table Lead at the June and July Workshop as well as additional projects such as helping to create Focused Interim Connections Playlists that will be used in the upcoming summer SNE workshops and vetting instructional materials for the new site, Tools for Teachers.

## **Classroom Observation Report**

Five classroom observations and debriefs from November, 2021 through March, 2022 were conducted with three middle school math teachers at Lone Mountain Somerset Academy. After each cycle, the teachers made instructional adjustments to increase student achievement. The principal and assistant principal noted instructional improvements and one of the teachers had the highest student growth on the math iReady assessment. Additionally, two half-day professional learning sessions focused on the NVACS and SBAC were facilitated and evaluated as 5.0 across all nine questions.

## **Insights, Reflection, and Next Year's Goals**

Based on feedback from book study participants, the trainer will continue to create and facilitate these professional learning opportunities. The depth of the conversations and application of learning was created through the diverse backgrounds and experiences of the educators. The partnership with NNRPDP and NWRPDP will continue.

## **Secondary Math – Coaching and Mentoring Strategists**

### **Overview**

The majority of Learning Strategists and Instructional Coaches begin this new role with novice-level skills. They need and want additional support to learn and build upon skill sets needed to more effectively support their colleagues both via constructive feedback and facilitation of professional learning. The goal and focus is to help coaches transfer knowledge and learning gained during workshops into concrete skill development. This was achieved through the following objectives:

1. Bring awareness to teacher leadership opportunities to support student growth and increase teacher retention.
2. Learning Strategists/Instructional Coaches will increase their effectiveness after building and refining their constructive feedback and professional learning facilitation skills.

### **Objectives and Milestones**

*Learning Strategists/Instructional Coaches will increase their effectiveness after building and refining their constructive feedback and professional learning facilitation skills.*

Jen continued offering one-on-one support (via mentoring, training, and coaching) to Learning Strategists/Instructional Coaches in a more explicit way. This year, the impact grew to eight Strategists, one Department Chair, and four teachers. The trainer focused on building expectations, best practices for coaching teachers, and improving professional development sessions (via observation/debrief and review of materials). Learning Strategists increased their effectiveness after building and refining their constructive feedback and professional learning facilitation skills. Partnering with Candice Meiries during the DC/LS Workshops increased the possibilities for relationship building.

## **Classroom Observation Report**

N/A

### **Insights, Reflection, and Next Year's Goals**

To continue the capacity of this project next year, the trainer is continuing the structured component of mentoring and coaching Learning Strategists and Instructional Coaches. She broadened the DC/LS Workshop to a series of workshops specifically designed for charter schools; this was not as successful due to lack of attendance throughout the year. All participants expressed wanting the workshop series to continue next school year; she will work on finding dates/times that may increase the attendance. Continuing to build and strengthen relationships with administration and teachers will increase participation and understanding of the impact collective teacher efficacy will have on student achievement.

### **Secondary Math – Collective Teacher Efficacy**

#### **Overview**

This project pivoted due to the continued challenges from staffing shortages and the inability to secure substitutes to release teachers during the contractual day. While the trainer was unable to support schools in developing Teacher-Led Walkthroughs or #ObserveMe protocols nor facilitate Lesson Studies, she was able to support a high school to establish protocols and facilitate nine rounds of Peer Observations for their Math Department, involving nine teachers. The goal and focus is to increase student achievement and teacher effectiveness by facilitating peer observations followed by non-judgmental conversations about teaching and learning. This was achieved through the following objectives: Increasing teacher content knowledge and developing pedagogical approaches to instruction through collaborative inquiry

Cheyenne High School observed an overall average of 3 point increase and a 6 point increase for their English Language Learners in their math data on the MAP assessment from fall to winter administration during the 2021-2022 school year. The school identified the Peer Observations as being the change that occurred during the school year. Several teachers acknowledged how impactful this learning opportunity was for them and their students due to having structured time to observe their colleagues and engage in non-judgmental debriefs reflecting on what was observed, pedagogically sound instruction, and the connection between teaching and learning which spurred many of them to be self-reflective about their own teaching practices.

The administrator supervising the math department noticed an increase in student discourse and student engagement strategies during observations that were linked to the debrief conversations facilitated after each round of peer observations. Based upon the success and feedback from this process, the school decided to expand this opportunity to their ELA Department.

### **Insights, Reflection, and Next Year's Goals**

Due to the projected staffing shortages for next school year we are not planning to utilize substitutes for any professional learning. The trainer will continue to provide support to this school as they continue to implement Peer Observations.



## Secondary Math – Secondary Math Conference

### Overview

The Secondary Mathematics Team consists of five trainers - Jennifer Loescher, Carol Long, Candice Meiries, Doug Speck, and Karl Spendlove. Each trainer brings specific strengths to the overall math professional development program. The team's goal and focus are on professional development to increase student achievement and teacher effectiveness.

