



**SNRPDP**

**Southern Nevada Regional Professional  
Development Program**

**2022-2023 Annual Report**

CHELLI SMITH, EdD  
Program Director

Table of Contents

Introduction..... 5

Part I: NRS 391A.190 1c Evaluation of Regional Training Program..... 6

Five Year Plan..... 11

Part II: Individual RPDP Information..... 15

Gifts and Grants ..... 15

Endorsement and Certificate Areas..... 18

Content Areas..... 28

**Table of Figures**

**Figure 1.** Conceptual Framework for Effects of Professional Development on Teachers and Students ..... 6  
**Figure 2.** Sample of a Strength-Based Note to Parents/Guardians ..... 48  
**Figure 3.** Data for Implementation of Best Practices ..... 52

<b>Table 1.</b> RPDP State Approved Evaluation Averages.....	7
<b>Table 2.</b> 391A.190 1c (2) Type of training offered through the regional training program in the immediately preceding year. ....	8
<b>Table 3.</b> 391A.190 1c (3) The number of teachers and administrators who received training through the regional training program in the immediately preceding year .....	8
<b>Table 4.</b> 391A.190 1c (4) The number of administrators who received training pursuant to [NEPF] in the immediately preceding year. ....	9
<b>Table 5.</b> 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. ....	9
<b>Table 6.</b> 391A.190 1c (6) The number of teachers who received training in [family engagement]in the immediately preceding year. ....	9
<b>Table 7.</b> 391A.190 1c (7) The number of paraprofessionals, if any, who received training in the immediately preceding year. ....	10
<b>Table 8.</b> 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. ....	10



## Introduction

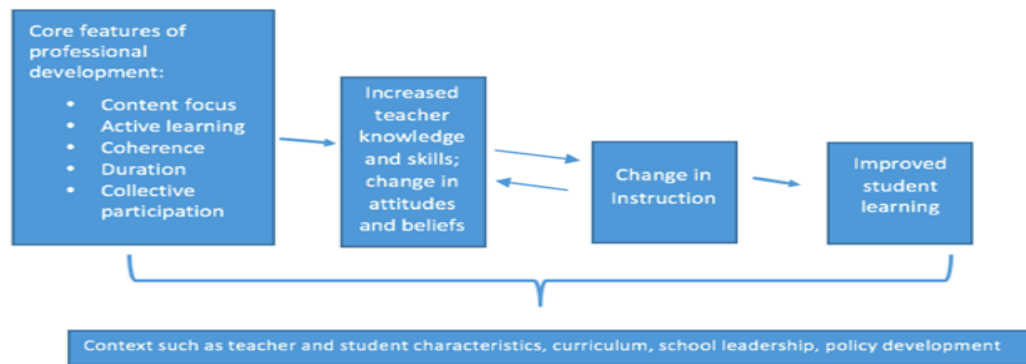
The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective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

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

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

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

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

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

*391A.175 (c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of*

*pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.*

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration 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 2022-23
1. The activity matched my needs.	4.76
2. The activity provided opportunities for interactions and reflections.	4.83
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.87
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.85
5. The presenter/facilitator modeled effective teaching strategies.	4.80
6. This activity added to my knowledge of standards and subject matter content.	4.77
7. This activity will improve my teaching skills.	4.75
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.80
9. This activity will help me meet the needs of diverse student populations.	4.76

**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
Instructional (%)	58.25% (812)	71.58% (267)	60.00% (6)	53.85% (7)	100.00% (1)	61.90% (104)	51.51% (427)
Observation & Mentoring (%)	27.76% (387)	4.29% (16)	20.00% (2)	0.00% (0)	0.00% (0)	11.90% (20)	42.10% (349)
Consulting (%)	13.99% (195)	24.13% (90)	20.00% (2)	46.15% (6)	0.00% (0)	26.19% (44)	6.39% (53)
Total Trainings	1,394	373	10	13	1	168	829

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	5,163	3,860	13	30	2	535	723
Duplicated Teachers	10,158	8,273	26	43	0	1,054	762
Unduplicated Administrators	408	289	1	13	1	45	59
Duplicated Administrators	875	485	7	70	2	259	52
Total Trained	16,604	12,907	47	156	5	1,893	1,596

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	188	120	0	13	1	27	27
Duplicated Administrators	483	288	0	55	1	126	13
Total Trained	671	408	0	68	2	153	40

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	37	5	0	0	0	16	16

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	49	1	1	0	57	27
Duplicated Teachers	7	6	0	0	0	0	1
Total Teachers Trained	142	55	1	1	0	57	28

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	107	24	29	2	0	15	37

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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	1394	373	10	13	1	168	829
NVACS	86.94% (1212)	95.44% (356)	100.00% (10)	100.00% (13)	0.00% (0)	49.40% (83)	90.47% (750)
NEPF	84.79% (1182)	94.91% (354)	100.00% (10)	100.00% (13)	0.00% (0)	27.38% (46)	91.56% (759)
Culturally Relevant Pedagogy	63.63% (887)	94.10% (351)	90.00% (9)	76.92% (10)	100.00% (1)	44.64% (75)	53.20% (441)

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, 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**

### **Establishment**

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

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

### **Service Area**

The SNRPDP serves approximately 18,250 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 3500. The SNRPDP services educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority. Among districts there is considerable disparity in the number of students, ranging from under 85 in Esmeralda County to over 310,000 in Clark County.

### **Mission**

The 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.

## **A Two-Year Focus (2022-2024)**

### **NRS 391A.175 section 1**

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

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

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

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

The Southern Nevada Regional Professional Development (SNRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the SNRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the SNRPDP has developed the training programs listed below for teachers and Administrators.

**Biennial Budget 2021-2023**

\$7,711,752.00

## **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 2022-23 school year, full-time technology trainers Jason Lillebo and Danielle Krempp organized computer science training for K-12 teachers across the state of Nevada. The emphasis on a train-the-trainer model using site leads at the elementary level in Clark County expanded significantly. They were assisted in these efforts by 16 part-time trainers. In addition to the computer science trainings, teachers, administrators, and counselors were encouraged to learn more about Nevada's computer science efforts through the computer science conference. Training was also offered seven times throughout the year to give elementary administrators a base understanding of K-5 computer science and how to implement it in their schools. 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 as there continued to be schools that hadn't yet made progress in this area.

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

One objective was to provide computer science training for secondary teachers. The team trained three groups of teachers at in-person and virtual five-day workshops in July 2022. The Computer Science Principles (CSP) group consisted of 17 teachers in grades 9-12 from throughout Nevada. The Computer Science Discoveries (CSD) group consisted of 12 teachers in grades 6-8 from throughout the state. AP CSA was new to Code.org and Nevada this year, and that program launched with a cohort of nine teachers in grades 9-12. Teachers who attended the five-day workshops continued to work with the team throughout the year at a series of four quarterly workshops for CSD and CSP or eight monthly workshops for CSA. Completion of the five-day workshop and the academic-year workshops provided those teachers with the opportunity to earn certificates recognized by the Nevada Department of Education to teach specific computer science courses.

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 continuation of 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. In addition, whereas 50 schools were not reached last year, by the end of this year, only 12 remained on that list. 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 24 CSF workshops. Of those, 18 were in Clark, 4 in northwest counties, 1 in Lincoln, and 1 charter school. A total of 433 teachers completed the workshops, which was an expected decrease over the previous year due to the fact that we are starting to reach a saturation point. Additionally, principals at three schools requested staff development day workshops that encompassed 67 teachers.

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 conference to increase awareness about computer science topics. Presenters from across the country were recruited to provide conference-like sessions and a showcase of student projects was included. Participants included K-12 teachers, administrators, and counselors.

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 213 teachers took advantage of this new offering, nearly doubling the number that took part the previous school year. In addition, the elementary administrator training in computer science was offered seven times throughout the year to help that population better understand the computer science standards, laws, and curriculum. In total, 88 school-based administrators attended this training.

## **Observation Report**

The computer science work done by RPDP trainers resulted in Nevada remaining at the forefront of computer science workshops offerings nationwide for K-12 teachers. Our work was recognized at the global CSEdCon conference in Ft. Lauderdale, Florida, in September 2022 as well as at the CS for All summit in April 2023. Teacher observations and survey data from Code.org have been consistent over the years and continued to indicate 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 teachers rated the following prompt at 6.62 out of 7: "I felt more prepared to teach the material covered in this workshop than before I came." Teachers wrote comments after nearly every training stating that it was very engaging and hands-on, with one teacher stating, "Being able to be hands-on with the material made it easier to navigate the site and teach the curriculum." 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 the teachers trained in CS Fundamentals in 2022-23 resulted in 22,453 additional students joining the platform. This is nearly double the national average of 11,370 for all of Code.org's regional partners. 49% of those students were female, 37% came from rural schools, and 77% were from high-needs populations. While great progress was made this year, barriers to CSF implementation still remain. Many teachers and administrators still lack knowledge in this area, and the CSF



curriculum is not aligned perfectly with Nevada’s computer science standards. In addition, new district curricula in Clark County the past three years have made it difficult for elementary teachers to focus on computer science.

The computer science conference received high praise from those who attended. One teacher stated, “It was all amazing and informative! I am excited to share these resources with my school!” Survey data regarding the sessions was overwhelmingly positive with an overall rating of 4.66 out of 5 to the question, “How well did the conference meet your expectations?”

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

We have worked with 223 schools this year in Clark County to create site leads for elementary computer science. Next year schools will nominate site leads with the school district so we can reach all elementary schools in Clark County. With help from Clark’s computer science coordinator, we will work to reach schools that have not had site leads participate in the training. In addition, we are working to create an alignment of the Code.org lessons that will match Nevada’s elementary computer science standards. This resource should help boost implementation of elementary computer science throughout the state. As we create this alignment, we also will create a teacher companion site at [codenv.org](http://codenv.org) that will help support teachers with additional resources, such as slide decks, videos, and assessments. The site will also have elements of professional development embedded as this aspect is often requested by administrators. In addition, we will work with the rural counties to plan follow up professional development to teachers that have already attended an introductory training.

In terms of secondary programs for Code.org, the goal is to have at least 47 teachers take part in a combination of CS Discoveries, CS Principles, and CSA. This goal is in alignment with what Code.org has asked us to target based on money received from their Get Districts On Board fund. In addition to our own Nevada educators, we have volunteered to help train other teachers on a limited basis throughout the country in those regions where the numbers do not support offering a training cohort. As we pay it forward with welcoming others into our five-day summer workshops, we build up goodwill to have our teachers who cannot make the dates of our academic-year workshops find slots with others.

Building administrator knowledge will continue to be a goal for next year as we learned how important that piece was through the training offered this year. Administrators are the underpinning of all the work that goes on in the schools, and if they do not have the computer science knowledge and understand its importance, all of our other goals are harder to achieve. To that end, the plan is to invite as many school superintendents or designees from all Nevada districts to CSEdCon being held in Las Vegas in November. In addition, we will continue to hold training for elementary principals and assistant principals on computer science curriculum, standards, and implementation.

## Endorsement and Certificate Areas

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

#### Overview

The K-12 Reading Endorsement (CILR) 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 to Teach Reading. Shan Pullan is the full-time regional trainer assigned to this project; a full-time literacy trainer and a part-time trainer 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 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. 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.

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 .

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 2022-23 program included: (a) a single cohort of 22 teachers completed the CILR program during the 2022-23 school year, and (b) 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**

Twenty-two teachers completed the CILR program during the 2022-23 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 2023-24 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: (a) organization and administration of a school library; (b) the cataloging and classification of materials for a library; (c) reference, bibliography, and information skills; (d) the use and selection of educational media for a library; (e) children's and young adult's literature; and (f) 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 2022-23 school year, three cohorts of teachers either completed or entered the program. One cohort of 30 teachers completed the program in December 2022; a second cohort of 30 teachers completed the program in May 2023; and a new cohort of 30 teachers started the program in January 2023.
- More than 75 teachers who have completed the K-12 School Library Media Specialist Endorsement Program are currently working 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 2022-2023 school year, the team offered one workshop, ran once in the fall and again in the spring; The Language-Rich Classroom which provided 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 the ELDT 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 the 2022-2023 school year, the ELDT was able to provide the necessary courses for teachers to obtain the ELAD Endorsement and prepare theoretically-informed and practice-equipped teachers. Two cohorts, over 40 participants including administrators, strategists and teachers, completed the ELAD Endorsement coursework and are eligible to obtain their ELAD Endorsement with the Nevada Department of Education. In addition, a third cohort, approximately 20 participants, began their coursework in the spring semester and will finish the program in Fall 2023. Administrators and teachers continue to recognize and prioritize the

importance of knowing how to support the emergent bilinguals/multilingual learners in their schools.

#### Participant reflections of the ELAD Endorsement Program:

“Overall I am very happy with what I walked away with during these courses. I have certainly grown in my EL student knowledge, practices, and have even reflected on my own practices as an individual regarding my knowledge of language, language learners, and the cultural impact of language. I have also walked away with a bank of resources to improve my instructional practices for students. The structure of the coursework prepared and presented by RPDP was perfect for a busy/working teacher. It was so helpful to use what I was actually doing and teaching for assignments and the times of google meet classes and overall structure of each class and assignments worked well for a working teacher. It was meaningful to be focusing on what I actually do during classes and assignments. The instructors were helpful, knowledgeable and positive. I would definitely highly recommend and encourage this avenue for my colleagues to obtain their ELAD endorsement!” - C.F.

“I have been teaching for 18 years and have had multiple trainings that have addressed teaching English language learners, so I was unsure what new information would be learned in this program. Upon completion of this program I am excited about the new outlook and ideas I have gained and look forward to implementing them. I am also eager to share my knowledge with others and encourage them to take the time to purposefully plan for their English language learners, so they can grow and flourish in their English language journey.” - L.M.

“Ultimately, the impact of what I have learned will be applied to my daily practice, as well as the support and collaboration of my colleagues. By sharing the new found knowledge and working to improve outcomes for ELs, I can have a positive impact on both my students and colleagues.” - L.M.

“I was discussing with my colleagues that we are often so busy we forget what we know. Some of the material throughout my courses I was familiar with, but I did not apply to my practice. The ELAD courses were an excellent reminder of what I should be doing for my students. For example, SIOP is something that I use in my lessons daily, but I did not remember the strategies were linked to helping ELL students. This program not only provided new and current knowledge, it activated my prior knowledge. Overall, I have become a better teacher and that has an immediate impact on my students, academically and emotionally. I have shared many learning experiences with my colleagues and I encouraged them to become ELAD endorsed. “ - D.R.

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. Participants are now required to record themselves teaching a lesson that demonstrates their learning and application of strategies and supports for their ELs. 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 Pre-K to 12th grade, including special education and Autistic classrooms, 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.

