



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 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.

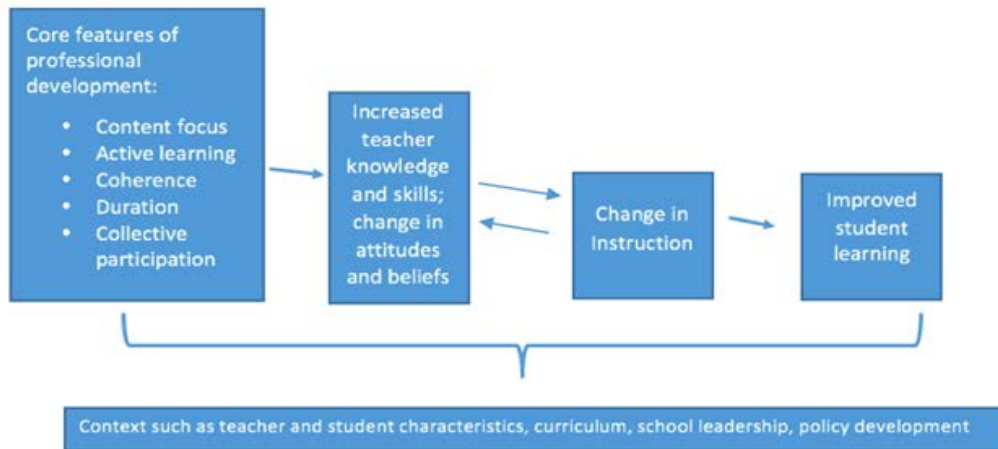
As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

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 to increase educator effectiveness thereby improving students learning. The standards provide a framework for planning and leading professional learning opportunities.

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

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

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

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

governing body for the types of training that should be offered by the regional training program.

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

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

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

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

RPDP State Approved Evaluation (5 point scale)	2017-18
1. The training matched my needs.	4.5
2. The training provided opportunities for interactions and reflections.	4.7
3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training.	4.7
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.7

RPDP State Approved Evaluation (5 point scale)	2017-18
5. The presenter/facilitator modeled effective teaching strategies.	4.6
6: This training added to my knowledge of standards and/or my subject matter content.	4.6
7. This training will improve my teaching skills.	4.5
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
9. This training will help me meet the needs of diverse student populations.	4.5

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,771	1,120	3	21	16	276	335
Instructional	58%	68%	33%	95%	81%	32%	43%
Observation & Mentoring	18%	15%	0%	0%	6%	40%	10%
Consulting	24%	17%	67%	5%	13%	28%	47%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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
Total Teachers	17,014	13,183	9	86	72	2,303	1,361
Unduplicated Teachers	9,836	7,092	2	47	37	1,656	1,002
Duplicated Teachers	7,178	6,091	7	39	35	647	359
Total Administrators	3,545	1,991	3	12	9	450	1,080
Unduplicated Administrators	883	362	2	5	2	18	196
Duplicated Administrators	2,662	1,629	1	7	7	432	884

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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	391	297	0	5	2	6	82
Duplicated Administrators	1,959	1,337	0	116	6	129	370

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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	9,416	6,501	0	97	31	530	2,257

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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	89	87	0	0	0	2	0
Duplicated Teachers	0	0	0	0	0	0	0

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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	22	10	8	2	0	2	0

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,771	1,120	3	21	16	276	335
NVACS	78%	84%	33%	100%	88%	63%	66%
NEPF	64%	73%	0%	95%	6%	32%	60%
<i>Culturally Relevant Pedagogy</i>	41%	46%	33%	67%	6%	5%	40%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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

Five Year Plan



Service Area

The SNRPDP serves over 19,064 teachers and administrators in schools across five counties in Southern Nevada, an area 51,385 square miles. Schools range in size from fewer than 10 students to over 3800. The SNRPDP services Clark, Nye, Lincoln, Esmeralda, and Mineral County

School Districts. Among districts there is considerable disparity in the number of students, ranging from under 60 in Esmeralda County to over 318,000 in Clark County.