The Secondary Math Conference provided guest speakers and presenters for teachers to learn from and increase teacher leadership by providing space for submission of proposals and to present. In addition to opening and closing keynote speakers and a panel discussion, the math department offered 24 concurrent sessions, allowing choice for our educators. The focus of the concurrent sessions are to increase math content knowledge (including the Standards for Mathematical Practice) and pedagogy. All counties, including charter schools, were invited to participate as well as encouraged to present a session and participate on the panel. This was achieved through the following objectives:

1. Creating, hosting, and facilitating a virtual Secondary Math Conference that focused on:
  1. Increasing teacher content knowledge and developing pedagogical approaches to instruction
  2. Creating a collaborative network of mathematics teachers
  3. Supporting teachers with professional development that is relevant, ongoing, and collaborative to build the capacity of teachers and administrators

### Objectives and Milestones

*Creating, hosting, and facilitating a virtual Secondary Math Conference.*

The math team successfully created and facilitated a virtual conference - this was the second time using a virtual platform. With the assistance of Jason Lillebo, we hosted the conference on Zoom, trained our moderators and presenters with how to use Zoom, and had personalized agendas created and emailed from our registration system. Attendees stated that it was a very organized and smooth flowing conference with little to no challenges navigating the schedule; many also expressed how they appreciated the professional feel to the conference with music playing during transitions. This enabled full participation and engagement with the focus on learning and application.

*Increasing teacher content knowledge and developing pedagogical approaches to instruction.*

The 24 concurrent sessions included the following topics: math fact strategies, STEM, technology (Polypad, Discovery Education), performance tasks, linking concepts and skills, assessment strategies, problem solving, ACT, learner variability, number talks, and visualizing mathematics. Teacher evaluations demonstrated appreciation for the diverse topics offered as well as the quality of instruction.

*Creating a collaborative network of mathematics teachers.*

Conferences provide space and time for educators to connect and grow their networks across multiple schools and districts- increasing opportunities for collaboration and acceleration of learning. The panelists intentionally had representation from various leadership levels, as well as racial and ethnic diversity.

*Supporting teachers with professional development that is relevant, ongoing, and collaborative to build the capacity of teachers and administrators.*

The concurrent sessions were inclusive of relevant and timely topics such as technology based applications (Polypad, Discovery Education, and Learner Variability Navigator). Presenters included

opportunities for participants to engage in small group discussions as well as interactions throughout the session.

## **Insights, Reflection, and Next Year's Goals**

The overarching goals will remain the same as the math team continues to increase the quality and facilitation of the annual conference. The trainers plan to facilitate a hybrid conference with Friday being virtual and Saturday being in person. As mentioned previously, there was a strong appreciation for a wide range of topics; therefore, the department will continue to find and encourage educators to submit proposals addressing a variety of interests. It is critical to provide a plethora of topics that are relevant; therefore, the trainers will offer session ideas to educators to help them create a proposal to present. Expectations were refined for moderators, presenters, and attendees based on feedback, debriefs, and evaluations in order to increase engagement and effective facilitation of teaching and learning. The trainers discovered the need to emphasize the expectation of cameras being on in order to earn a certificate of professional learning hours.

## **Elementary Science - Bird**

### **Overview**

Elementary science consists of one full time trainer, Stacy Bird. There is currently one part-time trainer that helps facilitate classes and workshops for elementary science. Elementary Science offered state-wide science collaboration efforts, workshops, site based-science support, and statewide community family science nights. The Nevada Academic Content Standards for Science were rolled out several years ago and teachers are still in need of professional development and curriculum support for elementary science.

The overarching goal of the 2021-2022 school year was to broaden the impact of S.T.E.M. education for elementary science teachers in the five counties SNRPDP services and work on statewide science collaboration. A secondary goal for elementary science was to provide access to materials and lessons that are aligned to NVACSS. These goals were integrated into professional learning sessions, workshops and collaborative opportunities. The need for high quality NVACSS aligned science materials and assessment was evident in the requests from teachers and site-based professional learning sessions.

### **Objectives and Milestones**

#### *S.T.E.M. Leaders Academy*

The program that SNRPDP elementary science and OSIT partnered on was S.T.E.M. Leaders Academy. The goal of this program is to assist schools statewide K-12 that are interested in receiving the designation of a Governor's S.T.E.M. designated school in Nevada. The program takes school teams that consist of an administrator and grade level representatives through creating and implementing a S.T.E.M. strategic plan. Subsequently, the elementary schools in Southern Nevada sought support in science education for RPDP science to help teachers align their teaching of science standards with the NVACSS and three dimensional learning. The program consisted of over thirty different schools throughout the state that are working towards the designation. Two elementary schools in Southern Nevada received the designation for this upcoming school year. RPDP science supported the schools with professional learning sessions and assisted with helping the school sites to make the shift to become an S.T.E.M. integrated school.

### *NEVADA CONNECTS Phase Two*

Nevada Connects is a statewide collaborative project between the RPDP's and the Clark County School District. The goal of the program was to have K-12 teachers partner with a Subject Matter Expert in Nevada to create learning assessment tasks that are open educational resources and available to any teacher in our state. The program participants have participated in professional learning sessions around science assessment and a peer review process. The partnerships formed between the Subject Matter Experts and Teacher Developers has helped strengthen the science understanding and explanation of the assessment tasks. Assessments that were created from this project will be available on the SNRPDP website and the other RPDP sites throughout the state.

This year the focus of the NEVADA CONNECTS project was on phase two of implementation. Teacher developers were invited back to work with RPDP and their subject matter experts to further refine their performance tasks. Phase two also consisted of two other endeavors. The first was a series of science experts that gave hour-long virtual talks via Zoom or Google Meet. Teachers throughout the state were invited to attend these interactive talks. There were fifteen different subject matter experts that gave talks over various Nevada-based science topics throughout the year. RPDP also developed a science assessment course that was virtual and open to all Nevada teachers to take. We had over sixty teachers take the course that was created.