Participant reflections from this year's practicum experience:

"The Practicum was great because it allowed one of the instructors to interact and talk with me about actual teaching practices and what I am doing with students. I was able to use and record lessons written for one of the courses, analyze my own students, and put into practice some of the things we were discussing, so it was a great application piece." - C.F.

"The practicum course was a magical experience for me as a teacher. One of the most enlightening aspects of the course was the video segment portion. Watching footage of myself teaching allowed me to reflect on my teaching ability and gain valuable insights into my strengths and weaknesses as an educator. It was an opportunity to see myself from a different perspective and make necessary adjustments to my teaching style." - L.T.

Valerie continued to serve as 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.

A connection with Nevada State College began with the support of NSC Project Future Grant Partnership. Valerie, alongside Suzie Hinrichsen, Early Childhood Trainer, supported Nevada State College in their grant Project Future: Nevada Future Children's Language Educators. Together, they began brainstorming how to get the grant up and running and creating plans for the start of the program in Fall 2023.

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

The ELDT's goal for the 2022-2023 school year was to continue to offer ELAD Endorsement courses, support teachers with their ELs, and provide workshops in the areas of discourse, 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. Participants' reflections demonstrated that they plan to use the knowledge gained to support their students and colleagues. 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 2023 -2024 school year, the ELDT will continue to offer the ELAD Endorsement in partnership with SUU. Cohort 5 will continue their coursework and a new cohort will begin in August 2023 and January 2024. 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 and Total Participation Techniques.

Valerie will partner with NVTESOL and Vanessa Mari, *Associate Professor of TESL*, School of Education, Nevada State College, to offer a training series to support monolingual teachers with their emergent bilinguals and MLL, titled Teaching Emergent Bilinguals Even if You're Not One.

In partnership with NVTESOL, the ELDT will host the SNRPDP/NVTESOL Symposium which will bring together educators from across Nevada who support and teach English Learners to provide professional development and a chance to gather with colleagues to discuss latest developments with ELs.

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.

## **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 in its second year at SNRPDP. 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 2022-23 school year.

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

Twenty-three teachers completed the GATE program during the 2022-23 school year. Participants completed a course reflection at the end of the program in which they provided feedback on each of the four courses and the overall program. These responses generally reflected the fact that teachers were appreciative of the program. One teacher said, "Overall the program was very well designed and taught. All the instructors are of high caliber. They all have their own expertise and they all are GATE specialist gurus! I'm so glad I took this program. I feel like I'm a different educator after finishing the program. Communication, structure, calendar, grading, feedback, everything is perfectly designed and implemented. Thank you very much for this great opportunity to learn something new and to improve my teaching practice." Another said, "This was some of the best professional development I have taken in 15 years of being an educator. It has completely changed my mindset, and I look forward to continuing to use the skills and ideas I learned whether I end up teaching GATE or not. Thanks RPDP!"

In the 2023-24 school year, the coursework will remain the same. One instructor is moving out of state, so another qualified instructor will be taking that place. All other instructors are continuing with the program. Based on teacher feedback, the structure of the course schedule will also remain the same as it was changed during this school year and seemed to work very well.

## Content Areas

### Early Childhood Literacy – Pre-Kindergarten/Kindergarten Conference

#### Overview

The Pre-Kindergarten/Kindergarten Conference began at the request of the director of Southern Nevada Regional Professional Development Program (SNRPDP). With the goal of the conference being to create an opportunity for early childhood educators from across the region to come to gather in person to share ideas, connect to each other, and to receive professional development that focused on the unique needs of early childhood education, Suzie Hinrichsen, first year early childhood literacy trainer, organized the conference to include one keynote speaker and four breakout sessions with eight workshops in each session, all targeting early learning.

#### Objectives and Milestones

##### *Create a conference for Early Childhood educators from across the region*

The initial goal was to have between 100 and 150 prekindergarten and kindergarten educators in attendance at the conference. Flyers were distributed through Google Classroom and emails to office managers and principals throughout the region. Because of collaboration with the North West Regional Professional Development Program (NWRPDP), a large group of educators and leaders from the North West region also attended the conference. In total, 203 teachers attended the conference, representing seven counties and several charter schools.

##### *Provide professional development opportunities for early childhood educators*

There has been enormous interest in professional development for early childhood educators. The PreK/Kindergarten conference provided an opportunity for many teachers to participate in several workshops. Dr. Julia Lindsey, author of the book *Reading Above the Fray*, was hired to be the keynote speaker. All those who attended the conference received a copy of her book at the conference. Dr. Lindsey gave two other presentations (one geared specifically for PK and the other for kindergarten). Three sessions at the conference were presented by the Nevada Department of Education (NDE), including the introduction of the NDE Developmentally Appropriate Practices Platform Statement and the first draft of the PreK revised standards. Shan Pullan, Christine Mecham, Nicole Jawhari, and Valerie Seals (full-time RPDP trainers) presented workshops on reading, writing, and math. Other presenters were from charter schools, Nye and Clark County School District classroom teachers, curriculum publishers, and blogger Abigail Peterson.

##### *Create the opportunity for teachers to connect and share ideas*

To accomplish this goal, a request for projects, anchor charts, and classroom pictures was sent out to all who attended the conference. Several teachers submitted projects, anchor charts, and student work samples. Teachers from the North West region and Nye County submitted pictures. These artifacts were displayed throughout the conference. Additionally, several vendors set up display areas at the conference. The vendors included curriculum publishers, a

children’s book author, and a blogger. Each vendor donated materials, gift cards, and/or products which were used for drawings throughout the conference.

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

The PreK/Kindergarten Conference was a day full of learning, collaboration, and reflection on best practices and current research on early literacy. Having leaders from NDE present workshops helped teachers learn about proposed revisions to Nevada PreK standards and the Developmentally Appropriate Practices policy statement. Being aware of these changes was empowering to those who attended these sessions. Additionally, Dr. Lindsey’s presentations on teaching early literacy was well received. Many teachers and leaders left with new knowledge for teaching early literacy skills while others had their practices reconfirmed. All those who attended the event were excited to meet together and receive professional development that addressed the needs and concerns specific to early childhood educators.

Recently, Kelly Carr from the Nevada Department of Education’s Department of Early Learning reached out to the early childhood literacy trainer in an effort to collaborate on next years’ conference. Monthly meetings have been scheduled with the goal to make the 2024 PreK-Kindergarten Conference as successful as this year’s conference.

Goals for next years’ conference include continuing to provide best practices and research-based strategies for early learning, recruiting more diversity in our presenters, and providing more opportunities for interaction and collaboration among teachers. Through this conference, and other workshops and professional development opportunities, the Elementary Literacy Team will continue to support and participate in NDE’s literacy-based initiatives and support all districts in Southern Nevada with the implementation of research-based literacy instruction.

### **Early Childhood Literacy – Workshops and Professional Development**

#### **Overview**

The Southern Nevada Regional Professional Development Program’s Elementary Literacy Team (ELT) focused on the professional growth of teachers in all areas of literacy to support student achievement. Full time trainers for the 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. The ELT serviced schools by providing professional development before, during and after contract time. The team has worked to provide professional development to hundreds of elementary teachers in Southern Nevada.

In January 2023, Clark County School District received a request from Sewell Elementary principal Laura Dickensheets to help her kindergarten team create and manage standards-based centers. CCSD reached out to RPDP and their Early Literacy project facilitator, Suzie Hinrichsen, for assistance.

## **Objectives and Milestones**

*Provide teachers with research-based best practices in early literacy.*

The ELT continued to develop workshops and professional development based on research. Our early literacy trainer began a series of “bite-sized” workshops on early literacy foundational skills. These three-hour workshops were well received by new and novice teachers in Clark, Nye, and Esmeralda counties and several charter schools. The workshops provide more than one hundred teachers with both knowledge and application vital to student literacy success.

*Help teachers create lessons and materials aligned with Nevada Academic Content Standards.*

At the heart of the ELT’s professional development, is the goal to help teachers employ research-based best practices in literacy instruction. In answer to Sewell Elementary School’s principal’s request for assistance with aligning centers with standards, our trainer met with Sewell’s kindergarten team and provided hours of professional development, planning tools, classroom observations, and guidance. Teachers involved in workshops, as well as Sewell’s administration and kindergarten team, responded that their knowledge and practices were positively impacted by the instruction they received.

*Provide support as teachers implement research and standards-based practices.*

The Read by Grade 3 strategist, administration, and kindergarten team at Sewell Elementary School have met often with our Early Literacy trainer. Together they have seen improvement in standard-based centers, literacy instruction, and classroom management. Looking to continue implementing these changes and best-practices throughout the school, a plan has been made for monthly school-wide professional development throughout the 2023-2024 school year.

## **Classroom Observation Report**

Suzie’s classroom observations at Sewell Elementary School served several purposes. The first observations help her understand why the principal at Sewell was requesting help. Using notes from her observations, Suzie worked with the Read By Grade 3 strategist to create plans to help teachers align centers to standards and implement necessary changes. The observations also revealed the need for improved literacy instruction in all four kindergarten classrooms. Professional development was designed and presented that allowed teachers to determine their own strengths and weaknesses and then develop plans and materials to facilitate alignment with standards and research. Later observations showed that as the teachers implemented the strategies and activities in their classrooms, engagement and learning increased.

Seeing the success in kindergarten, Suzie was then asked to observe first grade classrooms. These observations led to a professional development workshop in early literacy for both kindergarten and first grade teachers. These teachers met outside their contractual day to read, study, and apply practices from the book *Reading Above the Fray*. Participating in this book study helped teachers understand key components of early literacy instruction including phonemic awareness, systematic and explicit instruction, the use of manipulatives in reading instruction, and the value of decodable texts and encoding practice.

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

Early childhood literacy continues to be a “hot topic” in education. In 2022, reading scores across the nation dropped by three points from 2019. This has led to increased focus on early literacy. The entire ELT recognizes the need for professional development that focuses on research-based, standards aligned best practices. In early literacy this need is especially important and we must also consider that strategies and resources must be developmentally appropriate as well as rigorous. As such, our early literacy trainer plans to continue to create and deliver classes and workshops as well as on demand, site-based professional development that will help improve teacher efficacy, student learning, and administrator understanding of these points.

## **Early Childhood Literacy – Early Childhood Education Endorsement**

### **Overview**

In 2021, the Nevada Department of Education created a new pathway for current K-8 licensed teachers, with at least one year of teaching students under six, to obtain an early childhood endorsement. Recognizing the need for licensed early childhood teachers, trainer Suzie Hinrichsen worked with NWRPDP to create an Early Childhood Endorsement program that meets NDE requirements. Sara Cunningham (director of NWRPDP) and Suzie determined to create a cadre of early childhood experts from across the state to help develop the courses required for this endorsement. With a grant obtained by NWRPDP, a cadre of eight early childhood teachers, administrators, and leaders from across the state was chosen to develop the four university courses that will comprise this endorsement program. The course developers were provided instructions, templates and bi-weekly check-in meetings to create the classes. The four courses have recently been approved by the NDE and will be offered in two cohorts (one through SNRPDP and one through NWRPDP) beginning August 2023. Participants in each cohort will earn university credit through Southern Utah University and completion of all four courses will enable participants to earn their Early Childhood Endorsement.

### **Objectives and Milestones**

*Create four university level courses that meet NDE requirements for licensed teachers to earn an Early Childhood Endorsement*

In addition to holding a valid K-8 teaching license and having at least one year of experience teaching students under six, the NDE’s pathway to an Early Childhood Endorsement requires twelve credits of coursework chosen from a list of six options. The first step in creating RPDP’s Early Childhood Endorsement Program was to determine which courses would be part of RPDP’s program. Play Theory and Creativity, Early Childhood Curriculum, Child Development and Learning, and Classroom Management courses were chosen to be developed for this endorsement program. Providing one course each quarter, will allow teachers in each cohort to complete the program in one school year.

*Involve teachers and leaders from across the state to participate in the development of the endorsement courses*

To achieve this goal, information about the development of the endorsement courses was sent to teachers and leaders across the state. An application was provided to those interested in being part of the course development cadre. Regular meetings with SNRPDP and NWRPDP early childhood leaders were held to analyze the applications and choose those that would participate in the development of the four courses. Members of the cadre were then divided into four teams to create the course syllabi, student assignments, and teacher materials. In addition to partnering to develop the “Play Theory and Creativity” course, Suzie helped create the timelines, templates, samples, and guidelines for the cadre. The chosen cadre members represented classroom early childhood teachers, administrators, and district leaders from five counties across the state. This cadre, paid with money from a grant received by NWRPDP, created content that is rigorous, engaging, and based on best-practices, current research and Nevada standards.

*Begin the endorsement program in the 2023-24 school year*

After receiving approval for each course from NDE, information about the endorsement program was distributed throughout the state. With more than 150 teachers expressing interest, NWRPDP and SNRPDP leaders began holding informational meetings in May 2023. In addition to attending a brief informational meeting to learn the requirements of the endorsement program, interested teachers must also complete a short application form to ensure equity in each cohort - with spaces held specifically for rural districts and those with critical need of the endorsement. Dates and times for each of the four classes have been determined and it is anticipated that SNRPDP will have thirty teachers begin this endorsement program in August 2023.

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

Through the creation of the Early Childhood Endorsement Program, SNRPDP will provide a minimum of thirty teachers the opportunity to earn an endorsement and learn developmentally appropriate and research-based best-practices for early learning. While the goal is to provide this program for many years to come, there may be a need for more than one cohort each year. Managing the endorsement program and working with teachers and administrators throughout the region will allow our early literacy trainer the opportunity to gauge the need for adding a second cohort during the year.

Working with leaders from across the state led to more than just quality courses for the Early Childhood Endorsement Program. Information and workshops, as well as future goals and plans were shared which enabled teachers from all three regions to learn from each other, participate in professional development together, and collaborate. While the endorsement program will be managed independently through NWRPDP and SNRPDP, early literacy trainers from both regions plan to work together on future projects.

In addition to providing professional development through the Early Childhood Endorsement Program and the PreK/Kindergarten Conference, our early literacy trainer will continue to provide workshops for novice and veteran teachers and support schools and rural districts with site-specific workshops to enhance their knowledge of early literacy instruction.



The presence and support of the SNRPDP's ELT has played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. Based on the team's observation, as well as formative feedback from teachers, administrators, and class participants, there is a definite need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. SNRPDP can offer such support as the Elementary Literacy Team has a working knowledge of research-based best practices to positively impact student achievement and support teacher effectiveness.

## **Elementary Literacy - Workshops**

### **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 second 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 providing teachers with varied workshops to incorporate research based practices in their classroom instruction. Christine also managed one part time trainer who provided workshops during the first and second semester of the school year.

### **Objectives and Milestones**

During the 2022-2023 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. There is an ever increasing desire for teachers to provide instruction that hinges on the research that is available regarding best literacy practices. With this in mind, multiple workshops were created and provided in prioritizing instructional content in ELA and best research based instructional practices, commonly known as the "*Science of Reading*."