Mission

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

Goals

The mission and governance structure of SNRPDP guide the goals of the organization by providing a framework around which services are provided. The goals are designed to meet the organization's directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. SNRPDP has defined six major goals aimed to improve performance and meet the needs of Southern Nevada, 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 in district level planning as appropriate*
 - *Communicate opportunities for professional learning to administrators*

- **To provide leadership in interactive and integrative technology:**
 - *Integrate technology within the work, making it explicit*
 - *Use current software platforms for regional professional learning opportunities*
 - *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:**
 - *Provide culturally relevant community outreach*
 - *Strengthen family and parent engagement*
 - *Communicate professional learning opportunities*
 - *Develop 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 program 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 the following areas: Elementary Literacy, Secondary Literacy, Elementary Mathematics, Secondary Mathematics, Elementary Science, Secondary Science, Technology, Computer Science, Administrative (General), and Administrative (NEPF).

2. To provide professional learning opportunities for teachers that strengthen their pedagogical content knowledge.

- *Develop positive relationships and trust with teachers*
- *Create robust professional development and implementation plans with specific outcomes*

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

3. To partner with administrators and educational stakeholders to build instructional leadership capacity in support of teachers to increase student achievement.

- *Develop positive relationships and trust with administrators*

- *Create and implement robust professional development plans with specific measurable outcomes of content knowledge, pedagogical knowledge, and pedagogical content knowledge.*

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

Part Two: Individual RPDP Information

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

Gifts and Grants

Computer Science Impact Statement

Overview

Throughout the 2017-18 school year, SNRPDP Technology Team members Jerrad Barczynsyn, Frank Mathews and Glenn Krieger collaborated with The College Board and code.org to design computer science training for elementary, middle and high school students. They were also responsible for recruiting teachers across the state of Nevada to participate in the code.org project. The Technology Team began the 2017 - 2018 school year with the first cadre of Computer Science Principles (CSP for grades 9 - 12) consisting of 18 teachers from throughout the State and the first cadre of Computer Science Discoveries (CSD for grades 6-8), consisting of 12 teachers from throughout the State. Attendance during the 2018 summer workshops showed a dramatic increase in the number of teacher participants over the 2017-18 school year.

Objectives and Milestones

One objective for the 2017-18 school year was to recruit computer science teachers. To accomplish this, Frank concentrated his efforts on expanding recruitment in the Northwest and Northeastern parts of the state as well as the Southern part of the state. Recruitment began in September of 2017; his efforts yielded 17 teachers from the Northwest, eight teachers from the Northeast and 24 teachers from the South for Computer Science Principals (CSP). SNRPDP increased CSP teachers by 49 (about a 172% increase from last year) taking SNRPDP from 18 to 67 total participants. In addition, Computer Science Discovery (CSD) teachers increased from 12 in 2017-18 to 55 (a 358% increase) participating in the five-day summer workshops as

preparation for the 2018-19 school year. SNRPDP Technology met its 2018 goal for computer science teacher representation from all Nevada state regions. This was a benchmark milestone for SNRPDP, Code.org, and for the state of Nevada's computer science initiative.

Another objective of this initiative was to recruit and implement the Computer Science Fundamentals (CSF) training for the elementary schools. In January 2018, SNRPDP was asked to begin training for the elementary teachers in CSF. SNRPDP facilitators were trained in late March and began training in April, 2018. From April to the end of May, SNRPDP CSF facilitators have conducted CSF workshops for nearly 500 teachers.

Observation Report

Collaboration among technology team workers has resulted in the smooth facilitation and scheduling of computer science workshops and quarterlies. Teacher observations and surveys indicated that the presenters were prepared and delivered the appropriate content in a timely manner. Participant comments also indicated that the facilities and food service were appreciated and exceptional. Classroom workshops were observed by, and received high praise from, representatives of the Department of Education (DOE) and CCSD Career and Technical Education.

Insights, Reflection, and Next Year's Goals

The technology team is looking forward to a fully engaged 2018-19 computer science schedule. Planning and scheduling the many workshops and quarterlies must be initiated early in the fall of 2018 to minimize logistical problems and travel concerns. The team's challenge will be to meet the needs of many same day scheduled workshops.