### *Virtual Community Family Science Nights*

The need for community outreach through the lens of science became apparent during the Pandemic. This program is in year two of its implementation. The program's main goal was to bring science into the homes of our Nevada families. RPDP science partnered with scientists and informal educators throughout the state and nation to make science tangible for all of our Nevada students. The Three community family science nights were held virtually via Zoom and featured a scientist, an activity that can be completed at home, and a question and answer session with the scientists. The sessions were interactive so that our students and families could engage with the scientists. Through this program we reached almost 400 Nevada families over the three events. The plan is to bring in new content area scientists and host another two evenings over the 2022-2023 school year.

### **Insights, Reflection, and Next Year's Goals**

During the 2021-2022 school year, many schools realized that professional learning sessions need to be held over time and include accountability in order to facilitate teacher change. With this in mind, the schools that have reached out for professional learning support have requested long term support. The focus for these professional learning sessions will be on content and standards alignment and teacher support to change how science instruction is implemented in the classroom.

Another insight from this school year came from the schools that are a part of the S.T.E.M. Leaders Academy. The one common theme for this year was assistance with science project based learning.

With this in mind, we are currently creating a year-long science project based learning cohort that will take teachers through understanding the foundational skills of science PBL's and creating and implementing one with their students. The cohort will begin in the fall and will be a state-wide collaboration with the Northern Nevada Regional Professional Development Program. There will also be smaller workshops implemented throughout the school year.

## **Secondary Science**

### **Overview**

The SNRPDP Secondary Science Team consisted of Bret Sibley, a science education veteran and full-time trainer. Throughout the 2021-2022 school year, the SNRPDP Secondary Science team focused on championing key partnerships spanning several areas including local districts, informal science education groups, community agencies, colleges/universities, the Nevada State Department of Education, and several other professional development programs from other regions. One example of a commitment to impact and improve science education was the year-long work on the Clark County School District's Open Sci Ed Middle School Science Pilot Project. The goal of this project was to develop teacher capacity (phenomena-driven, Performance Tasks NVACSS-designed assessments, discourse strategies to equitably support all learners, leveraging the NVACSS to engage students in sense-making, etc.) so that all students at the middle school level experience high quality, phenomena-driven, NVACSS-Designed, tier 1 science instructional material facilitated by well supported expert science educators. Quality science instruction occurs when science educators are supported with high quality instructional materials, tools and strategies to support student progress toward mastery of the 3-dimensional science standards.

### **Objectives and Milestones**

To support the larger goal of implementation of the Nevada Academic Content Standards for Science through curriculum support, development, and critical evaluation of tools and student artifacts, SNRPDP Science Team worked with schools and districts to strategize ways to shift the level of rigor and quality of instructional materials used. Two primary, nationally recognized tools, the EQUiP and NGSS Lesson Screener, were used to shift the ways in which educators critically evaluate instructional material and allowed for deep conversation and collaboration of teachers implementing the Open Sci Ed Middle School Science Pilot Project.

To support the larger goal of teacher practices for development and evaluation of student artifacts to make claims of three-dimensional learning SNRPDP Science Team partnered with CCSD and UNLV, to develop and employ a lesson/unit framework that intentionally scaffolded the generation of student artifacts that would inform teachers of the student's use of the three-dimensions of the NVACSS to make sense of phenomena and evaluation strategies for these student generated artifacts. Several tools were developed to support teachers through the process of generation and evaluation of student artifacts, including: phenomena-based content and practices modeling to explain naturally occurring events, driving question boards that value student ideas in guiding investigation, scaffolds such as the Science and Engineering Practices (SEPs) analysis & planning tool, SEP question stems and sentence frames that focus in on specific grade-level competencies, and team practice and collaboration time to translate common experience into "how this specifically translates to my students" classroom connections.

### **Classroom Observation Report**

No formal classroom observations conducted during the 2021-2022 school year.

### **Insights, Reflection, and Next Year's Goals**

The Open Sci Ed Middle School Science Pilot Project was developed and implemented as a series of monthly workshops to experience the upcoming unit—prior to teaching it, to directly support the secondary science strategic plan established high needs goals of 1) NVACSS based on NGSS assessment, 2) teacher practices for development and evaluation of student artifacts to make claim of

three-dimensional learning, and 3) implementation of the NVACSS through curriculum support and development. Open Sci Ed Middle School Science Pilot Project teachers reported back several data points and shared student artifacts indicating that the participants were 1) increasing in content knowledge of the NVACSS, 2) implementing this new understanding into their classrooms and 3) using student work as artifacts to make claims about the type and depth of student understanding.

To build on the success of the Open Sci Ed Middle School Science Pilot Project, for the 2022-2023 school year the focus will stay squarely on supporting teachers with the NVACSS however, through the lens of other high-quality instructional materials. The chosen materials have been nationally evaluated against the EQIP Rubric, receiving the Next Generation Science Standards Design Badge - a designation less than 10% of all units reviewed have been awarded.