Through these workshops, Christine supported novice and veteran teachers and strategists who benefited from an understanding of effective research-based literacy practices that they can implement in order to address the wide needs of their fellow teachers and students.

Christine provided region wide and school specific workshops that provided an overview of the body of research known as the "Science of Reading." This workshop provided teachers with practical instructional methods to address the literacy needs of students in classrooms grades K-3, regardless of school programs or chosen curriculums. Additionally, Christine developed and provided multiple workshops pertaining to the individual components of the body of research known as "*Science of Reading*." These workshops included focused work in vocabulary instruction, phonics instruction, listening and language comprehension and the use of Sound Walls in the primary classrooms to support phonemic proficiency. In addition to her own

work, Christine managed one part time trainer who also taught the “*Science of Reading*” overview workshop.

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

As the districts in Southern Nevada and across the nation reconsidered literacy instruction for young children, Christine prognosticated the need for providing training to help districts, schools, administrators, teachers and assistants make sense of the information by providing well planned, yet easy to understand professional development. As such, SNRPDP provided training in this area early on and continued to provide it as teachers requested more. The desire for this training was evidenced in the consistently well attended PD offerings held by Christine throughout the year. While much of her work focused on the body of research known as “*The Science of Reading*,” Christine made sure that the information was disseminated in a way that honors the work that has been done through decades by those who work with children. Christine employed skepticism as a key tenant of her work helping teachers make informed decisions as the “*The Science of Reading*” has infiltrated not only their classrooms, but news feeds and social media feeds. Helping teachers and staff make sense of the “noise” surrounding this topic has become paramount in her work. 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*.” Going forward, Christine plans to offer such support by way of additional classes, workshops and on demand professional development in schools. Christine has also assembled a group of literacy trainers from each of the state’s RPDPs to plan for the needs of teachers statewide as anticipated changes in literacy education occur in districts. Christine’s working knowledge of current resources and research-based best practices will positively impact student achievement and support teacher efficacy. To support her work regarding the “*Science of Reading*” Christine created a SNRPDP Science of Reading Website which is updated regularly providing teachers with curated information.

### **Elementary Literacy - Rural Support**

#### **Overview**

Elementary and Secondary Literacy developed an intimate working relationship with the teachers and staff teaching in the schools in Esmeralda County. The unique circumstances of teachers and staff in Esmeralda provided Christine and other trainers with opportunities to support and train teachers and staff in the areas of the NEPF, NVACS, grade-level literacy instruction, and instructional coaching to address areas of improvement school-wide. Ongoing support was provided throughout the year as we participated in all of the county’s professional development days and provided coaching, classroom observations and modeled lessons during the school year.

## **Objectives and Milestones**

A year-long professional development plan was developed for Esmeralda County teachers. Christine and two other literacy trainers (Sandi Ohman and Suzie Hinrichsen) regularly traveled to Esmeralda County providing PD and classroom visits. Best instructional practices were the focus of the provided professional development. Christine offered support in the five pillars deemed necessary for effective reading instruction as outlined by the National Reading Panel. Practical strategies were modeled in classrooms during classroom visits and teachers had the opportunity to receive support through email and phone communication. Each visit to Esmeralda County involved not only providing professional development, but getting to know the intricacies of a very small rural district. Working within the confines of a system that at times struggled to staff positions necessary for school operation, Christine and the other trainers provided appropriate training to the paraprofessionals who work alongside the teachers at each site. Christine and the other trainers involved in this work have been personally asked by the superintendent to continue with the work next year as he feels it has made a tremendous impact on his district. Plans have been made for the three trainers to provide PD at all four of the district's designated professional development days as well as multiple visits providing opportunities to work alongside teachers in their classrooms.

## **Classroom Observation Report**

Christine's classroom observations served multiple purposes. The first observation gave Christine an idea of where support was most needed. In fact, after the first observation Christine determined our Early Literacy Trainer, Suzie Hinrichsen, was also needed to best support the teachers and staff in Esmeralda County. Christine's remaining observations were tied to the instruction she provided during professional development. After meeting with the two multiage upper elementary teachers, Christine developed lessons and approaches that best met the needs of students in multiple grade levels, helping the teachers see the vertical alignment of the standards they are charged to teach. Christine modeled and demonstrated lessons as a way to allow these teachers, who rarely get the opportunity to see another teacher teaching, observe instruction. Christine also worked alongside these teachers as they implemented new strategies to best meet the needs of their multi age students.

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

The work done in Esmeralda County was possibly the most rewarding work done by Christine this year. Because the Esmeralda school district is small, the impact made was evident. Teacher confidence grew tremendously in the months we spent with the teachers and staff in Esmeralda. The upper elementary teachers anticipate double digit growth in their MAPS data. The teachers indicate this growth is related to the training we provided to them throughout the year.

Going forward, our work is far from done in Esmeralda County. Teachers are hungry to learn more and want to continue to grow professionally. Teacher retention is a problem in this rural county. Next year, several teachers are moving out of the district causing shifts in staffing

and classroom assignments. We plan to support Esmeralda teachers as they transition to their new settings and assignments.

## **Elementary Literacy - Writing Support/Writing in Content Areas**

### **Overview**

Requests for on demand professional development in writing instruction prompted Elementary Literacy trainer, Christine Mecham to seek out research surrounding teaching writing. Recent research emphasizes sentence level work helps teachers teach students foundational writing skills which will assist students not only in the construction of better sentences, but will also increase their reading comprehension. Christine embarked upon her own professional development journey by first reading, *The Writing Revolution*, by Judith Hochman and later enrolling in a summer course series regarding the book. From there elementary, trainers Christine Mecham, Suzie Hinrichsen and Shan Pullan collaborated with secondary literacy trainers Julie Cooper and Sandi Ohman to create a year-long PD series for schools in the North/Northwest area of Las Vegas. The elementary schools involved fed into the middle and high schools that were provided this PD by the secondary team. The premise of this work is that students must learn to construct strong sentences in order to be prepared for the rigorous writing called for the Common Core Standards.

### **Objectives and Milestones**

A year-long professional development plan was developed for several schools. The elementary schools involved were Parson ES, Fong ES, Ronzone ES, Guy ES and Priest ES. The secondary trainers worked with teachers at Swainston MS, Brinley MS and Cheyenne HS. Each school's plan varied slightly, but at the Elementary schools monthly morning trainings were provided on the following topics: Fragments and Scrambled sentences, Sentence expansion, Conjunctions *because*, *but* and *so*, Sentence types and Writing questions, Subordinating conjunctions, and Sentence combining.

These morning in-services were followed by same day teacher support during prep periods. Throughout the year the trainers assisted teachers with implementing the aforementioned strategies in content areas weaving strong writing instruction at the sentence level into other content areas. The trainers also modeled sentence level writing lessons in classrooms as part of this process. As part of this work, the trainers incorporated the Four Part Mini Lesson model to assist teachers with better utilizing gradual release in their lesson delivery.

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

The work done in this area proved to be difficult for several reasons. Prep periods were often bought by administrators to cover for teachers who were out. On some days many of the participants would be unavailable during their preps because they were needed to provide sub coverage. At all of the schools we worked with, teachers were not required to attend during their prep, which made attendance spotty at times. Because this work hinged on teachers bringing samples of the past month's strategy, discussions were sometimes limited because of attendance issues. That said, principals and staff at the schools we worked with, as well as the trainers

involved, felt the training was valuable and that tweaking the way in which we presented the information is what is necessary to continue this work going forward. Next year, we plan to dive more deeply into instruction. We plan to implement the Four Part Mini Lesson in each training session to help teachers better understand the gradual release model. Furthermore, we plan to do additional modeling of lessons and observing as teachers instruct students. Finally, an added emphasis will be placed on Modeled, Shared and Interactive writing, particularly with the teachers of younger students.

## **Elementary Literacy – Google Classroom Gathering Places**

### **Overview**

As trainers we seek to reach as many teachers as possible to provide research based instructional strategies to improve student achievement. Due to the number of elementary teachers in the five counties we serve, it is impossible to have contact with every teacher through professional development, workshops or conference offerings. Full time elementary literacy trainer Christine Mecham manages three separate Google classrooms, called Gathering Places, where trainers share upcoming courses and conferences and Christine shares a monthly literacy strategy, tool or tip.

### **Objectives and Milestones**

In order to reach as many teachers as possible and provide information regarding best practices, the Google Gathering Places served as a vehicle to share current research based instructional strategies and best practices. Throughout the year trainer Christine Mecham posted on different topics pertaining to literacy in the elementary grades. A monthly post was made this year in each of the Google Classroom Gatherings. Literacy trainers Valerie Seals and Suzie Hinrichsen also contributed to the effort. Trainers from other departments posted course happenings and conference information making the Google Classrooms an informative space for teachers to find the information they need.

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

The Google Classroom Gathering Places have good potential to reach many teachers. Sharing information via social media, blog posts and other online platforms is readily accepted by teachers and school staff. Going forward, I would like to continue with these monthly posts and involve more trainers in other departments to share information regarding their content area as well.

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

### Overview

During the 2-2023 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, and assessments.

### Objectives and Milestones

#### *Learning Strategist Workshops*

Secondary Literacy continued offering workshops specifically designed for Learning Strategists. Four in-person workshops were held over the span of the 2022-2023 school year. Topics covered during the workshops included: building relationships, communication with teachers and administration, support for new teachers, time management, coaching strategies and tech tips.

At each workshop, strategists were able to collaborate and learn valuable tools to take back to their school communities.

#### *Standards-Based Curriculum Alignment*

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.

Monthly site-based support was given to 6 different middle schools and one high school in CCSD. The sessions were designed around NVACS, SBAC, *The Stepping Up to the Standards*, and *The Writing Revolution* writing strategies. Most of the sessions at most of the schools included the ELA, social studies, and science teams as well as some administrators. The elementary literacy team worked with several of the elementary schools that are in alignment with the secondary schools.

The Smarter Balanced Assessment Consortium (SBAC) is always an area of concern for middle schools. The SBAC Bootcamp for Middle School ELA teachers was facilitated virtually in the fall. The Bootcamp 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. SBAC-specific strategies were shared with multiple middle schools across CCSD, Nye County, and Lincoln County.

#### *Rural Support*

Secondary Literacy has continued to support Nye and Lincoln County in middle school and high school literacy. Standards-based proficiency scales were worked on with the Secondary Literacy Consultant and the secondary teachers in Lincoln County. There was and will be continued correspondence via email, Google Meet and face-to-face 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.

Standards-based, SBAC, and ACT professional development sessions were facilitated with Nye County Middle School and High School educators throughout the school year. Ongoing support and communication will continue to be provided.

#### *NDE Collaboration*

The Nevada Adolescent Literacy Network (NALN) continued to grow and develop this year. Julie Cooper has continued to serve on the steering committee and 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. NALN has worked with WestEd to process through the research and information on adolescent literacy in Nevada. The steering committee has determined to focus on three projects for next year: book clubs, e magazine, and an updated infographic and website. The committee met monthly and will continue to meet monthly in the new school year to coordinate events and sessions.

#### *RPDP K-12 Literacy Conference*

The Literacy Conference was held in May. It was a hybrid conference with Friday night sessions held virtually via Google Meet and Saturday sessions held in person at Roy Martin MS. There were about 200 participants in attendance for both Friday evening and Saturday sessions. The participants represented four different counties from Nevada and included educators from public, charter, private, and rural schools. The 25 presenters were a mix of well-known professionals across the country and experienced educators from across Nevada. One of the keynote speakers, Dr. Dianna Townsend from UNR, spoke via Google Meet on Friday night. The other keynote speaker, Kristina Smekens with Smekens Education Solutions, Inc in Indiana, spoke to the K-12 group on Saturday morning. Several SNRPDP trainers (Suzie Hinrichsen, Christine Mecham, Carrie Howren, Saralyn Lasley, and Jen Loescher) offered sessions as well. Sessions included a wide variety of topics that spanned the grade levels. The conference was a joint effort with the elementary literacy team.

### **Classroom Observation Report**

Observations were facilitated with Cheyenne High School in CCSD in the ELA department. The ELA department participated in after-school professional development sessions in the fall. At the end of the fall session and into the spring session, teachers were observed in their classrooms with a focus of their choice. They were given a selection of topics from which to choose. Those topics were: utilizing rigorous texts, discourse, writing instruction, listening standards, reading informational texts, rigorous questioning, formative assessment and summative assessment. . Teachers were notified ahead of time the trainer would be dropping in to visit their classes. 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. Administration and the learning strategist at Cheyenne HS were both actively involved in working with us to plan the observations and the debriefs.

Teachers were able to collaborate and brainstorm ideas of how to effectively use the strategies in their classrooms for next year. Their feedback will be used to plan professional development and classroom observations for next year. The feedback from the teachers and the administration was positive and appreciative.

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

Through workshops, on-demand professional development sessions, online trainings classroom observations, and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in Southern Nevada.

The Learning Strategist sessions will be continued to be offered next year. We will work to improve the communication and collaboration opportunities for the strategists at different schools. We will continue to offer sessions to support the strategists in supporting the educators at the individual school sites. We will collaborate with Jen Loescher to offer the coaching series speakers to our learning strategists.

The educational podcast will continue to be improved upon for next year. This year, the podcast was offered in an abbreviated format. The goal is to have at least two podcast episodes offered a month in coordination with the math team. We want to give teachers an additional support resource they can access on their own schedule.

This year was packed full of opportunities to assist schools and educators in multiple counties. The six targeted middle schools and one high school were visited monthly to collaborate with their ELA teams as well as social studies and science teams. It was a great opportunity to build relationships and rapport with a larger part of the school community. The departments were able to collaborate during the PD sessions to better serve their students with The Writing Revolution strategies as well as the SBAC strategies.

Next year PD sessions with these schools will be structured as a three-tiered PD plan. The monthly PD sessions will focus on topics to address the four strands of the standards while aligning activities to prepare students for the SBAC. The next tier will be PLC planning support at each grade level. The last tier will be individualized support for the teachers. They will be able to schedule time for classroom observations and/or one-on-one support. We will work with the elementary trainers to focus on schools who will be in alignment with each other to gain a bigger impact.

SBAC support will continue to be given to the middle schools. The monthly sessions at the schools will include SBAC instruction and strategies. The SBAC Boot Camps will be updated and improved upon to better support our educators. ACT support will be given at the high school level to support the literacy instruction at that level.

The K-12 Literacy Conference was a success with about 200 participants. Another K-12 Literacy Conference will be held next spring. Sessions will be presented by current teachers and educational leaders to meet the needs of educators in Southern Nevada and across the state. It



will be offered in person as a one day session instead of the hybrid version. There will be another mini conference offered as a virtual option at a different time.

Next year will bring its own challenges. Secondary Literacy will be there to meet the challenges with 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 throughout our counties.