The Technology team will also be attending multiple Regional Partner Summits to create road maps and budget spreadsheets. The Summits will serve to outline funding allocations and identify areas of need for the 2018-19 year as well as create strategies for maintaining a self sustaining computer science program for years to come.

Practices for Relevance by Integrating Science and Mathematics: Project PRISM Team Impact Statement

Overview

Practices for Relevance by Integrating Science and Mathematics (Project PRISM) was a partnership application for the 2017-2018 Mathematics and Science Partnership Grant Program. This partnership grant was submitted by the Clark County School District (CCSD) in collaboration with University of Nevada, Las Vegas (UNLV), Science and Education Departments; College of Southern Nevada (CSN), Mathematics Department; and the Southern Nevada Regional Professional Development Program (SNRPDP). Kristoffer Carroll, K-12 Regional Science Trainer for SNRPDP, supported CCSD leadership in developing the framework for the project, writing the grant proposal, planning the professional learning cycle,

running the professional learning sessions, and managing aspects of the grant. Project PRISM focused on two critical needs of middle school mathematics and science teachers: content knowledge in complex mathematical and scientific thinking, and strategies for making these content topics relevant and authentic to students. To address these two central needs, Project PRISM focused on four project objectives: (1) Teacher content knowledge of mathematics (statistics) and science (natural selection) will increase based on NVACS assessments; (2) Teacher efficacy for teaching mathematics and science by integrating the disciplines and using authentic contexts will increase; (3) Frequency of students using the Mathematical Practices and the Science and Engineering Practices will increase; (4) Teams of teachers will showcase mathematics and science integration based on their school's culture. These objectives were met through a three-phased professional learning cycle that included Phase I: Summer Institute; Phase II: Practices Implementation Workshop Series; and Phase III: Integration and Evidence Workshop Series.

Objectives and Milestones

Phase I: Summer Institute: While each of the objectives was addressed throughout the entire project, specific objectives were targeted during the phases. During Phase I, the Summer Institute directly targeted Objectives 1 and 2. The summer institute was an intensive five-day long learning experience where teachers engaged as learners of science and mathematical content through a series of coherent, phenomenon-based lessons. Teacher content knowledge, as measured by a NVACS content assessment, increased by an average of 15% from pre- to post-assessment. Additionally, teacher self-efficacy increased for both sub populations (science and mathematics teachers) indicating a greater belief in their abilities to work with students around the NVACS.

Phase II: Practices Implementation Workshop Series: During Phase II, Objectives 1 and 2 were still connected, but the target shifted to teachers evaluating their current classroom practices. This shift, directly targeting Objective 3, occurred during a series of Saturday workshops lasting eight hours each. Each workshop focused on a different aspect of the two central classroom practices of engaging in argumentation and modeling. Example lessons, peer collaboration, student scaffolds, and instructional learning opportunities were an integral part of Phase II. Teachers completed several projects involving planning and evaluating instructional strategies. All teachers were responsible for organizing and sharing evidence of students using the practices in their classrooms. Teachers then engaged in a peer review of strategies and scaffolds while using actual student artifacts as exemplars. This served as the measure of increase in frequency of use of classroom practices as it occurred several times through the fall and early spring sessions.

Phase III: Integration and Evidence Workshop Series: Phase III targeted both Objective 3 and Objective 4. In this phase, teachers continued to collaborate on classroom practices based on student evidence, but also collaborated and worked with experts from the field regarding sharing their progress at a site function. Teachers worked with their site-based administrators to plan, organize and deliver a showcase at their respective schools. Some teachers selected a parent night to share their work. Others offered their developed scaffolds and insights at Professional Learning Community meetings for colleagues. All teachers reported and shared their experiences and results at the last Project PRISM session. Also, during this session, teachers completed a

delayed post-assessment for content knowledge and self-efficacy. Teacher content knowledge maintained the gains from the post-assessment during summer institute. These results were promising as they indicated that both the knowledge gained at the institute and the work throughout the school year was impactful. Most often content knowledge measured by a delayed post-assessment will decrease greatly. This project continued to push the level of understanding of these complex ideas throughout the three phases leading to the retained content knowledge of the teachers.