Goals for this coming year will center on key elements of high quality science instructional materials to:

- support high-quality 3-dimensional instruction and assessment aligned to NVACSS
- assist teachers in assessing their students' progress toward mastery of performance expectations
- target best practices in science education
- promote science teacher collaboration

## **Family Engagement - Family Engagement, SEL & Multicultural Education**

### **Overview**

The goal of SNRPDP's Family Engagement (FE) department is to support Nevada's vision for effective family engagement, social and emotional wellbeing, and cultural competency of its educators and students, by assisting educators in developing and/or improving practices that affect and promote increased student achievement and school improvement. Nathalie Brugman is the full-time trainer for this department.

### **Objectives and Milestones**

In working toward meeting the overall goal, professional development opportunities were offered to meet the diverse needs of PreK-12 educators in Nevada. Professional Responsibility Standard 4 of the Nevada Educator Performance Framework (NEPF) and the National Standards for Family-School Partnerships were the foundation for every course, workshop, and presentation provided. In an effort to build educators' capacity for developing meaningful partnerships with their families and the community, as well as to promote an equitable opportunity for learning for every student, both site-based and individual professional development opportunities were provided throughout the year.

The FE department offered two sessions of Parental Engagement: Introduction to Effective Family Engagement, a three-credit, graduate-level course, which was approved by the NDE to remove the Parental Involvement and Family Engagement license provision. This course focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's PreK-12 students. Analysis of the pre/post assessment data, as well as qualitative data (in the form of summary statements and feedback) suggests that educators who participated in the course, did in fact develop and/or improve their family engagement efforts and practices. Prior to taking the course, 22% of participants reported that they provided zero family engagement opportunities each month; whereas, upon completing the course, only about 3.5% continued to provide zero family engagement opportunities each month. Also, the data revealed that educators' self-efficacy increased significantly in: *confidence in one's ability to increase family engagement*. Using a Likert Scale of 1 = not confident -> 5 = very confident, participants rated themselves before and after the course. When the course began,

approximately 41.5% of educators indicated a lack of confidence (in the 1-3 range) in their abilities to increase family engagement, with only about 58.5% feeling “confident” to “very confident” (in the range of 4-5). In contrast, after completing the course, the number of participants reporting a lack of confidence was reduced to 3.5% and the percentage of those who felt “confident” to “very confident,” increased to 96.5%.

Additionally, steps were taken to begin to address goals set by the FE department (noted in the 2020-2021 Impact Statement) to establish a school-wide, collective approach to family engagement by providing professional development opportunities for school sites. This year, the FE department focused on one school, providing year-long in-services, as well as a workshop series that educators engaged in after contract hours. The in-service sessions were intentionally designed to support the school staff in using the National Standards for Family-School Partnerships to develop a plan to better support all students and families in their school. Both family and staff survey results were used to identify the focus standard. The workshop series was centered on the NEPF Professional Responsibilities Standard 4: Family Engagement. In order to analyze the effects of the series, the staff completed both a pre-assessment (prior to beginning the series) and a post-assessment (upon completing the series), rating their efforts to address the indicators of the standard. The results showed that staff efforts to engage families (as described by the indicators of the standard) increased upon completing the series. For example, prior to beginning the series, only 66% of the educators considered their own efforts to *use a variety of communication modes to effectively communicate with a diverse student population*, as “effective” or “highly effective;” whereas, upon completing the series, 100% of the educators rated their efforts as “effective” or “highly effective.” Similarly, only 56% considered their efforts to *encourage parents/guardians to come into school or the classroom as volunteers or experts, to attend school events, and to be actively involved in the school community*, to be either “effective” or “highly effective.” Conversely, the post series survey results indicated 100% of the educators viewed their efforts as “effective” or “highly effective.” Lastly, when they began the series, 0% of the educators felt they effectively *provided information to families about participating in their child’s education*, compared to 100% noting either “effective” or “highly effective” once the series was complete. This increase in efforts and self-efficacy will likely contribute to a positive impact on school-wide practices that will collectively affect both student outcomes and school climate.

The FE department also facilitated the development and teaching of academic and content-specific family workshops for school district sponsored learning events. Although data collection is sparse, as this portion of the project is still in its infancy stages, feedback from the families indicate that 100% strongly agreed with the following: *1. This class increased my knowledge of the topic. 2. The presenter and materials were appropriate and easy to understand. 3. I will use the ideas or materials from this class with my child at home.*

Additionally, the FE department supported educators in learning about a process that teaches parents two fundamental skills they can use to support the education of their children, monitor their progress, and advocate for them when necessary. Partnering with Parents to Ask the Right Questions workshop series, provided educators an opportunity to explore ways to empower parents and caregivers to support, monitor, and advocate for their student’s academic and social and emotional success. When asked, “*Did the learning session meet your expectations?*” in the post-session feedback survey, 100% of educators indicated that their expectations were met.

### **Insights, Reflection, and Next Year’s Goals**

Based on feedback from both teachers and administrators, there is a strong desire to learn about effective family engagement strategies. The FE department will continue to offer a wide range of professional development opportunities that build the capacity of educators and support them in implementing effective practices that will benefit the school community as a whole. Instead of focusing

on family engagement in a vacuum, one goal is to continue to integrate family engagement, social & emotional competence (adult), and multicultural education, as aspects of learning that will yield more return on investment, in terms of equitable opportunity for learning, for every student.