## **Secondary Literacy - Lasley**

### **Overview**

Secondary Literacy currently has one part-time Secondary Literacy Trainer, Saralyn Lasley. Saralyn's overall goal for the year was to support Lincoln County School District, especially focusing on Middle Valley Middle School (MVMS) and Lincoln County High School (LCHS) both in person and virtually. She also supported the RPDP Literacy Team's collaborative effort to offer a K-12 literacy conference and offered, using a part time instructor, a workshop series on writing.

### **Objectives and Milestones**

#### *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, Sydney, a teacher leader and part time RPDP instructor, 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.

#### *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 three years of professional development on creating a student centered classroom and changing grading practices, Saralyn was able to offer focused, ongoing PD at both LCHS and MVMS.

#### *Book Study*

At the beginning of the 22/23 year, both schools started a book study, *Mindsets and Skill Sets for Learning*, by Bill Zima. Teachers met with the RPDP trainer twice a month from 3:30 - 4:45 virtually to discuss the text. They also met with Saralyn face to face to work together and build resources from the text for four half days during the year.

### *Empower LMS*

The trainer also worked with teachers in both schools and the Marzano Empower representative to better understand their new Empower LMS. With the help of the trainer and a teacher leader, Lori Cheeney, they learned to build playlists in the system and write proficiency scales that are compatible with the LMS.

### *Modern Teacher*

The Lincoln County School District has been using a professional development program, Modern Teacher, to help them reach their district goals of student centered learning. Saralyn supported this initiative by working closely with the Modern Teacher representative and teacher leader, Lori Cheeney, to learn the platform and deliver PD that was aligned to Modern Teacher. This included Modern Teacher classroom observations, teacher coaching, and student interviews.

## **Classroom Observation Report**

Observations and coaching were ongoing at LCHS and MVMS this year. The first classroom observation round started in August and the final round was in April. The trainer spent at least two days a month for 6 months at each of the sites. Based on these classroom observations and student interviews, the RPDP trainer then spent a minimum of 6 hours of one-on-one coaching with every teacher in LCHS and MVMS. Coaching topics and student interview tools were taken from Modern Teacher and included such components as posted road maps, posted and unwrapped standards, code of conduct, learning plans, etc.

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

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 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 23/24 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. So much of this is due to the work of Lori Cheeney, a LCHS teacher leader. For the last two years, she has acted as LCHS PD coordinator. In that capacity she has supported the RPDP trainer's efforts by organizing coaching sessions, creating observation schedules, polling the teachers, setting up for presentations, sharing resources, etc. In short, her help has been invaluable.

One of the goals from last year was to create a community of transparency, trust and mutual respect between Lincoln County HS and Meadow Valley MS. This year MVMS participated in all the professional development offered by Saralyn with LCHS. They attended joint online book study meetings, collaborated on writing proficiency scales, and are discussing collaborative projects for next year. Additionally, the teachers at MVMS received the same amount of hours in coaching and observation as LCHS.

Based on the successes of this year and on data collected from the teachers, RPDP will continue to support LCHS and MVMS by offering another book study and continuing the Modern Teacher observation and coaching sessions. RPDP also plans to facilitate a proficiency scale writing session with LCHS and MVMS August 7 - 10, 2023. Beyond that, it is uncertain how the 23/24 school year will look. There have been two major changes that will impact PD next year: Sharon Dirks, the LCHS principal, will take over PD planning from Lori Cheeney. Also, the PD calendar has been changed from multiple half days and early releases, conducive to ongoing PD, to four whole PD days spread out over 9 months.

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

### **Overview**

During the 2022-2023 school year, Secondary Literacy Regional Trainer, Sandra Ohman, provided professional development opportunities to support secondary teachers' professional growth in all areas of literacy. This included site-based professional development sessions in four Southern Nevada counties as well as sessions and workshops offered virtually. Site-based sessions included standards-based training for whole departments (ELA, Social Studies, and Science) as well as work with grade-levels, departments, and individual teachers.

### **Objectives and Milestones**

#### *Learning Strategist Workshops*

Secondary Literacy continued offering workshops specifically designed for Learning Strategists. Four in-person workshops were held over the span of the 2022-2023 school year. The first workshop, offered in late August, was devoted to building relationships, providing support to new teachers, communication with teachers, time management, and the power of podcasts. The RPDP podcast, *Lean Into Learning*, was introduced to strategists during this workshop. The second workshop, offered in mid-October, focused on SEL through writing, improving listening skills as related to coaching, and exploring eduprotocols. Isolation is one of the biggest obstacles facing secondary strategists, so Secondary Literacy Workshops provide opportunities for them to connect and collaborate throughout the year. With the isolation of strategists in mind, a Google Space was introduced at the second workshop to help strategists connect and collaborate outside of the workshops. The third workshop, offered in late February, was dedicated to exploring the "Power of Happiness in Education", coaching through the waves of change, and the impact of ChatGPT on teaching and learning. The last workshop, offered in early May, joined with the Special Guest Speaker Series (under the direction of Jen Loescher) to hear Amanda Brueggeman, ED.D talk about her latest publication related to student-centered mentoring. Strategists then looked at how teachers and strategists can balance responsibilities and what topics and types of PD will be most beneficial for the upcoming year. At each workshop, strategists were able to collaborate and learn valuable tools to take back to their school communities.

### *Social Studies*

Several inservices were facilitated that focused on Nevada Academic Content Standards (NVACS) for ELA, Science, and Social Studies teachers. The standards sessions were offered at CCSD middle schools, charter schools, and rural schools throughout the school year. During the inservices, ELA standards books were given to all content area teachers. The “Reading Standards for Literacy in History/Social Studies 6-12” were emphasized for Science and Social Studies teachers along with the “Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12” found in the back of the standards books. Additionally, specific NVAC Social Studies standards books were given to social studies teachers during inservices.

Mentoring for social studies teachers was offered. Assistance was given in developing Project Based Learning formative and summative assessments through choice boards. Four different boards were developed (one for each quarter). The project structure was shared with the entire social studies department of the teacher’s school. Mentoring was also provided in how to access Inquiry Design Model lessons within the C3 (College Career & Civic Life) Framework.

### *SBAC*

The Smarter Balanced Assessment Consortium (SBAC) is always an area of concern for middle schools. Content trainings at school sites explicitly covered what standards are assessed on the SBAC. This information assists teachers in making purposeful decisions about lesson development and pacing. Several training sessions focused upon a specific aspect of the SBAC, 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.

### *Writing Across the Curriculum*

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.

Monthly site-based support was given to 6 different middle schools and one high school in CCSD. The sessions were designed around NVACS, SBAC, *The Stepping Up to the Standards*, and *The Writing Revolution* writing strategies. Most of the sessions at most of the schools included the ELA, social studies, and science teams as well as some administrators. The elementary literacy team worked with several of the elementary schools that are in alignment with the secondary schools.

### *Workshops*

*Practical Reading Strategies* was taught in the fall in a virtual format. Eleven teachers from across Clark County, including charter schools and CCSD, attended this workshop. All sessions were held virtually to give teachers more access and flexibility. There were synchronous and asynchronous activities required for the class/workshop. ELA and various content-area teachers completed the coursework. Teachers reported that they were able to use resources and strategies from the coursework with their students as soon as the day after the session.

*Practical Writing Strategies* was taught in the spring in a virtual format. Seventeen teachers from across Clark County, including charter schools and CCSD, attended this workshop. All sessions were held virtually to give teachers more access and flexibility. There were synchronous and asynchronous activities required for the class/workshop. ELA and various content-area teachers completed the coursework. Teachers reported that they were able to use resources and strategies from the coursework with their students as soon as the day after the session.

#### *RPDP K-12 Literacy Conference*

The Literacy Conference, held in May, provided professional development for educators from public, charter, private, and rural schools from four different counties in Nevada. Sandra Ohman was responsible for creating and updating the conference website. This included information about the venue, presenters, course offerings, registration, parking, and food. She also assisted with technical support such as signage. Approximately 200 participants attended the Friday evening (virtual) and all-day Saturday (in-person) sessions.

#### *Rural Support*

Secondary Literacy has continued to support Esmeralda, Nye, and Lincoln County in secondary literacy. Specifically for Lincoln County, standards-based proficiency scales were worked on with the Secondary Literacy Consultant and the secondary teachers. Collectively, there was and will be correspondence via email, Google Meet, and face-to-face with secondary teachers in these counties to provide support. Additionally, discussions and meetings were held with administrators about how to best meet the needs of teachers and students.

Standards-based, SBAC, and content-area professional development sessions were facilitated with Nye County and Esmeralda County secondary educators throughout the school year- both in-person and virtually. Ongoing support and communication will continue to be provided.

### **Classroom Observation Report**

During the course of the 2022-2023 school year, Sandi Ohman conducted observations on four school campuses in two different counties. The impact of this work was strengthened because it was sustained over the course of the school year.

In the beginning, teachers were guarded. For example, teachers were apprehensive and appeared anxious when the observer entered the classroom. During post-observation conferences, teachers were reluctant to openly share about their challenges. This was directly related to the lack of trust and relationship that was present between the observer and the individual(s) being observed.

As time progressed and Sandi visited teachers' classrooms repeatedly, the teachers became less guarded. When the observer entered the classroom, teachers smiled and appeared more relaxed. During post-observation conferences, teachers were more open to sharing challenges and asking for specific assistance. This gave Sandi the opportunity to provide individual, teacher-specific feedback and support.

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

Through workshops, on-demand professional development sessions, online trainings, classroom observations, and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction across Southern Nevada.

Support will continue to be offered to learning strategists next year through the Learning Strategist sessions. We have ideas for ways to facilitate communication and collaboration opportunities for strategists at different schools in-between sessions. We will collaborate with Jen Loescher to offer the coaching series speakers to our learning strategists.

This year was packed full of opportunities to assist schools and educators in multiple counties. The six targeted middle schools and one high school were visited monthly to collaborate with their ELA teams as well as social studies and science teams. It was a great opportunity to build relationships and rapport with a larger part of the school community. The departments were able to collaborate during the PD sessions to better serve their students with The Writing Revolution strategies as well as the SBAC strategies.

PD sessions will continue next year with these schools. We will offer a three-tiered PD plan. The first tier will be monthly PD sessions that will focus on topics to address the four strands of the standards while aligning activities to prepare students for the SBAC. The second tier will be PLC planning support at each grade level. The last tier will be individualized support for teachers. They will be able to schedule time for classroom observations and/or one-on-one support.

The K-12 Literacy Conference provided approximately 200 participants with professional development and opportunities to connect with other educators. Positive feedback was given by presenters and participants about the professional look of the conference website and the accessibility of information it provided. Another K-12 Literacy Conference will be held next spring, and a website will again be developed to support participants.

As the face of society changes, teachers are faced with new challenges. Secondary Literacy will walk beside teachers to help them meet these challenges. Through workshops (virtual and in person), site-specific professional development sessions, department support, and individual assistance as needed, we will meet educators where they are and support them as needed. Plans have already been made for next year to continue the learning strategist workshops, charter school professional development sessions, rural school support, site-based PD, department planning support, classroom observations, and writing instruction throughout our five Southern counties.

## Elementary Mathematics – Strength Based Teaching and Learning Workshop

### Overview

The design of the Strength Based Teaching and Learning Workshop was to grow the participants' understanding of how to shift to a more responsive classroom. Participants learned how to honor, value, and acknowledge their students' mathematical strengths. The intention of the workshop was also focused on providing opportunities for students to become aware of their own strengths. The final step was for teachers and students to work together to connect what they know to what they need to learn to strengthen their math understanding. This workshop was designed and implemented by Kathy Dees.

### Objectives and Milestones

One of the objectives was for participants to reflect on their own practice through independent assignments and reflection. The topics of the assignment included: identifying their own teaching strengths, building mathematical practices and dispositions, building students content knowledge through a strength based lens, grouping practices, tasks, feedback, student identities, professional learning communities and family communication.

The participants' assignments in Google Classroom and their participation in the virtual meetings provided evidence that the teachers met the objectives and reached milestones in their teaching practice. The teachers shared their experiences as learners of math in previous math settings. One example from Marie Priest, *"Once I hit high school that's when math became harder for me. I like to use the joke of "Did you know there were letters in that?" because suddenly math had letters in it instead of numbers and then there were shapes and graphs. That's when I really began to struggle"* From those earlier memories teachers reflected and looked for connections that influenced the way they teach math in their classrooms today. This met the objective that they know who they are as teachers and what their strengths are and to set goals to build from there. An example of this reflection and next steps was contributed by Claudine Rabaggio, *"I use my experience to be the opposite of my teachers. I support my students and address their needs. I differentiate my instruction to help each student. I recognize their accomplishments and try to encourage them. I am taking this course to learn to identify my students' strengths and use those strengths to help them learn. I am hoping to learn strategies to leverage my students' strengths. I want to help my students who are having difficulties finding ways to access the content in a different way. I want to encourage my students to persevere and use their strengths to understand the mathematical concepts we are learning. I want to be the teacher I needed when I was a student.*

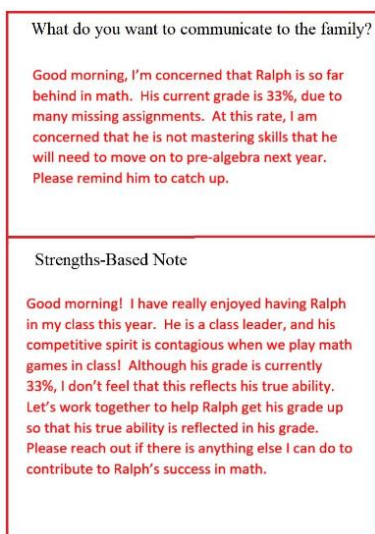
Next, the teachers explored ways to shift their practices and dispositions of both themselves and students to a more strength based perspective. Teyoh Mansari shared her ideas in the Google Classroom as follows: *"Discourse is critical in my classroom because students have to explain their ideas and reasoning not only with me but with their peers. I always incorporate opportunities for students to discuss their thinking before I teach a lesson, while teaching and after teaching. The book states that students "need teachers and peers to listen attentively and ask good questions that probe reasoning and sense making".(pg.50) This means students need to*

*not only be able to explain their mathematical thinking but also listen and be able to ask key questions surrounding that thinking.”*

Teachers explored ways that they could make learning experiences that are familiar in context and thought provoking. When the teachers in the class viewed and gave feedback to the students from a strength-based approach the students had more access to higher level tasks designed with broader access points for all students. An additional teaching practice suggested in the supporting text was to adapt rich tasks to address the students strength’s was discussed by Teyoh Mansari, *“I make sure to have small group time with students in order to first understand what they are excelling at and what is challenging for them. Once I have an understanding I adjust my pacing to help my students or move past a subject that I know they understand. In terms of tasks I will give students differentiated tasks that are all on the same subject but are asking them to complete a beginner, medium and expert depending on what they need.”* Collaboratively students worked together and felt more valued as contributors and learners. Students grew more positive identities in mathematics when their teachers focused on what they were able to do instead of what they couldn’t do.