Observation Report

Significant shifts were observed in teacher practices as a result of their participation in this project. One specific example of these shifts was an interaction between Kristoffer Carroll and one of the participants. The participant, a fifth year teacher at a CCSD middle school, asked for further support in integrating discourse into her classroom. After a couple classroom observations, Kris suggested the use of a large argument diagramming structure because he noticed that students were going through the motions, but not genuinely engaging in argument based on evidence. Kris helped the teacher design a strategy where the students use large poster sized argumentation grids. As a result, the students were able to see what their peers were thinking and appropriately question the claim, evidence, or reasoning. The teacher reported that this was extremely meaningful as she had been trying to get her students to engage in this type of discourse for months without success. The teacher then later commented that she uses this strategy about twice a month to push her student's reasoning skills and to formatively assess their understanding of complex science concepts.

Other teacher observations occurred throughout the project with similar results. Many teachers shared a greater rate of success with students engaging in the two central practices. As a result of these observations, the leadership team was able to adapt elements of the project framework to directly target potential areas of struggle.

Insights, Reflection, and Next Year's Goals

This project was a collaboration among several entities to support middle school mathematics and science teachers in two critical needs areas: content knowledge in complex mathematical thinking and natural selection and strategies for making these content topics relevant and authentic to students. The qualitative measures of teacher content knowledge, self-efficacy, frequency of use of practices, and number of sharings through the showcase indicate that this project was a successful collaboration between CCSD, UNLV, CSN (College of Southern Nevada), and SNRPDP. As a result of this project, middle school mathematics and science teachers are better equipped, more knowledgeable, and confident in their ability to work with students around complex science and mathematics constructs.

The example observation above serves as direct evidence of Objective 3 being met; however, it also indicates that Objectives 1 and 2 were met as teacher content knowledge and efficacy play a significant role in successfully asking for assistance when implementing new strategies. Further, this type of work builds relationships that reinforce the mentor-mentee model. The teacher in this

example is continuing to work with Kristoffer Carroll and is scheduled to participate in an institute that he is offering this summer.

Some lessons learned is that there is a greater need than initially thought regarding the implementation of the Science and Engineering Practices in middle school grades. A majority of the teachers reported that they had not been successful when working with students around the ideas of engaging in argument from evidence. Additionally, a majority of the participants indicated that they often do not work with colleagues around strategy development, implementation, and evaluation based on student artifacts. Rather, they indicated that most often collaboration was lesson plan sharing. This central “takeaway” resulted in the SNRPDP science team planning a series of workshops directly targeting integration of Science and Engineering Practices into classrooms and specific, clear, and usable strategies for the implementation of the practices into any lesson.

Argumentation and Learning in Secondary Science (Project ALSS) Team Impact Statement

Overview

The College of Education at the University of Nevada, Las Vegas submitted a two-year Great Teaching and Leading Grant for the 2017-2018 and 2018-2019 school years targeting middle school science discourse. Argumentation and Learning in Secondary Science (Project ALSS) seeks to support middle school teachers in engaging students in oral discussions supported by empirical evidence and scientific reasoning, constructing and critiquing evidence-based arguments, thinking scientifically, and engaging in discussion of real world issues. The principal investigator requested the support of SNRPDP to facilitate the teacher professional development and asked Kristoffer Carroll to serve as a content and professional development expert for the project.

Objectives and Milestones

The central goal of Project ALSS was to provide professional development (PD) to secondary-level teachers so that these teachers can design and deliver several units of instruction that (1) are based on argument pedagogy; (2) demonstrate best practice in this pedagogy, including use of student discussions; and (3) address multiple NVACSS and NEPF standards. Teachers participated in a seven-day summer institute (held in July) and eight follow-up sessions throughout the 2018-2019 school year. The fall and spring 2017-2018 work centered on understanding the central needs of science educators, developing a series of critical questions that will become the scaffold for the summer institute and data analysis from an argumentation focused project outside of Nevada.