Also, because a school-wide, collective approach to family engagement is much more effective than individual efforts, the FE department will continue to create and provide professional development opportunities for school sites, with the goal of having a positive impact on school-wide practices that will collectively affect both school climate and student outcomes.

Lastly, in order to relieve teachers of the financial burden that university credit carries, as well as provide scheduling flexibility, the FE department revised, submitted, and received approval to provide teachers a 45 contact hours of professional development option (pursuant to R076-19). The FE department will provide multiple opportunities for educators to take advantage of this course structure. This along with the personal supports provided by the instructor will likely have a positive impact on teacher retention, especially as their deadline for provision removal approaches.

## **Teacher Leadership - Program and Content Development**

### **Overview**

SNRPDP's Teacher Leadership Department fosters teacher leadership opportunities within Nevada by offering teacher leadership experiences and training through various modes of professional development. Participants who engage in this professional development are district and school-site leads that express a desire to support teachers with research-based practices to impact student achievement, cultivate partnerships with families and the community where they teach, support, and mentor peers to create positive instructional change at their sites. SNRPDP's Teacher Leadership Department has offered a variety of online and in person workshops and professional development sessions in efforts to strengthen teachers' leadership skills while coaching and working with teachers and students. These professional development opportunities have been designed to prepare teachers to lead in different capacities at the school site and beyond in order to create impactful change for student achievement.

Mendy Henry is the full-time instructor that has developed and delivered the content for the Teacher Leadership Department. Development of content for workshop and site-based professional development was based on school and teacher needs as well as district and site administrator requests. All professional development created addressed and supported school and district goals. Much of the work that Mendy has done this year has been "on demand" due to the ever-changing context of teaching and learning and the needs of districts and schools were unique.

### **Objectives and Milestones**

One of the goals for the Teacher Leadership Department during the 2021-2022 school year was to expand virtual PD opportunities by advertising and using contacts made during virtual PD projects from the 20-21 school year. Mendy was able to offer virtual, on demand professional development to local, rural, and charter schools this school year. In conjunction with this goal, an effort was made to expand the offering of professional development to include targeted pedagogical and content knowledge in shorter time frames to support the roles of teacher leader during a challenging year of student learning transitioning from virtual to face-to-face. The reason this objective was so important was that time was of the essence this year. Teacher leaders could not afford to take professional development over long periods of time as they had done in prior years. A conscious effort was made to develop training

opportunities that were targeted and streamlined so that teachers could take knowledge gained during PD and apply it quickly to their context.

Another important objective for the Teacher Leadership Department was to support schools in planning with the NVACS specifically working with teachers and coaches. This included planning, observation, modeling, and PLC work. Outcomes of these professional development sessions were that teachers became knowledgeable in using their grade-specific NVACS standards for future instruction. In addition to this outcome, coaches and teacher leaders were able to support their teams in addressing student learning gaps as well as positively impacting school climate and collective efficacy throughout the year.

In addition to the above accomplished objectives, Mendy's goal throughout the 2021-2022 school year was to support rural counties in the areas of teacher leadership, school climate and culture and delivery of NVACS with an emphasis on coaching teachers in providing grade-level material to students. Mendy was able to successfully support the Nye County School District in these areas through the planning and implementation of the District's Spring Academy. Mendy will broaden her support in the upcoming school year by supporting Nye County School District with their Fall Kick-Off event. This event will support new teachers to the district in the areas of classroom management, instructional strategies in all content areas, and collaborative professional learning community work.

### **Classroom Observation Report**

During this year, Mendy was able to hold regular virtual and face-to-face meetings and trainings with coaches and strategists in a variety of counties throughout the state of Nevada. These meetings were centered on ways that these school leaders could specifically model and share best practices with their staff connected to student learning gaps and school climate and culture. The topics of these meetings and resources shared were aligned to classroom observations and experiences that coaches and strategists felt they needed support with in order to strengthen the social cohesion and collective efficacy of their staff.

A sampling of participant comment/evaluation of the workshops offered by the Teacher Leadership Department are listed below.

#### **Teacher Credibility and Collective Efficacy Workshop:**

*"I loved this workshop! I wish that my whole team would have done it along with me and we could build off of this together. I plan to focus on how my actions are perceived by my students so that I know that they trust and believe they can learn from me. I will implement more opportunities for their own feedback to guide my own teaching."*

*"In coaching, the seven norms of collaborative work will definitely help me. Specifically, I want to work on improving my pausing, paraphrasing, and posing questions. The section on providing data especially resonated with me. Depersonalizing the data and refraining from using pronouns were big takeaways, and I could see taking a moment to read over the paragraphs on page 190 in PLCs to shape how we discuss data as a team. There were SO many great practices in this book, I want to take some time to reread it again over the summer to process it all again!"*

#### **The Success Criteria Workshop:**

*"My principal has asked me to present PD on visible learning and success criteria next year. Right now, I want to work closely with my grade level team to develop high quality and clear success criteria that is accessible for all students. I will practice presenting this PD in small doses during our PLC meetings."*



*“I am currently mentoring two new teachers at my school, so I will begin this [success criteria] conversation/implementation with them and eventually share with others during grade chair meetings.”*

*“I think that this book study has really clarified success criteria for me and all the different options for success criteria. I am committed to getting the expectations out of my head and making them clearer to my students, especially through exemplars, mentor text, and rubrics. I have already seen a difference in my students' work as I have begun to incorporate success criteria in my teaching. I am also excited to help students set their own practice goals and think more about their own learning.”*

## **Insights, Reflection, and Next Year’s Goals**

As teachers’ pedagogical knowledge has grown this year, so has the focus of the Teacher Leadership Department. Best practices in student learning have been at the forefront of content developed and delivered this year, and as teachers face staffing shortages and academic learning gaps, the research-based practices that were included in the professional learning this year will continue to be a focus.