Evidence provided in their responses about taking these big ideas back to their PLC’s were very positive with detailed plans of how they would share with their school site. One goal explained by Marie Priest discussed classifying feedback, *“I think this would be great to do with my grade level team to then have the discussion about what kind of feedback is given to students. This could not only improve my own practice but also the practice of my colleagues. I’m wondering if this is something that could be done throughout the school, maybe at a staff development day, to help all teachers see where their practice is and how it can be improved.”*

In the final assignment the teachers framed their communication to parents about their child in a more positive way that engaged the parents to communicate and work with their child with suggestions provided by the teacher. A Strength Based note to parents was turned around by Sherrie Heisel and she reflected about how the difference in her communication was received with positive feedback from her student’s parents.



**Figure 2.** Sample of a Strength-Based Note to Parents/Guardians



## **Objectives and Milestones of Year-long Professional Development Work with Teachers**

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.

## **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 by reflecting about ways to improve their own practice. This was challenging for teachers this year in the area of mathematics instruction because this was the second year of a new district adopted curriculum. One contribution we made was to observe and listen to teachers which helped us find the best way to meet their needs by focusing on NVACS and best practices. My goal for next year is to continue to offer virtual experiences in partnership with face to face modeling, observations, and ongoing professional development.

Overall the shift to in-person learning for a second year was positive. The students seemed more engaged, which was supported by evidence offered by teachers in addition to our classroom observations. Teachers continued to participate in professional development at a high level because they could see in real time the impact that the resources and best practices had on their students. Because they experienced the professional development 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 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.

I look forward to returning next year to continue our professional development of NVACS and best teaching practices shaped by what we learn from teachers and students as they begin the 2023-2024 school year.

## **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 2022-2023 school year and is a continuation from the 2021-2022 year including year two teachers and new to the project teachers. 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**

*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 for new to the project teachers and more confidence and further shifts in year two teachers. 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 second teacher described her shift: *“I am a type A personality and the thought of letting the students decide seemed impossible. I decided the only way I could make it work is to just jump in and do it. I immediately realized how much harder students work and much more engaged in the learning process they are. Because they were so engaged, classroom management was a lot easier. I used the four levels of work ethic which helps the students manage their own behavior and learning.”*

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. *“The nice thing about these assessments is I have important information that helps me see more while the students are at work.”*

*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. While observing classroom teachers at the end of year two, we were able to see growth from the previous year but were acutely aware that two years is really still the beginning. In addition, one of the biggest challenges is the content knowledge of the teachers. Jawhari and Dolphin will use these insights when planning for 2023-2024 projects and other professional development.

*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 the 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 half day, on five dates during the 2022-2023 school year. Trainers also worked with new first grade teachers from each school, for a half day, four times over the year and with all second grade teachers for four half days. 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. 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 final image is from the school that struggled with implementation.

Campus	Teacher	Counting and Cardinality Fall-Winter Non-Proficient to Proficient Growth KCC.A2,3,4,5	Number and Operations Winter-Spring Non-Proficient to Proficient Growth K.OA.A3,5
Campus 1	Teacher A	+35%	+64%
	Teacher B	+47%	+49%
	Teacher C	+16%	+21%
	Teacher D	+61%	+48%
	Grade Level	+42%	+45%
Campus 2	Teacher A	+17%	+12%
	Teacher B	+7%	+59%
	Teacher C	+54%	+25%
	Teacher D	+15%	+35%
	Grade Level	+26%	+27%
Campus 3	Teacher A	+23%	+41%
	Teacher B	+56%	+58%
	Teacher C	+47%	+32%
	Teacher D	+1%	+35%
	Grade Level	+31%	+41%
Campus 4	Teacher A	+64%	+47%
	Teacher B	+27%	+80%
	Teacher C	+49%	+32%
	Teacher D	+43%	+9%
	Teacher E	+75%	+47%
	Grade Level	+53%	+43%
Campus 5	Teacher A	+54%	+34%
	Teacher B	+21%	+18%
	Teacher C	+37%	-4%
	Teacher D	+59%	+25%
	Grade Level	+43%	+19%

*Figure 3. Data for Implementation of Best Practices*

## 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, half-days followed by multiple site-based follow-up sessions, and with individual teachers or with a grade level as requested. This provided an opportunity to track growth and the realization that even two years is not enough. The first year is really about getting started, trying things out which creates more questions, and making adjustments. Year two was spent reaching all new teachers to Kindergarten and Grade 1 and all teachers in Grade 2. Now that the teachers have had a start, continuing PD that is at a deeper level, “Insightful Use,” is essential. Plans have been put in place to train teacher leaders next year to continue the work while going deeper with Lesson Study, teachers’ analyzing their own classroom videos, and observing and learning from each other. Additionally, several experienced teachers obtained permissions for their classrooms to be recorded for the math block. The videos recorded will be utilized for new teacher trainings, for experienced teachers to analyze and learn from and for teachers outside of the Doral Academy system to learn from as well.

## Elementary Mathematics – Pre-Kindergarten Course

### Overview

Nicole Jawhari and Sue Dolphin developed and taught a 9 hour Pre-Kindergarten course focused on the core mathematical concepts for children ages 3-6 in a preschool setting. The class

aimed to enhance and maximize teachers' instruction by providing experiences based on research on how children learn mathematical concepts.

### **Objectives and Milestones**

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

When educators understand the developmental milestones of Pre-Kindergarten students, they are better able to provide appropriate instruction to promote that development. Educators' instructional practice and learning outcomes were strengthened by the workshop as teachers took back new practices into their classroom and reflected on what they were able to learn about their students through the process.

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 being able to increase their insight into students' mathematical thinking assists them to make stronger instructional decisions based on where students are on their math journey. The texts for this course, in addition to outlining the standards, provided teachers the "big ideas" about the mathematical concepts and appropriate expectations for Pre-Kindergarten children in relation to Numbers, Geometry, Sorting and Classifying, Pattern, Data Collection and Measurement.

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

This workshop was a great first step in offering mathematics content opportunities to teachers of Pre-Kindergarten. Next year facilitators plan to expand the PD to reach more Pre-Kindergarten teachers and incorporate classes specific to assessment as well. The workshop allowed facilitators to meet several experienced, highly qualified teachers who will assist in facilitating and contributing to future workshops during the 2023-2024 school year.

## **Elementary Mathematics – Family Engagement**

### **Overview**

The RPDP trainer, Nicole Jawhari supported the Clark County School District's Family Engagement Department by developing and holding sessions for Family Liaisons to attend focused on supporting children in mathematics for grades PreK-2 at various schools throughout CCSD.

## **Objectives and Milestones**

Family engagement sessions will allow trainers 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.

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 liaisons, to 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 Mathematics – 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. Instruction in classrooms 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**

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, strategists, and educators at the schools.

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. In addition to modeling lessons and professional development, follow-up observation and mentoring of teachers was embedded into the structure for teachers/ admin seeking additional support. Additionally, the trainer 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. This ongoing work with returning and new teachers will result in improving teaching practices in mathematics, in turn increasing student achievement and mathematics understanding.

### **Classroom Observation Report**

Nicole Jawhari had opportunities to observe and model lessons in classrooms throughout the 2022- 2023 school year. The 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 2022-2023 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 2022-2023 school year balanced work done with teachers throughout the school day while continuing to provide professional development opportunities outside of the school day. Trainer increased asynchronous work to give flexibility to educators and still allow them to engage in high quality professional learning. Educators engaged in and appreciated opportunities. The 2023-2024 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 by utilizing teacher leaders. The trainer would also like to simultaneously increase the presence she can have in classrooms modeling, and observing lessons focused on student learning.

## **Elementary Mathematics – Professional Development Opportunities**

### **Overview**

K-5 Elementary Mathematics Project Facilitators Nicole Jawhari, Kathy Dees, Sue Dolphin, and David Janssen developed and offered virtual synchronous, asynchronous, and hybrid courses over the course of the 2022-2023 school year to educators across Southern Nevada. Workshops ranged from 6 to 24 hours and focused on best practices as outlined in the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF).

### **Objectives and Milestones**

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 Project Facilitators observed educators' needs to participate in professional development virtually synchronously and asynchronously to accommodate varying schedules. Trainers developed courses ranging from 6 to 24 hours respectively focused on NVACS, NEPF and best practices. Topics included Models and Tools K-2, Putting Number Talks into Practice K-3, Putting the Practices into Action, Tinkering in Mathematics, and Growing Confident Math Learners. Educator progress was measured through ongoing formative assessments and culminating assignments that measured the participants growth over the course of the workshop attended.*

Offering these trainings remotely provided access to educators outside a specific region, or county and provide additional opportunities for ongoing collaboration and deep learning. Over 300 educators participated in these virtual opportunities, with many attending more than one course. The positive results led instructors to develop additional opportunities for professional learning over the course of the 2023-2024 school year.

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

Educators responded positively to flexible opportunities to complete meaningful professional development opportunities. Over 300 educators participated in these 6-24 hour workshops. The number of educators able to participate was limited due to the number of trainers we had available to facilitate the courses.

Elementary project facilitators will work to expand and deliver new workshops during the 2023-2024 school year to meet the growing number of educators requesting to participate in these courses. Utilizing strong leaders from our 2022-2023 Leadership Project cohort will also assist in expanding offerings for the 2023-2024 school year to help meet the high demand for these professional development opportunities and increase the number of educators able to participate.



These professional development opportunities for educators have led to invitations to provide school wide PD at participants' sites across Southern Nevada. Many educators have requested RPDP trainer's to co-teach, observe, model lessons, and coach following these professional opportunities as well. By increasing leadership capacity and providing educators with high-quality support on the content and the method in which they teach, these professional development opportunities have played a crucial role in advancing SNRPDP's mission.

## **Elementary Mathematics – Janssen**

### **Overview**

David's primary tasks for the 2022-23 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 both Clark and Nye counties. 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), the Nevada Educator Performance Framework (NEPF) and providing supports for the newly adopted math program in Clark and Nye county schools. David also provided support with engaging instruction through best practices (ex. Problem solving, quality discourse through number talks and the use of models and tools ), closing instructional gaps, and mathematics content support in the domains of operations & algebraic thinking, the number & 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 provided by David to meet the needs of individual sites in before, during and after school workshops, grade level meetings, general staff meetings face-to-face and/or through virtual online training. 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. Workshops and classes were offered after school hours which allowed teachers to earn professional development hours towards license renewal and/or contact units (CUs) for CCSD teachers for salary advancement. He taught two professional development 12 to 18 hour courses for license renewal hours throughout the school year: Use of Models and Tools in Grades K-2 and Putting the Standards for Mathematical Practice into Action. Both classes supported over 75 teachers.

David supported the CCSD Clarity Task Force 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 develop clarity unwrapping NVACS K-5 Math standards and aligning them to the new math program selected by CCSD. David worked as team leader and collaborated with teacher leaders from assigned grade level, grade 3.

Continued professional development support was offered and provided for the growing number of charter schools throughout Southern Nevada (specifically Somerset Academies, Doral Academies, Pinecrest Schools) as well as the public schools in rural Nye County.

David participated in the development of a podcast for teachers titled *Lean into Learning* with a focus on K-12 literacy and mathematics. He collaborated with the co-creators Candice Meires, Julie Cooper and Christine Meachum. The purpose of this podcast is to discuss/promote current issues in education. David and Candice created six episodes for the math portion titled *Where Math Happens*. Currently over 100 teachers have listened to the podcast.

David and the elementary mathematics team at RPDP facilitated virtual summer PD classes that were offered after the academic school year during the weeks of May 30 - June 9. Over 100 teachers attended. All five southern counties had the opportunity to attend these 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.

### **Classroom Observation Report**

Although not required, 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 try and meet the requests and needs of all schools across Southern Nevada more effectively. Incorporating Google Meets and Google Classroom as an online/blended learning model has allowed the trainers to support all schools with access to high quality professional development. PD has been

developed that is synchronous and asynchronous in order to allow all teachers access to quality PD opportunities.

Over the last seven years, the Las Vegas area has seen tremendous growth in non-CCSD Academic Nevada charter schools (Doral Academies, Somerset Academies, Pinecrest Academies, SLAM Academy, 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 continuing to support teachers/learners in a critical area of best practices with a focus on the eighth standards of mathematical practice. The standards focus primarily on the process of learning the content. David will offer asynchronous online courses that focus on these best practices particularly 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* and/or present at the National NCTM conference in Washington DC in the fall of 2023. He was recently accepted to present at the conference on the topic of understanding the equal sign in grade K-5. Finally, a larger project David is working on for the upcoming school year is with K-12 teachers. David, along with other RPDP trainers will spend an entire day with 50 kindergarten (July 26) and 50 first grade teachers (July 27). The focus of the project is how to assess learners and what to do with the assessment results. Teachers will learn how to use valuable assessment tools and resources for differentiation and small group instruction in order to support all learners. On-going support will be provided to participants throughout the year with school visits, modeling and more staff professional development opportunities at their sites as needed.

## **Middle School Mathematics – MS Mathematics Support**

### **Overview**

Candice Meiries is a trainer for the Secondary Middle School Mathematics Team. She brings diverse strengths to the overall 6-8 math professional development program. Her goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through a variety of objectives: Purposeful and Strategic School Support, Teacher Leadership, Mathematics Standards and Content Workshops, Teacher Retention, and Instructional Strategies.

### **Objectives and Milestones**

Candice provided a high level of support to teachers and schools showcased with the following projects:

### *Purposeful and Strategic School Support – Job-Embedded Professional Development*

Research shows the greatest challenge for teachers doesn't simply come in acquiring knowledge of new strategies, but in implementing those strategies in the classroom. Job-embedded professional development teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices has the intent of improving student learning. It is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. JEPD is a shared, ongoing process that makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work. High-quality JEPD also is aligned with state standards for student academic achievement and any school improvement goals.

In this first year, Mrs. Meiries worked with six middle schools and 63 teachers. These middle schools included Somerset Aliante, Monaco MS, West Prep MS, Von Tobel MS, Burkholder MS, Nye County Northern Schools and Rosemary Clarke MS. Professional learning on average was meeting twice a month throughout the school year. Topics were specifically designed based on school goals and included, SBAC Connections, Standard Clarity, Differentiated Instruction, Student Engagement, SBAC Analysis, and Content Misconceptions. Candice communicated quarterly with the schools' administration to discuss progress and to plan future sessions.