To support the development of argumentation strategies in middle school classrooms, this project incorporated discourse coaches. The discourse coaches will attend the 2018 summer institute and will be making classroom observations in the fall and spring of 2018-2019. During the summer institute, they will support the participants in developing curriculum that incorporates targeted critical questions, discourse strategies, student scaffolds for engaging in argument from evidence,

and directly address NVACSS target standards. SNRPDP has served in a planning and leadership capacity regarding the types of lessons that could be built and the areas of largest need with respect to discourse strategies. SNRPDP also coordinated with the Principal Investigator from UNLV, other UNLV faculty, CCEA representatives, and CCSD leadership to support the implementation of this grant, select participants, and coordinate the central learning targets for the participants. To date, the project is on schedule as participants have been selected and notified, the summer institute curriculum planning is underway, two discourse coaches' meetings have occurred, and the pre- and post-assessments have been developed.

Observation Report

In the 2018-2019 school year, discourse coaches will complete a minimum of three observation-action steps-conference cycles with participants; these sessions will be recorded and shared with other teachers for training purposes. Currently, the protocols for these observations-action steps-conferences cycles have been established and the template for observations has been aligned to the Indicators of NEPF Instructional Standard 3. These will serve as the evidence for the observation reports for the 2018-2019 school year.

Insights, Reflection, and Next Year's Goals

The goal of this two-year grant project is to support middle school teachers in engaging students in oral discussions supported by empirical evidence and scientific reasoning, constructing and critiquing evidence-based arguments, thinking scientifically, and engaging in discussion of real world issues. To support the success of this goal, there are three objectives: (1) summer institute targeting teacher content knowledge and argumentation practices; (2) teacher curriculum development incorporating critical questions for discourse; and (3) discourse coaches completing cycles of observations-action steps-conferences. The grant leadership team has made significant progress toward achieving each of these three objectives.

Currently the participants and discourse coaches have been selected. The discourse coaches have completed two training sessions regarding practices of effective coaching and have been provided protocol tools for their observations that align with the Indicators of NEPF Standard 3 for Instructional Practices as well as support tools to complete the observations-action steps-conference cycles. The curriculum for the summer institute is being developed, and the critical questions that will serve as a focus for student discourse have been developed. With respect to objective two, the instructional design models are selected and will be presented to the participants at the summer institute. The participants will be able to more easily integrate argumentation into instruction via the design models. Discourse coaches will start observations during the 2018-19 school year.

For the 2018-2019 implementation of the grant, the grant leadership team, with support from SNRPDP, will conduct the summer institute. After the institute, several fall and spring afternoon sessions will be offered to support teachers through implementation. Additionally, observations from the discourse coaches will be used to make more informed decisions about how to support the teachers in achieving the goal of the project. Additionally, a future project will be the

development of a workshop series that will be offered to all science teachers in the districts SNRPDP serves.

Endorsement and Certificate Areas

K-12 Reading Specialist Endorsement (CILR) Program Team Impact Statement

Overview

The K-12 Reading Endorsement (CILR) program is an 18-credit program offered through the Southern Nevada Regional Professional Development Program in collaboration with the University of Nevada Las Vegas (UNLV). The CILR program consists of six, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 Endorsement in Reading. The classes are taught by Shan Cannon, the full-time regional trainer assigned to this project, and six part-time trainers. The goal of the program is to provide a pathway for teachers to increase their knowledge and abilities to effectively teach all students to read.

Objectives and Milestones

The CILR program has three main objectives:

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

The first objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction with seven, 3-credit courses in reading to include each of the following areas: foundations of reading, elementary methods and materials, secondary methods and materials, diagnosis of reading disabilities, and a practicum in reading remediation. 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:

(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 where 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 where 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 introducing 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 the following: (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 the early literacy, learn how to help children develop a love of reading and writing, and study how literacy impacts children's social, emotional, and intellectual growth; or (2) *Contemporary Literature Children and Young Adults*, focusing on the evaluation, selection, and sharing of contemporary literature for children and young adults .