As the work with teacher leaders moves forward, Mendy will continue to focus on building the capacity of teacher leaders through evidenced-based strategies and practices that support student learning. This will be accomplished by offering a variety of professional learning opportunities that support the unique needs and requests of schools in different districts throughout the state. Mendy will also add a part-time trainer to assist in addressing the access and frequency of the professional development offered in the Teacher Leadership Department. By doing so, it is the intent of the Department that teachers glean research-based strategies to create change in their practice and add to the professional capital of others in their schools all the while impacting student achievement. These changes are based on research-based strategies and directly correlate to increased academic success for students and teacher attrition. It is the Program’s hope that participants will implement strategies from these professional learning opportunities that fit their context to achieve this goal. These goals and the Program’s emphasis were determined based on conversations with district leaders, building administrators, and classroom teachers.

Next year, the Teacher Leadership Department would like to focus heavily on the role of the mentor in a school setting. Helping lead teachers develop mentorship skills that support novice teachers in the areas of school culture, classroom management, planning and delivery of NVACS, and targeted PLC structures is an upcoming goal for the 2022-2023 school year. It is the hope of the Teacher Leadership Department that this kind of support will have a positive impact on teacher attrition rates.

## **Technology - Instructional Technology Trainings and Support**

### **Overview**

Technology team members Danielle Krempp and Jason Lillebo delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, and for the SNRPDP staff. Two part-time trainers assisted in these efforts as well. Major team emphasis was centered on Code.org training and facilitation as defined in the Computer Science Gifts/Grants impact statement. Additionally, Google Workspace for Education technology integration classes, computer science integration classes, and computer science endorsement programming language courses were offered. Assistance to teachers and schools was provided upon request, equipment was maintained for SNRPDP staff and class participants, the organization website was maintained, and assistance was provided for the Learning Stream registration system.

## **Objectives and Milestones**

For the objectives and milestones related to Code.org training and facilitation, please see the impact statement related to that item.

Another objective of the technology team was to provide Google Workspace for Education and other technology-integration classes throughout the school year. These included classes in Google Docs, Slides, Sheets, Forms, and Sites. In addition, classes were offered in digital literacy and citizenship, Advanced Google Sheets and Forms, computer science integration (Scratch, littleBits, No Fear Coding book study), and programming in both Java and Python. In all, 217 educators participated in those classes. The goal for each class was to demonstrate how to use a variety of tools and sound pedagogy to support achievement and concept understanding.

A third objective was the effective management of equipment and digital tools. Maintenance and inventory of all equipment, such as Chromebooks, printers, and networking, was achieved. We ordered additional new Chromebooks to enhance productivity. The Gigatrax inventory system continued to work well for SNRPDP staff to check equipment in and out as needed and provided a log of consumable items used by each person. New printers were installed throughout the RPDP campus to save costs on toner.

The final objective related to internal web-based systems. Our new website has been easily updated and responsive to our organization's needs. Learning Stream continued to save even more time as we learned new tweaks to it throughout the year. We will be implementing some changes with it next year that eliminates the problem of participants registering for overlapping classes. We have moved to using other web-based tools such as DocHub and Screencastify with licenses for our trainers. DocHub has allowed for greater flexibility and sharing of signed documents, and Screencastify allowed for enhanced use of video production for trainer course building.

## **Classroom Observation Report**

Serving as integration technologists, the technology team assisted with professional development activities and sessions. All SNRPDP disciplines required assistance with online equipment, resources, and best practices. The technology team provided online training and assistance to help staff as they learned new tools, such as DocHub and Screencastify, and as they are asked to navigate the constant changes to Google Workspace programs.

New to the technology class lineup this year were the computer science integration classes. These classes gave teachers who were already proficient in teaching computer science a new pathway to expand their skills. Teachers reported immediately going back and implementing Scratch and littleBits lessons they learned in the classes with their students. In the No Fear Coding book study, a final video reflection assignment revealed the fact that teachers had already gone back to their classrooms to implement many ideas from the book and were planning to do more in the upcoming school year.

In terms of evaluation of classes, the RPDP survey sent by Learning Stream that followed each technology class included questions about course content as well as the skill of the instructor. Notably, 99.4% of participants ascribed a 4 or 5 rating on a 5-point scale regarding the statement, "I will use the knowledge and skills from this activity in my classroom or professional duties." In addition, 99.4% similarly rated the statement, "The presenter/facilitator's experience and expertise enhanced the quality of the activity."

## **Insights, Reflection, and Next Year's Goals**

Looking forward, the technology team plans to continue and expand upon the past year's successes during the 2022-2023 school year. While they plan to continue their usual Google Workspace classes, some ideas for expansion include a computer science book study for secondary teachers and adding a class in virtual robotics. Building upon work with NDE, Google, and friEd Technology, they plan to offer a Google Certified Educator Level 2 option for educators. Finally, they will close out the school year by providing a two-day academy consisting of both computer science and integrated technology options.