### *Teacher Leadership - Department Chair and Learning Strategists Workshop Series*

Candice Meiries collaborated with Jen Loescher on the Math Department Chairs and Mathematics Learning Strategists in Secondary Mathematics to develop their abilities to be instructional leaders at their sites. The project consisted of 3 half day virtual sessions scheduled from August 2022 through November 2022. Eleven Department Chairs and Learning Strategists from the 1, 2 and 3 Star Schools from Southern Nevada participated.

### *Mathematics Standards and Content Workshops - Workshops and In-Services*

Increasing teacher effectiveness through content building was a continued goal for Ms. Meiries this year. Professional development on standards based instruction was consistently incorporated into all workshops and in-services provided to all counties. This included but isn't limited to *Standard Clarity*, *SBAC Bootcamp*, *Differentiating Tasks*, *Student Engagement*, *SBAC Ready in Minutes for Middle School Mathematics*, and *Performance Tasks*.

### *Solution Society*

Candice Meiries and Jennifer Loescher, continued their work on Solution Society 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. Solution Society met four times during the 2022-23 academic year. There were 5-13 teachers in attendance for each workshop.

#### *Teacher Retention - Cultivating Educator Emotional Resilience Workshop*

Teachers engaged in a text supported workshop based on Elena Aguilar's book *Cultivating Emotional Resilience in Educators*. They explored The Twelve Habits and Dispositions of Emotionally Resilient Educators and discovered the actionable framework that gives concrete steps toward rediscovering themselves, their energy, and their passion for teaching. Teachers used a collection of tools and strategies to help banish the burnout and cultivate true resilience. They learned how a simple shift in mindset can affect their outlook, and how taking care of themselves physically, mentally, and emotionally is one of the most important things they can do.

Twenty-two teachers from Grades 6-12 teachers. It consisted of a blended learning experience with two face to face workshops, 10 monthly virtual workshops, and assigned tasks to be completed independently.

#### *Instructional Strategies - Where Math Happens Podcast*

Candice Meiries and David Janssen focused on cultivating teacher effectiveness in the form of an educational podcast. They created, produced, and published 6 educational podcasts for all mathematics educators in Southern Nevada for the entire 2022-23 school year. The topics included: Being a Problem Solver, Building Fluency and Math Play, Modeling and Tools in the Math Classroom, Building Student Relationships, and Teacher Reflection. There were on average 44 plays per episode. This podcast was especially beneficial for communication and professional development for our rural counties.

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

Job Embedded Professional Development was a success for 2022-2023. In this second year, Candice will work with 7 middle schools and about 70 teachers. Teachers will receive professional learning twice a month that is specifically designed for teachers and school goals. There will be an expectation that teachers will implement what was learned, reflect and discuss how the implementation went and make changes that need to be made for student achievement.

When considering the Department Chair and Learning Strategists Workshop Series, Learning Strategists were continually asked to substitute in classes and Department Chairs were asked to sell their preparation periods to cover classes due to a severe teacher shortage. These factors caused participation to be low and sporadic. The low and sporadic attendance caused a cancellation of the sessions scheduled for second semester.

Based on the feedback from the participants from prior years and requests from school Administrations in needing assistance for their learning strategists, the trainers will continue providing these workshops for the upcoming school year. However, Jen Loescher will take the lead on this project and Candice Meiries will assist as participation increases.

With respect to Mathematics Standards and Content Workshops and In-Services, one of the strongest predictors of students' success in mathematics is the quality of their teacher. Mathematics teachers need to know mathematics content, mathematics pedagogy, and how their students understand mathematical concepts. Teachers must be familiar with their students' mathematical strengths, misconceptions, favorite problem-solving approaches, and readiness to use mathematical tools. Candice will create and facilitate a Saturday workshop series titled SBAC Connections for the 2023-2024 school year. In this project, teachers will develop a deeper understanding of content applications, content knowledge, effective instructional strategies, and confidence in decision making while learning through the lens of the SBAC Mathematics connection. These face to face workshops will take place quarterly throughout the school year 2023-24, reaching about 10-20 educators each quarter. Each workshop will focus on one domain for the upcoming quarter. Ms. Meiries will also continue to incorporate standards based instruction and activities into other workshops and in-services that she provides.

For Solution Society, 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.

In the Spring 2023, the team had two schools host each workshop. Schools were strategically chosen by geographic areas, so that teachers from around the valley would be motivated to attend if the workshop was closer to their current work location. Each school chose the workshop day, invited neighboring schools, and encouraged their teachers to attend. There was an increase in attendance. Teachers from multiple grade levels and content areas participated. Next year, they will continue to use host schools, Ed Kepplemann will continue to sponsor, and they will increase advertising to teachers around the host schools.

Cultivating educator emotional resilience is an ongoing process. Candice will offer a modified version of this workshop for next year. Teachers will continue to explore The Twelve Habits and Dispositions of Emotionally Resilient Educators and use the actionable framework that gives concrete steps toward rediscovering themselves, their energy, and their passion for teaching.

The podcast will continue for next year. However, creating the podcast has been a huge learning experience for David and Candice. Some of the challenges that arose are the time needed to create a quality podcast, consistency, and advertising. For next year, three days a month will be dedicated to the podcast, one for planning, one for recording, and one for editing and advertising. Also, each month a new episode will be published. Finally, advertising will be at the forefront.

## Middle School Mathematics – General Duties

### Overview

The goal and focus are on high-quality and on-going professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives: (a) increasing teacher content knowledge and developing pedagogical approaches to instruction; and (b) partnering with the Nevada Department of Education (NDE), 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 15 middle schools, including six charter schools (strengthening 11 relationships from last year and adding four new relationships) on a variety of topics including: SBAC Analysis, SMPs (Standards for Mathematical Practices), standard clarity and alignment to the NVACS using an SBAC lens, Depth of Knowledge (DOK), data analysis, and student-centered learning. 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 three workshops anchored in texts using *Building Thinking Classrooms* by Liljedahl, *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 *Circle Forward* by Boyes-Watson and Pranis. 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. Overall, the workshops were evaluated at an average of 4.8 for “having opportunities for interaction and reflection” and an average of 4.9 for “the presenter’s experience and expertise enhanced the quality” of the workshops.

#### *Partnering with the Nevada Department of Education (NDE), 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 one cohort of teachers. Part 2: Learning to Rise, was facilitated to extend learning for those who engaged in the Dare to Lead workshop (two cohorts of teachers engaged in this workshop). As part of the collaboration, a part 3, Living BIG was created and will be facilitated in Fall 2023. To further support NDE’s Native American Curriculum Enhancement Project (NACEP), she co-created and co-facilitated a five-part monthly workshop series, *Nevada’s Indigenous Voices*. The trainer continued to maintain a relationship with CID by supporting the facilitation of the Teacher Clarity Project. She

continued to participate in the State Network Educator (SNE) Workshops with SBAC and was a Table Lead at the June Workshop.

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

Based on feedback from workshop 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.

## **Middle School Mathematics – Coaching and Mentoring Strategists (Coaches) and Teachers**

### **Overview**

The majority of Learning Strategists and Instructional Coaches begin this new role with novice-leveled 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:

Bring awareness to teacher leadership opportunities to support student growth and increase teacher retention.

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

Teachers will increase their effectiveness after building and refining their lesson planning and delivery 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 nine Strategists. The trainer focused on site-building expectations, best practices for coaching teachers, and improving professional development sessions (via observation/debrief and review of materials).

As a result of the sessions, coaches grew their capacity to better support 231 teachers with targeted, more intensive support for 54 teachers; coaches also plan to have coaching conversations and start peer observations earlier in the school year, craft more effective debrief questions, and create focused professional development for their staff.

*“When I was struggling to understand something, you took the time to sit in that and help me sort through the confusion. At the same time, when I was feeling confident or secure with a problem you would encourage me to go further or take more than one step to get*



*to the solution. Activities that I was uncomfortable with such as presenting PD you supported me every step of the way until I felt comfortable enough to do it on my own.”*  
~Middle School Instructional Coach in Clark County School District

*“Life-changing. Recently someone told me that working with me has made them a better educator. I also had an administrator say that they feel like they have to bring their “A-game” when they talk to me. Both of those compliments I attribute to your coaching. I continue to learn and grow because of you.”*  
~High School Instructional Coach in Clark County School District

Partnering with Candice Meiries to facilitate the DC/LS Workshops increased the possibilities for relationship building and small group coaching opportunities. She further differentiated the learning experience by organizing a special Guest Speaker Series four times through the school year. Seven out of the nine evaluation questions reflected an average score of 4.9.

*Teachers will increase their effectiveness after building and refining their lesson planning and instructional delivery skills*

Jen continued offering one-on-one support (via observations and debriefs) to teachers in a more explicit way. This year, the impact grew to 14 teachers. The trainer focused on building relationships, best practices for instruction, and improving student outcomes. Several teachers acknowledged how impactful this learning opportunity was for them and their students due to having structured time to be observed 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 continue being self-reflective about their own teaching practices.

As a result of the sessions, teachers: (a) changed the way questions were asked that led to a stronger depth of knowledge and level of vocabulary acquisition, (b) selected students with intention to share their thinking that led to greater student confidence and overall performance, and (c) created more frequent opportunities for student discourse that led to improved student engagement and outcomes.

*“I feel like Jen's observations and feedback helped me grow tremendously as an educator. I began implementing her suggestions right away throughout my instruction and saw great results with engagement and student comprehension.”*  
~Middle School Teacher at a Charter School

*“I really appreciate that she looked at the finer details throughout my lessons to help me grow even more. For example, she would make me aware of potentially harmful vocabulary that I was using with my students. She would challenge me in a way that was not intimidating which I also really appreciated.”*  
~Middle School Teacher at a Charter School

## **Classroom Observation Report**

Five classroom observations and debriefs from September 2022 through April 2023 were conducted with three middle school math teachers at Lone Mountain Somerset Academy and five middle school math teachers at Sports Leadership and Management of Nevada (SLAM NV). After each cycle, the teachers made instructional adjustments to increase student achievement. Both assistant principals noted instructional improvements and one of the teachers had the highest student growth on the math iReady assessment. Additionally, professional learning sessions focused on the NVACS and SBAC were facilitated.

Twelve instructional walkthroughs were conducted at three middle schools from September 2022 through March 2023 with the Strategist and/or administrator. These walkthroughs provided continual insight and evidence for how teachers were implementing strategies learned in professional learning sessions as well as structures put into place from collaborative meetings. They also guided decisions for future professional development as well as additional support. Sedway Middle School observed an increase in their math MAP data from the fall to the winter, increasing five points on both the average and median for sixth, seventh, and eighth grades.

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

To increase the capacity of this project next year, the trainer is continuing the structured component of mentoring and coaching Learning Strategists/Instructional Coaches and teacher observations and debriefs. Due to low enrollment in the DC/LS workshops, she is planning to redesign by eliminating the differentiation of cohorts and will only focus on Strategists and Coaches (removing the invitations to Department Chairs). Continuing to build and strengthen relationships with administration and teachers will increase participation and understanding of the impact collective teacher efficacy will have on teacher retention and student achievement.

## **Secondary Mathematics – Secondary Mathematics Conference**

### **Overview**

The Secondary Mathematics Team consists of four trainers - Jennifer Loescher, Carol Long, Candice Meiries, and Doug Speck. 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 presentations. 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:

Creating, hosting, and facilitating a virtual Secondary Math Conference that focused on:  
(a) Increasing teacher content knowledge and developing pedagogical approaches to instruction,  
(b) creating a collaborative network of mathematics teachers, and (c) 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 hybrid Secondary Math Conference*

The math team successfully created and facilitated a hybrid conference - this was the first time combining face-to-face and virtual platforms. With the assistance of Jason Lillebo, we hosted the conference on Google Meet 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. 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 (Nearpod, Discovery Education), performance tasks, linking concepts and skills, assessment strategies, problem solving, ACT, number sense, supporting English Language Learners, flexible grouping, 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. 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. As mentioned previously, there was a strong appreciation for a wide range of topics; therefore, the team 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.

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

### **Overview**

SNRPDP's High School Math support is provided by Doug Speck, one of our full time trainers. Doug is committed to improving High School Mathematics in the Southern Nevada region at a variety of levels. At the school level he provides direct in-school support; at the individual teacher level he assists with content knowledge development and instructional improvement through classes offered and resources provided through the RPDP website; and at the system level Doug provides support with district initiatives in both Clark and Nye Counties.

### **Objectives and Milestones**

Our High School Math support transitioned from two trainers to a single trainer this year and still managed to provide a high level of support to teachers and schools in the following areas:

In person classroom observations/feedback cycles - Doug has conducted classroom observations and provided feedback at 10 different schools this year for a total of 65 unique classrooms visited, many with multiple visits for a total of 105 visits and feedback sessions.

In person school meetings with Administration - Doug held a total of 10 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 support math teachers and the role RPDP can play in this support.

In person Schoolwide Professional Development sessions - Doug delivered a total of 24 Professional Development sessions for individual schools. These sessions range 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 and on the ACT Math Test.

In person Curriculum Classes for Teachers - Doug taught a total of 5 math content classes with a total of 45 enrollments. This year the team focused primarily on the needs found in the Algebra 2 and the ACT Math test.

Materials developed and provided to teachers - Doug developed a number of resources to support classroom instruction. The new CCSD class on Reasoning and Sense Making in Mathematics was not fully developed at the start of the year so Doug provided teachers with many resources including full lessons, assignments, engagement activities and assessments for each unit in this course. Doug also created a new website with engagement activities for use in

Math courses from Pre-Algebra to Algebra 2. A total of 56 new activities were created and added to the site this year.

## **Classroom Observation Report**

As noted earlier the High School Math team conducted 105 observation / feedback cycles this school year. These observations were divided rather equally between District Schools (61) and charter schools (44). Some teachers had as many as 9 observations to allow for continued follow-up throughout the year.

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

The reduction of our High School Math team from two members to a single member resulted in reductions in many of our overall numbers for teacher support. Additionally, the time commitment for the Reasoning and Sense Making class diverted time from in class support. Moving forward, if the team remains a single individual support that is not occurring in classrooms may need to be reduced.

## **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 2022-2023 school year was to continue 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 a S.T.E.M. integrated school.

#### *Science PBL*

NWRPDP and SNRPDP partnered during the 2022-2023 to build a cohort of teachers that first completed a book study on project based learning and then applied to our NVACS for science. Science cannot be taught in isolation and the goal of this cohort was to create an integrated science PBL that included math and ELA standards. The cohort consisted of teachers throughout the state and classes were held virtually throughout the year. The book study portion was based on the book *Inside Information* by Nell Duke. Teachers self-selected by grade level and choose a science standard to center their lesson around. Teachers created and taught their science PBL's in their classrooms and participated in a peer review and feedback cycle.