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

A second objective of the CILR program is to prepare and qualify teachers for reading specialist positions at the school level. Courses within the program are designed to immerse teachers in the theoretical underpinnings of literacy education and link those with practical application. All classes provide opportunities to apply strategies with students and reflect upon their effectiveness. More specifically, the *Assessment in Literacy* and *Practicum in Diagnosis and Instruction of Reading Difficulties* classes require on-going work with a struggling reader. In the assessment class, participants each select a student with reading difficulties and administer a battery of assessments to determine the student's strengths and instructional needs. They 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 RPDP-CILR courses.

Insights, Reflection, and Next Year's Goals

Three cohorts, for a total of 65 teachers, completed the CILR program during the 2017-18 school year, a 30% increase from the previous year. Additionally, ten teachers moved into the graduate program at UNLV to complete a master's degree. Participants completed a course reflection at the end of each class where 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.

Based upon feedback from the participants and the instructors' observations, the program was successful this year. Overwhelmingly, participants noted that the opportunity to work one-on-one with a struggling reader during the assessment and practicum classes produced the greatest amount of growth in their own learning, but they also indicated that more time in each of these areas would be beneficial. As a result, the sequence of classes for the coming year will change to include the assessment class earlier in the program to build an initial foundation in assessment-based instruction. Additionally, the practicum experience will expand across an entire semester to allow participants more hands-on time with a struggling reader.

K-12 School Library Media Specialist Endorsement

Overview

The K -12 School Library Media Specialist Endorsement Program trains current classroom teachers in all areas of school librarianship to prepare them for employment as K-12 Library Media Specialists upon completion. Participants who complete the ten-month program earn a certificate for the Library Media Specialist endorsement on their teaching license as well as Curriculum Units toward salary advancement. Areas of instruction include Reference Methods and Resources, Organization of the School Library, Technology in the School Library, Contemporary Literature for Children and Young Adults, Materials Selection for the School Library, Administration of the School Library, and a supervised Practicum. SNRPDP employs five part-time trainers to facilitate this program.

Objectives and Milestones

Since the program's inception in 2014, more than 30 participants of the K-12 School Library Media Specialist Endorsement Program have been hired as school librarians in the Clark County School District (CCSD) and various charter schools.

In 2017-2018 participants were successfully integrated from areas outside Las Vegas, including Sandy Valley and Mesquite. The RPDP Technology Department assisted the five part time trainers in integrating new audio and visual communications tools into their library classrooms, so outlying participants could attend via remote classrooms. The online components were also streamlined with migration from Edmodo to Google Classroom and G-Suite.

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. Every participant who has completed the K-12 School Library Media Specialist Endorsement Program has earned 128 Curriculum Units (CU's) toward salary advancement in the CCSD.

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 of their expertise and reputation as exemplary librarians. They built the program out of a partnership with University of Nevada, Las Vegas. Referencing the syllabi provided by UNLV from their two-year librarianship graduate program, the five part time trainers built a comprehensive, seven-course, ten-month certificate and endorsement program for Clark County School District librarians. Each year the five part-time trainers work together to reflect on, adapt, and revise their syllabi to keep abreast of rapidly growing trends in modern school librarianship and technology. The close collaboration among the five part time trainers 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. Currently, work is in progress on a new partnership with Washoe County schools. Classroom teachers in the northern areas of Nevada will be able to enroll and participate via remote classrooms and online. August 2018 will be the inaugural enrollment month for these participants.

K-12 Endorsement in Teaching English as a Second Language (TESL)

Overview

The SNRPDP Teaching English as a Second Language (TESL) Endorsement is a 12-credit program designed to help Nevada licensed teachers earn credentials in TESL. Courses are offered through the Southern Nevada Regional Professional Development Program in collaboration with the University of Nevada, Las Vegas. The TESL Endorsement program is coordinated and taught by Valerie Seals, a full time SNRPDP Elementary Regional Trainer. There are seven part-time instructors who teach various courses included in the program. The goal is to not only provide Nevada teachers with courses to earn a TESL endorsement, but to educate and support teachers of English learners, so they can improve student achievement and language acquisition.