Additionally, while the team did a good deal of work with rural counties this year, they are confident they can do even more. They plan to invite rural educators to take part in classes with more personal invitations and offer some of the in-person classes to educators by allowing them to remotely join via Google Meet.

In terms of technology in general, the team plans to further train the staff in the use of Screencastify Submit and Edit as these are new tools for many of them. It is also planned to migrate away from using Zoom and make Google Meet the RPD staff's sole purchased teleconferencing platform.

## **Secondary Social Studies**

### **Overview**

Due to the lack of required high-stakes testing and vast field of study, Social Studies has historically been a neglected content area for professional learning. However, with the introduction of the Social Studies Nevada Academic Content Standards in 2018, teachers and administrators have sought guidance on the implementation of the standards. Carrie Howren worked to provide teachers in Kindergarten through Grade 12 professional development experiences to deepen their understanding of the Social Studies NVACS.

### **Objectives and Milestones**

During the 2021-2022 school year, Carrie worked with individual school sites to build their capacity and understanding of the Social Studies Nevada Academic Content Standards. As a result of the changing demands of the standards, schools have requested professional development experiences to guide teachers through the work. On-site training was provided to teachers in Nye County as well as at 5 secondary schools in CCSD, and 2 charter schools. During these training experiences, participants were introduced to the College, Career, and Civic Life Framework (C3 Framework) which drove the development of the standards in Nevada. Teachers worked together to unpack the standards and examine the expectations for students.

The Nevada Academic Content Standards are categorized into two domains, Disciplinary Skills Standards and Content Theme Standards. The Disciplinary Skills Standards are the habits of mind for studying the social sciences. Due to the fact that these standards are correlated to the English Language Arts expectations for students, teachers required additional work developing their understanding of the standards. Teachers also reflected on instructional practices to address the Disciplinary Skills Standards. 100% of the participants in these sessions indicated that the training met their needs. The request to return to schools/counties for additional training in this area continues to arise. As a result of the interest in this area, 3 workshops for teachers were provided. A workshop was developed and taught in fall of 2021. The workshop focused on using the Inquiry Design Model as an instructional approach

to teaching the Social Studies NVACS in secondary classrooms. An additional workshop was offered in early spring 2022 around the high leverage visible learning practices teachers can use at the surface, deep, and transfer phases of learning. This workshop was offered to teachers in K-12. Feedback from this workshop was overwhelmingly positive and teachers at all grade levels indicated the benefits of working together to develop their understanding. It also illuminated an additional needs area in Elementary Social Studies.

In the spring of 2022, teachers at the elementary level voiced their concern about the lack of training in the area of social studies. Thus, a workshop centered on the integration of Social Studies in the ELA block was developed. This workshop was highly successful as teachers examined the Disciplinary Skills Standards through a literacy lens. Teachers developed their own unit plans around picture books which could be utilized to teach standards in each of the ELA strands, while also addressing the Content Theme Standards for the grade level. Workshop participants and their administrators have reached out for site wide professional development to address the inclusion of disciplinary literacy skills in elementary classrooms. In total, 111 teachers participated in these learning experiences to impact their instruction.

### **Classroom Observation Report**

Classroom observations at the secondary level were conducted in social studies classrooms in September 2021. Initial observations revealed that teachers were not addressing the Disciplinary Skills Standards. Teachers were observed engaging students in surface level learning experiences. According to state initiatives, “the expectation is that all students will receive grade level, standard align instruction in their social studies classroom, making connections, asking questions, and becoming civically engaged in their community.” However, the students were not working toward these dispositions. Therefore, the teachers needed to be provided with both the knowledge about the framework of the standards as well as instructional strategies needed to foster student engagement as outlined in the Disciplinary Skills Standards.

After teachers attended professional development experiences connected to high-yield strategies for the Disciplinary Skills standards as well as integration of disciplinary literacy strategies, Carrie observed them in a secondary classroom. Students were participating in a civic discussion around issues related to economics, geography, and culture after examining multiple sources from various perspectives. The teacher employed several high leverage strategies to foster the critical thinking academic discourse that was at play in the classroom. During a debrief, the teacher indicated that she had been utilizing some of the instructional practices from the SNRPDP trainings she attended.

Carrie observed a team of teachers planning instruction based on the content from Impacting Literacy Development with Social Studies Content workshop offered by SNRPDP. The second grade teachers were curating both primary and secondary sources around the Civil Rights movement. The teachers’ selection of materials was focused around providing multiple perspectives and voices to build student content knowledge while deepening student awareness of the contributions made by lesser known Americans from marginalized communities.

### **Insights, Reflection, and Next Year’s Goals**

Teacher and administrator reports, trainer observations, and professional development experiences indicate a need for professional learning in the area of Social Studies in Kindergarten through grade 12. The lack of understanding of the Disciplinary Skills Standards across the grade levels is apparent. In order to present instruction that aligns to the College, Career, and Civic Life Framework, teachers need to examine the Nevada Academic Content Standards and explore instructional materials

and practices to teach the standards. The prevailing method for delivering instruction to students currently does not go beyond surface level learning. As a result, one part time trainer will be providing professional development to secondary teachers to unpack the standards and explore instructional strategies to extend beyond the surface level to deep and transfer learning.