#### *Science Support for CCSD*

During the 2022-2023 school year, The Clark County School District (CCSD) adopted a new science program for all K-8 teachers. Amplify Science is the program that was selected. Elementary science was a part of the leadership team that is creating documents and supports for teachers as they use this program. These supports include looking at the integration of ELA standards, practices to enhance science assessment, science pedagogy and strategies for implementation and integration. There were several Saturday institutes as well as a Summer Institute that focused on good science teaching strategies to integrate into the program. Support for strategies will be provided over the next six years.

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

During the 2022-2023 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. Moving into the 2023-2024, several schools have already set up long term science professional learning support.

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 that continued this year was assistance with science project based learning. With this in mind, we created a year-long statewide cohort of teachers that engaged in the practices of project-based learning and they applied them to our science standards to create their own science PBL's. This year-long project is being revamped for the 2023-2024 school year based on participant feedback.

The goals for the 2023-2024 school year are guided by feedback and interactions with teachers, schools and our five counties that we serve. Based on participant feedback and personal reflection, the science PBL cohort is being revamped to integrate more teacher support into the cohort. Next year, the cohort will be run again with more teacher support, more virtual sessions, and shorter time frames to complete the requirements so that the program can flow better. Support for Nye and Esmeralda counties is based off of teacher needs and professional learning requests.

## **Secondary Science**

### **Overview**

The SNRPDP Secondary Science Team consisted of one part-time educational consultant - a science education veteran of 30 years. Current science educational research advocates that learning happens through talking. And yet, student talk typically makes up less than 20% of the time spent in science class, and of that small amount of time, very little is focused on student sense making. However, specific instructional approaches that leverage productive student talk can be used to support students' three-dimensional science learning. This identified challenge aligns well with the Nevada Educator Performance Framework (NEPF) Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies and its associated Indicators:

Indicator 1 - Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students

Indicator 2 - Teacher provides opportunities for all students to create and interpret multiple representations

Indicator 3 - Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships

Indicator 4 - Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students

Current research and teacher high leverage instructional standard (NEPF Standard 3) provided the catalyst for much of the science professional learning delivered this year - supporting educators and students with tools and strategies to advance productive discourse in our science classes. Throughout the 2022-2023 school year, the SNRPDP Secondary Science team focused on enhancing collaborations including; 1) Rural and regional professional learning with multifaceted secondary science productive discourse support for charter, middle, and high schools, 2) Clark County School District's Curriculum and Instruction Division for Science - supporting district leadership on task forces to develop, revise, field test, and enhance instructional materials to elevate student productive discourse, and 3) Silver State Advanced Placement Institute with professional learning intensely focused on how to strengthen AP course development and delivery.

## **Objectives and Milestones**

To support the larger goal of implementing the Nevada Academic Content Standards for Science, SNRPDP Science Team worked with schools and districts to support and scaffold productive student discourse, emphasizing that scientists routinely communicate through talk—not merely at the end to share findings, but throughout the collection, analysis, and conclusion of their ideas as work unfolds. One example was to ask students to actively engage, as lead facilitators, in inquiry-based, experimental design laboratory experiences such as the 5-E Instructional Model: Engage, Explore, Explain, Elaborate, and Evaluate. At each step along this journey, students are prompted to generate ideas, engage with successes and challenges, and work toward generating claims from evidence. The teacher encourages meaningful conversations that lead to student learning by employing fundamental ideas about productive discourse in classrooms, such as “priming” for different conversations, encouraging peer-to-peer talk, and different discourse moves (i.e. Probing, Re-Voicing, Pressing). The idea is to draw out students’ understanding (preconceptions) of a phenomenon (e.g. a bicycle rusting in the yard) that is related to an important scientific idea (in this case, chemical change or conservation of mass) and use that to plan the learning cycle. A second strategy asks students to create representations in their interactive science notebooks of the relationships among science concepts that will be presented in the lesson or unit. Students must be given the opportunity to engage with science as a process of building descriptive and explanatory models of natural phenomena. In NEPF Standard 3, focus is on students bringing these representations to life by engaging in discourse, verbally, written, graphical, and mathematical, through the use of evidence to support their models.

To further support teacher practices for development, support, and evaluation of student discourse, students are prompted to generate explanations of relationships discovered using analogies. Analogies, like all models, have strengths and limitations. Therefore, careful attention must be paid to the degree of alignment between the discourse (verbal and written) and accurate scientific understanding and to where the analogy breaks down as discussions occur. Lastly, research shows the classroom environment established by the teacher affects student engagement and student learning. When a teacher allows students to make inquiries or set the stage for his or her academic success, learning becomes more productive. Moving along the continuum from teacher-directed (sage on stage) to student-centered (guide on side) promotes student motivation, affords peer communication, builds relationships, promotes discovery/active learning, and encourages responsibility for one’s own learning.

## **Classroom Observation Report**

No formal classroom observations conducted during the 2022-2023 school year.

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

This year’s secondary science professional learning strategic plan focused on engaging educators with scaffolds and instructional tools supporting student productive discourse. At the beginning of this year’s professional learning series, many teachers were apprehensive and uncomfortable with students talking in their classroom. Several noted that they could not allow



their students to talk because conversations would quickly move from (intended, productive) science talk to non-academic (unintended, nonproductive) science talk. Strategies and tools such as talk resource cards, partner conversational supports, and pre- and post-talk writing graphic organizers helped these teachers with classroom management and student accountability during productive talk time in class. On the other hand, those teachers that were comfortable with their students engaging in discourse from the beginning noted at the end of the series that their students were having deeper and more academically rich conversations than prior to implementation of shared discourse strategies.

While modest gains were made in bringing to light the value and importance of student talk in the science classroom, there are still many areas that can be improved upon. Strategies for fostering classroom talk are important for facilitating sense making in the classroom. Engaging students in talk makes student thinking public and available for discussion, clarifies ideas, deepens reasoning, and helps students relate their thinking to others' ideas. By promoting opportunities for student voice, teachers signal that the ideas students have are valued and important. Tied to this is an equity piece that the classroom is composed of many different perspectives and cultural backgrounds, all bringing value to the discussion.

To extend the foundation built this year, the upcoming 2023-2024 school year will remain focused on supporting teachers with implementation of the Nevada Academic Content Standards for Science expanding upon productive student discourse best practices, and extend that to value student expressions through written communication (i.e., collaborative argumentation focused on the rationale between evidence and claim).

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

- support high-quality 3-dimensional instruction aligned to NVACSS,
- assist teachers in assessing their students' progress toward mastery of performance expectations,
- target best practices in science education (productive discourse and writing strategies), and
- 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 three 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, 20% of participants reported that they provided zero family engagement opportunities each month; whereas, upon completing the course, approximately 7% continued to provide zero family engagement opportunities each month. Also, the data revealed that educators' self-efficacy increased significantly in two areas: confidence in one's ability to increase family engagement and confidence in one's ability in removing barriers to 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 32% of educators indicated a lack of confidence (in the 1-3 range) in their abilities to increase family engagement, with only about 68% 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 11% and the percentage of those who felt "confident" to "very confident," increased to 89%. Similarly, with respect to their confidence in removing barriers to family engagement, prior to the course, 70% of participants reported a lack of confidence (in the range of 1-3), with only 30 % feeling confident to very confident (in the range of 4-5). However, after completing the course, only 40% reported a lack of confidence and the percentage of those who felt confident to very confident increased to 60%.

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.

Lastly, pursuant to a request from the Lincoln County Superintendent of Schools, the NEPF Instructional Standards Learning Program was created and piloted. This asynchronous program is an independent professional learning opportunity, focused around the Teacher High-Leverage Instructional Standards of the Nevada Educator Performance Framework (NEPF). This comprehensive program was intentionally designed to support educators in using the NEPF Instructional Standards to improve instructional practices in order to foster student learning and

growth. The initial pilot (open to all Nevada educators) has yielded positive results. Analysis of the Evaluation Summary Report data, as well as qualitative data (in the form of anecdotal feedback) suggests that educators who participated in the program, did in fact value the learning experience.

### **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 family engagement plays such an integral role in student success, the FE department will continue to work collaboratively with content-specific instructors to integrate family engagement practices into educators' pedagogical methods. Efforts will be made to demonstrate the correlations to a positive school culture, relational trust, teacher clarity, agency, and asset-based data discussions.

### **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 who 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.

## Objectives and Milestones

### *Teacher Clarity and the NEPF*

Teacher Clarity refers to the degree to which teachers can clearly communicate the learning intentions and success criteria of a lesson to their students. The Nevada Educator Performance Framework (NEPF) Standards 4 and 5 are related to instructional quality and the implementation of instructional plans, specifically around metacognition and assessment practices. Supporting schools with Teacher Clarity and NEPF Standards 4 and 5 involves providing assistance and resources to help educators improve their instructional practices. Mendy has offered workshops and site-based professional learning opportunities throughout the year that strengthen educators' pedagogy around these practices. Mendy has also provided coaching to administrative teams and site leads in order to support their teachers in providing clarity to students around learning goals and assessment practices.

### *Professional Learning Communities*

Mendy has supported site-based professional learning communities in Nevada, supporting educators who work collaboratively to improve their teaching practices and student learning outcomes. In supporting PLCs in schools, Mendy has provided assistance and resources to help these groups function effectively. Mendy has provided strategies for teams to collaborate and share their expertise with one another through various learning constructs. Mendy has also mentored site-based leads in facilitating PLC meetings and supported these leads in fostering a culture of continuous learning. Mendy has modeled for schools how to use data to inform instructional decisions and help educators understand how to use data to improve student learning outcomes. This has been ongoing work and will continue into the 23-24 school year as schools seek to rework and elevate their PLC structures and make them more effective and aligned to student learning. By working together, educators can improve their instructional practices and help their students achieve better learning outcomes.

### *NVACS and Tier 1 Instruction*

The emphasis on planning for Tier 1 instruction and educators having a clear understanding of the NVACS has become very important post-COVID. Coupled with learning loss and new teachers joining the profession, this focus has been top priority for many schools in Southern Nevada. Helping educators to unpack the knowledge demands within the standard and align rigorous tasks that invoke evidence of student learning has been the target of many site-based observations and debrief sessions with teachers. Mendy has also helped to support certain learning constructs such as assignment analysis and capacity building learning walks which focus on the lesson delivery and student responses to tier 1 instruction. Teachers discuss the data within PLCs and make changes to instruction based on students' progress toward standard mastery. This work will continue throughout the 23-24 school year.

The RPD Teacher Leadership Department and the professional learning it has provided to teachers has impacted 768 teachers this year in Southern Nevada.

## 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 Southern 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, school-wide data, 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.

### The Success Criteria Workshop:

*"I now feel far more knowledgeable about success criteria, learning intentions, rubrics, etc. I feel like I have much more intention when planning weekly lessons and units- I know how to break down a larger standard into student-friendly success criteria and learning intentions."*

*"I am more aware of how I need to get my students invested in their work product and their overall learning. I would say that I have grown most by my intention of bringing metacognition into the teaching process. I have always heard of this word but never really understood it until now. It is way more than "thinking about thinking". My students will know where they are going, know how to get there, know how to fix what needs fixing and know when they met their goal."*

### The Teacher Clarity Workshop:

*"This [workshop] will impact my students in the way I present intentions for learning and how I provide feedback. I know I need to be more cognizant when creating success criteria in relation to the learning progression and intentions. I also need to ensure that students are able to evaluate themselves on their learning, and I need to provide feedback that is actionable"*

### Powerful Lesson Planning Workshop:

*"I plan to incorporate more open ended questions during our discussions and to use some of the practices that were mentioned in the book and the supplemental resources to help keep students engaged. I like the example of the mix, pair, share and plan to incorporate this into my own classroom. In addition, I am hoping to hold class meetings to discuss any issues that are important to us as a classroom community."*

## 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 in the 23-24 school year, 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 Department's hope that participants will implement strategies from these professional learning opportunities that fit their context to achieve this goal. These goals and the emphasis of the Teacher Leadership Department were determined based on requests and data provided from district leaders, building administrators, and classroom teachers.

## **Teacher Leadership – Teacher Development and Support**

### **Overview**

This year-long program was aimed at increasing novice teacher agency as it relates to effective professional and instructional goals outlined in the Nevada Educator Performance Framework and to support the emotional resilience of all educators as a factor contributing to high rates of attrition. The novice teacher support work included training for the mentors of novice teachers. To identify which teachers should be considered novice teachers, the definition was derived from the Statewide Plan for the Improvement of Pupils of an “inexperienced teacher” as a teacher “one who has less than three full years of licensed, contracted teaching experience.” In order to gauge the impact of involving mentor teachers in the learning, two groups were established. One group included both novice teachers and their respective mentors. The work with these schools was supported by Nathalie Brugman (Family Engagement) and Mendy Henry (Teacher Leadership) during virtual and face to face meetings. The other group was composed of novice teachers only, across the districts serviced by Southern Nevada Regional Professional Development Program. The intended outcome for this project was to positively impact teacher pedagogical knowledge and confidence in instructional practices.

### **Objectives and Milestones**

One of the initial goals for this project was to increase the pedagogical knowledge of novice teachers and promote a sense of agency among these teachers as measured by a pre and post assessment for teachers in the Teacher Development and Support Program. This goal was consistently referenced throughout the 5 Modules offered to the novice teachers. Novice teachers kept a digital notebook which included reflections on current instructional practices and on

current research in the field of best practices in education. Each of the sessions, for novice teachers, included instructional practices grounded in research illustrated with video examples and vignettes. Novice teachers engaged in regular professional discourse around these topics in order to solidify their pedagogy. Monthly newsletters were sent out to administrators in all five counties, charter schools, and teachers enrolled in the novice teacher group. Included in each newsletter were links to view instructional practices in action and articles and blog posts from education professionals explaining actionable practices to enhance pedagogical concepts. Additional support included on-site coaching, lesson modeling, observations, and debriefs in which the trainer worked in conjunction with school-wide efforts toward teacher clarity. At the start of the program 16% of novice teachers reported a level of “confident” or “highly confident” to begin the school year. At the conclusion of the program, 83.4% of novice teachers reported a level of “confident” or “highly confident” to begin the 2023-2024 school year. An administrator with several teachers enrolled in this work reported a significant change in the development of the novice teachers’ pedagogical knowledge throughout the school year. She noted the increased willingness to speak up in Professional Learning Communities as evidence. There was also an increase in the number of teachers with 1-4 years of professional teaching experience from the previous school year of over 200 total attendees enrolled in coursework from Southern Nevada Regional Professional Development Program.

