

LOGO

Regional Professional Development Program Annual Report

Introduction

*[The governing body of each regional training program shall...
NRS 291A.190 1a. ...establish a method for the evaluation of the success of the regional training program...consistent with the uniform procedures and criteria adopted by the Statewide Council and the standards for professional development adopted by the State Board...]*

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 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).

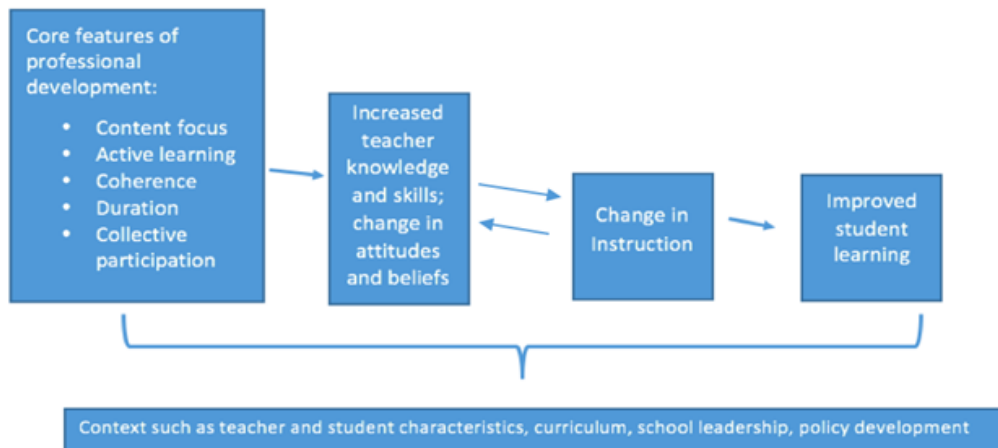
The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department 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 of the RPDP governing boards oversees the three regional programs.

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

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

Figure 1. Conceptual framework for studying the effects of professional development on teachers and students (Desimone, 2009).



The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency. These nine standards are used synergistically in order to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.

Part I: Responses to NRS 391A.190 1c

(1) The priorities for training adopted by the governing body pursuant to NRS 391A.175

391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.

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

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

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

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

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

391A.175 (d) *Prepare a 5-year plan for the regional training program for review by the Statewide Council... and (e) Review the 5-year plan on an annual basis and make revisions as necessary...*

See 391A.190 1c (12) below

(2) The type of training offered through the regional training program in the immediately preceding year.

Report a percentage of time spent in each type:

- Instructional Training
- Observation and Mentoring
- Consulting

(3) The number of teachers and administrators who received training through the regional training program in the immediately preceding year.

Report duplicated and unduplicated numbers to include each type of training (see (2) above)

(4) The number of administrators who received training pursuant to paragraph (c) of subsection 1 of NRS 391A.125 [NEPF] in the immediately preceding year.

Report the number of administrators who received training on NEPF (duplicated and unduplicated)

(5) The number of teachers, administrators and other licensed educational personnel who received training pursuant to paragraph (d) of subsection 1 of NRS 391A.125 [specific to those required to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.

Report the number of teachers, administrators, OLEP with whom we were requested to work specific to correcting deficiencies and addressing recommendations for improvement in performance identified per the evaluation

- (6) The number of teachers who received training pursuant to subparagraph (1) of paragraph (f) of subsection 1 of NRS 391A.125 [family engagement] in the immediately preceding year.

Report the number of teachers who received family engagement PD (unduplicated and duplicated)

- (7) The number of paraprofessionals, if any, who received training through the regional training program in the immediately preceding year. Report the number of paraprofessionals who received training

Report the number of paraprofessionals who received training.

- (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.

Report our common RPDP evaluation survey data including a three-year trend for the region. This data will be disaggregated by district in response to NRS 391.190 2 to include the region mean and the district mean in each category.

- (9) An evaluation of whether the training included the:

(I) Standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520; and (II) Curriculum and instruction required for the common core standards adopted by the State Board;

Report the percentage of the types of trainings that included NVACS.

(III) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada created by NRS 391.455;

Report the percentage of the types of trainings that included NEPF.

(IV) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.

Report the percentage of the types of trainings that included culturally relevant pedagogy.

- (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

Include our 5 year plan

NRS 391A.190 2. The information included in the annual report pursuant to paragraph (c) of subsection I must be aggregated for each regional training program and disaggregated for each district served by the regional training program.

Include information from 391A.190 1c (1-9) by district here.

Part 2: Regional 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.