Elementary teachers need additional training as to the implementation of the standards as part of their instructional day. Teachers report being told to not teach Social Studies in lieu of teaching additional reading lessons. When prompted to include this instruction as part of their literacy time, teachers are unclear how to tackle this task, curate resources to teach with, or to design units to address Social Studies and Literacy standards simultaneously. A 2020 Fordham Institute Report reveals the rationale for increased instruction time in Social Studies to impact student literacy growth. Due to the fact that prior knowledge plays a role in a reader's comprehension, further professional development is necessary for Elementary teachers. Therefore, in the upcoming school year professional development will be provided.

## **Administration – Lead to Impact: Better Decisions for Greater Impact**

### **Overview**

Dr. Pamela Salazar and Karen Stanley provided services to superintendents, district administrators, and site-based leaders by collaboratively working together to focus on building greater leader, teacher, and student success. In face-to-face, virtual, and hybrid settings, participants engaged in discussion and activities targeting impactful instructional practices by using the lens of the Nevada Educator Performance Framework (NEPF) and John Hattie's Visible Learning® research. All administrative workshops were aligned with state professional development standards and the Nevada Department of Education's (NDE) Continuous Improvement Process (CIP). In addition to the professional learning sessions, district and site-based leaders had access to a weekly leadership brief; the brief included timely resources and descriptions of upcoming administrator professional learning workshops.

### **Objectives and Milestones**

*Create virtual and face-to-face professional learning sessions to build administrator efficacy and collective teacher efficacy through the examination of impactful practices that support creating and sustaining a focus on learning and a culture of continuous improvement (NEPF Leadership Standards 1 and 2).*

Six to eight virtual workshops were offered monthly to support this objective. Sessions connected to one or more of the NDE CIP inquiry areas: Student Success, Adult Learning Culture, and Connectedness. Workshop topics included effective practices that illustrate a vision of college and career readiness for all students (NEPF Leadership Standard 1). Sessions provided opportunities for participants to consider evidence that support building both individual teacher efficacy and collective efficacy. Participants engaged in dialogue and reflection as they drafted actionable next steps to impact the teaching and learning process at their schools. Other sessions centered on topics exploring the challenges that leaders face as they connected the social-emotional needs of teachers and students to unfinished learning due to the COVID-19 pandemic.

School leaders received tools and resources to support the collection of data to analyze the impact between student engagement and student learning. Other workshops included topics such as accelerating student learning by examining frameworks for both coaching and adult professional learning. Strengths-based coaching and conversation protocols were shared to further identify and refine teacher practices and to further build teacher capacity and well-being.

*Conduct classroom observations with principals to collect evidence that supports building collective teacher efficacy through the development and consistent use of defined instructional strategies to improve student learning.*

Classroom observations by the administrative team were limited this year; administrators were attentive to the social-emotional well-being of teachers and students as they returned to face-to-face learning. Resources and data collection tools were developed and shared to support site-based leaders as they observed classrooms and collected data on student engagement connected to the use of high-impact instructional strategies (i.e., NEPF Instructional Standards) leading to increased student success.

*Develop resources for supervisors of principals.*

Under the direction and in partnership with the NDE, this objective will be part of the work for the 2022-2023 school year. Resources and weekly briefs will be shared with principal supervisors.

*Continue the partnership with the Nevada Department of Education to create and refine both synchronous and asynchronous learning opportunities on the NEPF for educators.*

Asynchronous modules were designed to support teachers and leaders in furthering and/or refining their understanding of the NEPF Instructional Standards. The intent of the modules was to introduce participants to the standards through the review of the following documents: *NEPF Instructional Standards, NEPF Literature Review, and Connecting Theory to Practice*. Participants engaged in close reading activities to improve their understanding of the literature, theory, and connection to practice. Resources and strategies were included as participants engaged in reflection and planning.

## **Classroom Observation Report**

As administrators focused on the social-emotional well-being of students and staff and the challenges of addressing and accelerating unfinished learning, calibration walks were limited. Site-based support for school leaders included planning meetings to design professional learning workshops to further accelerate learning by identifying and analyzing high-impact instructional strategies. Other supports included the design of a variety of data-collection classroom observation tools for leaders to use to connect teacher action to student learning. Discussion centered around the use of data to develop a comprehensive and accurate picture of teacher expertise and its impact on student learning.

## **Insights, Reflection, and Next Year's Goals**

Administrative trainers collaborate closely with the NDE in designing NEPF training materials to increase leader and teacher expertise. Professional learning sessions will continue to engage site-based leaders in the examination of the NEPF Leadership Standards as they determine impactful practices that will lead to greater teacher and student success.

Virtual, face-to-face, and hybrid professional learning sessions will be offered.

Goals for the 2022-2023 school year will target the following areas:

- Develop and offer professional learning workshops to build site-based administrators' efficacy in the NEPF Leadership and Instructional Standards and in current best-practice research.
- Design asynchronous/synchronous workshops to develop the knowledge and skills needed to effectively enable student learning using the principles/standards of the NEPF.
- Offer support and opportunities for current and aspiring school leaders to refine their understanding of the NEPF Leadership and Instructional Standards.

- Provide district and site-based support to district/school leadership teams by engaging leaders and teachers in a culture of continuous learning through professional learning sessions, calibration walks, and planning meetings.
- Develop resources for supervisors of principals.