In addition to the increase in the pedagogical knowledge of novice teachers, attention was given to address initiatives to promote teacher retention by providing systems of support for teachers including workshops, coaching and site-based professional learning. One of the components of this work was a workshop focused on building teacher resilience. Trainers from SNRPDP were provided with in-service training around this topic. During these meetings, trainers explored the dispositions and habits needed to build resilience. Special attention was given to how the principles of resilience could be applied to the work of the SNRPDP trainers. This work was also offered as a workshop for teachers. The participants committed themselves to a year-long study and reflection of educator resilience. The overwhelming response to this workshop resulted in the need to open an additional section of the workshop for teachers. Overall, there were over 60 participants enrolled in this year-long course. 100% of the participants in both sections will be returning to southern Nevada as an educator for the 2023-2024 school year. When prompted to reflect on the impact of the workshop, teacher responses indicate that the work they have done in the workshop has contributed to their feelings of efficacy and empowerment. In addition to the workshop, support was provided to secondary literacy strategists to help them as they worked with teachers at their prospective sites. An overview of the habits and dispositions of resilient educators was also provided to adult educators in the state. The impact of this work continues to gain momentum as administrators have inquired about how they can implement this work at their sites.

During the course of the 2022-2023 school year, the cultivation of efficacy among educators at all levels of experience has been addressed with special emphasis on instructional practices and effective lesson delivery. The on-site support provided to teachers included presentations to overview the practices and enhance instructional pedagogy, lesson modeling, and peer observations with debriefs. During debrief sessions, teachers were led through reflective discourse with their colleagues around the use of the gradual release of responsibility instructional framework with a teacher clarity lens. In collaborative teams, teachers worked to

revise and bolster existing lessons in light of the learning intentions and success criteria identified for the lesson. For example, when considering student assets, teachers engaged in a discussion about how they could capitalize on what the students already know within a gradual release instructional framework. This contributed to the teachers sense of agency around utilizing best practices within the curricular materials they are provided. As part of this work, coaching sessions with the instructional strategists at each site were conducted in order to build instructional leadership capacity. The ongoing support and professional learning experiences helped teachers to see the impact of their efforts on student learning, which increased teacher efficacy and improved their overall job satisfaction. The intention of this interactive and sustained structure for professional learning was to encourage professional educators to take responsibility for their own learning, collaborate with their peers, and to put the practices into action in their classrooms. This continuous and sustained model accounted for individual site goals as outlined in the school's Continuous Improvement Plan.

### **Classroom Observation Report**

Guided observations of instructional leaders (mentor teachers) with novice teachers at school sites were conducted during the 2022-2023 school year. During initial observations, a focus was placed on classroom structures and climate which contribute to an intentionally inviting classroom. There was a noted difference in the teachers who had attended the preliminary training with their mentee. Some classroom observations served as a catalyst for discussion as novice teachers noted critical elements to optimize the learning environment. Additional observations of the mentor teachers were conducted during the second semester with a focus on the Gradual Release of Responsibility framework with a teacher clarity focus. The differences between teachers who had received an overview of the framework and clarity practices was apparent. Those teachers with a strong sense of clarity demonstrated the ability to communicate criteria for success effectively throughout each of the phases of the framework. During debrief conversations, novice teachers were able to articulate the practices they observed as well as those which were absent from the lesson. The novice teachers worked to generate a list of questions to pose to the observed mentor following the debrief. Additionally, the novice teachers reflected on which practices they could implement or discontinue (due to a lack of effectiveness), based on their observations. The follow-up professional learning aimed to consider the observed strengths and to provide learning and reflection opportunities to refine instructional practice.

Observations of novice teachers were completed both in the context of their classrooms and during grade-level Professional Learning Communities. Initial classroom observations focused on structures put in place by the novice teacher. Student engagement by way of compliance was observed across classrooms facilitated by novice teachers. These initial opportunities for observation made visible which areas novice teachers needed additional support and professional learning in managing their classrooms. This information directly impacted which strategies would be modeled for the novice teachers to lead to effective instruction, increase teacher efficacy, and establish a positive classroom environment, where students are drivers of their own learning.



The observations of grade-level teams, with a focus on the interactions between experienced and novice teachers, was influential in the subsequent professional learning offered to the teachers. It was noted that very little regard was given to the ideas when presented by a novice teacher. As a result, there was a noted lack of participation in the meeting on the part of the novice teacher. Several novice teachers communicated that they did not believe their ideas were “valued” or “heard” in meetings with their whole grade level. As a result, a series of professional development sessions were developed with an emphasis on collective teacher efficacy and sustaining relationships with colleagues. Following these sessions, the same teacher teams were observed again. There was marked improvement in the novice teacher’s ability to initiate and contribute to discussions around student learning and possible intervention strategies. Ultimately, observing teachers over the course of the year within their professional communities illuminated the impact of targeted professional development tailored to the needs of early career educators.

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

Classroom observations, mentor and mentee reflections, exit surveys, administrator reports, and analysis of registration data contributed to the evaluation of the impact of this program. Pedagogical growth has been evident with both experienced and novice teachers. This is a testament to the small scale support provided in terms of impact schools this year. There was significant impact to the novice teacher’s sense of teacher agency over the course of the year in both the small focus group and with teachers participating in the large group novice teacher training. One novice teacher from the large group, in year two of being an educator, reported that she “grew so much as an educator this year” compared to her first year. She attributed her growth to her participation in the novice teacher workshops offered over the course of the year. Specifically, she noted the benefit gained from learning about a practice, viewing it in action (in video), discussing the practice with other novice teachers, problem solving using a consultancy protocol, and reflecting independently.

The increase in professional learning choices for novice teachers resulted in the frequency to which SNRPDP interacted with this subgroup of educators. However, providing targeted and intense support to just a few schools for one group of novice teachers, limited the number of novice teachers who could have been otherwise served. The support offered to a select group of mentor teachers demonstrated a wide-spread need for instruction on how to coach and mentor an early career educator. As a result, modifications have been made to the structure, frequency, and options for support for the 2023-2024 school year. Separate trainings for instructional coaches and mentor teachers will be conducted to provide them with practices and considerations to design support for novice teachers they will work with. In addition to workshops, these teachers will have the option to participate in a virtual professional learning community where they can pose questions, offer support, and engage with other coaches and mentors. As a result of the input from novice teachers regarding the limitations to their time to engage in professional learning experiences, modification has been made to the delivery method. Teachers will now engage in asynchronous learning as a precursor to meeting with a group of other novice teachers to discuss and problem solve.

In light of the reflections and data analysis from the 2022-2023 school year, goals have been established and set for the 2023 - 2024 year. The cultivation of increased teacher efficacy among all teachers through the implementation of high-leverage practices and lesson delivery is a major focus of the work in the upcoming year. This will include work done at the school, district, region, and state level with teams of teachers focused on increasing student achievement through teacher effectiveness. A subsequent result will be decreased attrition rates for educators who engage in this work, which is a goal for the upcoming year. In order to serve the vast number of novice teachers in Southern Nevada, the implementation of structured, on-site supports which can be replicated across sites will be imperative to the retention and efficacy of novice teachers. Consequently, support to mentor teachers, site-based strategists, and administrators will remain central to the success of the program. In order to reach optimal numbers of early career educators, additional off-contract professional learning will be put into place. These experiences will capitalize on the assets and opportunities for growth for novice teachers' pedagogy and instructional practice.

## **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. One part-time trainer 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 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, VexXR, micro:bits, and the No Fear Coding book study), and computer science endorsement courses (Concepts in Computer Science and Methods to Teach Computer Applications). In all, 379 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 laptops and desktops for some staff. The Gigatrax inventory system continued to work well for SNRPDP staff to check equipment in and out. The last legacy printers were switched out for new printers this year. We continued to realize cost savings on toner through the use of these new printers as well as having the technology team monitor and change toner only as needed.

The final objective related to internal web-based systems. Our website created internally continued to serve us well as it can be easily updated and was responsive to our organization's needs. Learning Stream continued to save staff time in regard to issuing certificates and collecting course fees. We eliminated the problem of participants registering for overlapping classes and modified most notifications for additional clarity. The use of other web-based tools, such as DocHub and Screencastify, has expanded with more of our trainers using them. DocHub has allowed for greater flexibility and sharing of signed documents, and Screencastify allowed for enhanced use of video production for trainer course building as well as gathering video-based participant assignment responses.

### **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 to navigate changes to Google Workspace programs and, in particular, migrate from the use of Zoom over to Google Meet for web conferencing.

New to the technology class lineup this year were computer science integration classes in VexVR and micro:bits. These classes expanded teacher skills and gave them a new pathway for integrating physical computing alongside Code.org curriculum. Teachers regularly reported immediately going back and implementing lessons they learned in the classes with their students. In terms of feedback on the computer science endorsement courses, one teacher wrote, "This was one of the BEST trainings and opportunities I've participated in! It transformed how I am as a teacher because no matter what content area I will teach moving forward, I will be including technology and computer science with student based inquiry. Last year (2021-22) was basically traumatic on all fronts, but for the first time in about 5 years, I LOVE my job. Everything that I feel confident or excel at has been in some way influenced by taking this coursework with RPDP."

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, 98.5% 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, 100% 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 2023-2024 school year. They plan to continue their usual Google Workspace classes but also expand to include two courses on integrating Google Apps with digital citizenship and financial literacy. Google Certified Educator Levels 1 and 2 classes will also be created and offered. Finally, they will close out the school year by providing a two-part daylong workshop on computer science concepts most relevant at the time.

Additionally, the team will re-write the No Fear Coding book study to make it all virtual so that they can invite rural educators to take part in it. They will also work with contacts in each of the rural districts to promote the asynchronous Google classes in order to encourage additional participation.

In terms of technology in general, the team plans to train any staff who are doing conferences in how to use StreamYard as well as how to most efficiently gather attendance and survey feedback using Google Forms.

## **Administration – Leading Forward: Leading the Right Work for School Success**

### **Overview**

Dr. Pamela Salazar and Mrs. Karen Stanley provided services for superintendents, district leaders, and site-based administrators. A weekly administrative brief was shared with all superintendents throughout Nevada; the brief included current resources and professional development offerings. Collaborative professional learning workshops were designed primarily for site-based and aspiring administrators. All workshops used the Learning Forward Standards and were aligned to the Nevada Department of Education's Continuous Improvement Process (CIP). Engaging in examining effective leadership practices, administrators reflected on evidence to support best practice and to develop actionable steps to improve student outcomes. Workshop topics aligned to the Nevada Educator Performance Framework (NEPF), John Hattie's Visible Learning® research, and other notable educational experts. Participants collaborated and used the inquiry cycle to determine the next steps in building collective teacher efficacy to maximize student learning. Topics included supporting teacher well-being, promoting teacher engagement, creating a supportive environment, and monitoring teacher retention and attrition; these were embedded in all sub-projects. Participants centered on key leadership actions to support both teacher effectiveness and student learning. Tools and resources were shared to further guide site-based leaders' work. The sub-projects outlined below supported site-based instructional leaders to further build their efficacy as an instructional leader.

### **Objectives and Milestones**

#### *School Leaders Academy (Sub-project #1)*

The School Leaders Academy was held monthly in a face-to-face format for all Nye County site-based administrators. Using the anchor text, [Coherence: The Right Drivers in Action](#)

for Schools, Districts, and Systems by Fullan and Quinn and The Ten Mindframes of Leaders developed as part of the Visible Learning® approach to school success by John Hattie, participants engaged in activities that included analysis of data, reflection, discussion, and planning centering on practices of impactful school leadership.

*Aspiring Leaders Academy (Sub-project #2)*

In collaboration with Nye County School District leadership, the Aspiring Leaders Academy was designed for educators who are considering becoming a site-based administrator. The format included both face-to-face and virtual workshops. Using the anchor text, Instructional Leadership by Dewitt, aspiring leaders engaged in activities and discussion to explore best practice through the examination of educational leadership theory.

*Leading the Right Work Learning Series (Sub-project #3)*

Designed for site-based administrators who would like to refine and/or refresh their leadership skills through collaborative conversations with colleagues and through an examination of best practice, this project included eight to ten sessions each month in the virtual setting. Sessions focused on one or more of the CIP inquiry areas: Adult Learning Culture, Student Success, and Connectedness. Sessions included topics that explore the challenges that leaders face as they strive to meet the academic and social-emotional needs of students. Workshops centered on an examination of key leadership actions to support effective practices to maximize impact on student growth and learning. Equally important, workshops included how leaders might support teachers through the examination of strategies to increase teacher capacity and well-being. Supplemental texts were aligned to each workshop so that participants may continue their course of study on the workshop topic.

The NEPF Instructional Learning Program was developed to engage greater consistency in educators' understanding of the NEPF Instructional Standards. The program was developed as an asynchronous, independent professional learning opportunity, focused on the Teacher High-Leverage Instructional Standards of the Nevada Educator Performance Framework. It was intentionally designed to encourage collaboration between teacher and supervisor.

*Heroes to Educators – Pathways to Success (Sub-project #4)*

In collaboration with Heroes to Education/Nevada Coalition, local work has been limited; the focus for the 22-23 school year was on the work being completed at the national level. The NEPF Instructional Standards Learning Program was shared as a resource for local education agencies to support novice educators' understanding of the learning principles as outlined by the NEPF.

## **Classroom Observation Report**

Lincoln County administrators participated in monthly classroom learning walks. The intent of the learning walks focused on observation and conferencing as aligned to the NEPF Instructional Standards. The objective was to create greater consistency and inter-rater reliability as a district. Discussion that included citing observation evidence was held after each observation as part of the learning process for administrators.

Site-based support for school leaders was offered to all administrators. Support included planning meetings to design professional learning workshops to further accelerate learning or to identify and analyze high-impact instructional strategies based on school observation data. Data-collection tools that administrators might use to analyze adult impact on student learning were shared at each administrative professional learning workshop.

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

Administrative trainers collaborated with several district leaders to specifically design district-wide professional learning workshops or observation walks to continue to build administrator self-efficacy. Site-based leaders shared that further study on the examination of best practices for both leaders and teachers to build collective efficacy should remain at the focus of professional learning sessions. The SNRPDP administrative consultants continued to be actively involved with the NDE; they continued to update the Teachers and Leaders Council of administrator and teacher workshops aligned to the NEPF Teacher and Leader Standards. Professional learning sessions will continue to engage site-based leaders in the examination of the NEPF Leadership Standards as they determine impactful leadership practices that will lead to greater leader and teacher expertise leading to greater student success.

Working with district leadership in all five counties, virtual, face-to-face, and hybrid professional learning sessions will continue to be offered.

Goals for the 2023-2024 school year will target the following areas:

- Based on district leadership input and request, design and offer workshops for school leaders to build instructional leadership capacity by engaging in the examination of best practices to further build collective teacher efficacy to support greater student achievement.
- Design professional learning opportunities for aspiring leaders to further refine their understanding of the NEPF Instructional Teacher Standards and to unpack the NEPF Leadership Standards as it applies to their current and future role.
- Develop professional learning sessions for leaders to establish greater consistency collecting evidence aligning to the NEPF standards and indicators so that greater inter-rater reliability is established across schools and districts.
- Provide support and opportunities for school leaders to refine their understanding of the NEPF Instructional Teacher Standards to grow consistency when recording evidence based on the NEPF Teacher Standards protocol.