Objectives and Milestones

The TESL Program has three main objectives:

- Meet the national TESOL standards
- Prepare theoretically-informed and practically-equipped TESL teachers
- Support the growing population of English learners in U.S. classrooms

Throughout the 2017-18 school year, Valerie attended several of the Nevada Department of Education's English Mastery Council and TESL Subcommittee meetings to stay informed on the coming English Language Acquisition Development (ELAD) endorsement and stay current with the state's requirements for the TESL Endorsement and TESL standards. In addition, Valerie attended the TESOL International Convention where she attended meetings and trainings on the

national TESOL standards. In turn, the information learned was presented to the seven part-time instructors during program planning sessions and professional development opportunities. During the provided program courses, instructors increased the awareness of the TESOL standards, showed how to put the standards into practice, and shared resources related to TESOL standards.

Participants in the endorsement program explored the theories, processes, and issues in first and second language acquisition and the factors that affect second language development. Through an examination of cultural considerations, participants examined cultural stereotypes relating to English Learners (ELs) and non-EL students and evaluated programs available for second language learners at their school site. Participants also acquired a blend of methods and strategies that support the teaching of EL students in specific grade levels and/or content areas. In addition, they identified effective curricular strategies to meet the needs of their ELs and the Nevada Academic Content Standards. Lastly, authentic forms of assessment were designed. The purpose of the authentic assessments was to inform instruction on concepts and language acquisition and to provide feedback to students.

The population of English learners has grown dramatically throughout the United States. With this growth comes the need for teachers who hold an endorsement in Teaching English as a Second Language. SNRPDP's TESL Endorsement program provided over 60 educators from CCSD, Nevada Charter schools, and rural area schools the courses they needed to become TESL endorsed.

Classroom Observation Report

During the course of the 2017-18 school year, Valerie conducted two classroom observations. The goals of these observations were to observe and reflect on the implementation of appropriate scaffolds and to support English learners. Feedback was given in terms of how the scaffolds and support were being used within ELA and math instruction. Dialogue focused on using the most appropriate methods and strategies for English learners, the importance of knowing students' educational and cultural backgrounds, and creating and using authentic assessments to inform instruction and to monitor students' language acquisition.

Insights, Reflection, and Next Year's Goals

With the development of SNRPDP's TESL Endorsement program, more educators in Southern Nevada have received valuable training in teaching, supporting, and advocating for English learners. As the number of ELs in our schools increase, there will continue to be a need to provide this program to educators in K - 12 schools throughout Southern Nevada. Valerie is currently working with her part-time instructors to ensure a sustainable program with a shared vision of preparing theoretically-informed and practically-equipped TESL teachers while meeting the national TESOL standards.

With this in mind, the team has revised several of the TESL courses to meet the needs of the TESOL standards and to create a more cohesive program. From participant and instructor reflections and feedback, they learned that some of the concepts taught are repeated in several

courses. To ensure the participants are receiving a high-quality education, they completed a program review and streamlined the courses and expectations to maximize learning. Next year the TESL courses will be more cohesive, and participants will reap the benefits of learning and applying research, concepts, and strategies using many methods throughout the year.

Participant feedback indicated a desire to continue their learning in the area of English learners, so Valerie will be creating a series of workshops to support the teachers who have completed the endorsement program. TESL will be offering workshops to support educators in Digital Literacy, The *GO TO Strategies*, Advocacy for English Learners, and the Four Domains of WIDA. These courses will be offered in the Spring of 2019.

To continue to support the growing number of ELs and their teachers, Valerie hopes to work with the Nevada Department of Education to bring CATESOL, a Professional Organization Serving Teachers of English to Speakers of Other Languages in California and Nevada, back to Southern Nevada. This would be an invaluable resource for educators. CATESOL not only supports EL teachers but provides additional professional development opportunities.

Middle School Math Certificate Program

Overview

The Middle School Math Certificate Program (MSMCP) consisted of one full time SNRPDP facilitator - Carol Long. Two other SNRPDP trainers, Cindy Ortiz and Candice Meiries, served as teachers for a course within the program. In addition, the program utilized four part-time trainers as instructors of various courses. This program consisted of 16 credits in mathematics with instructional strategies. The six required courses included: Operations and Number Sets; Introduction to Probability, Statistics and Geometry Concepts; Problem Solving In Action, 6-8; Algebra for the Classroom Teacher; Euclidean and Non-Euclidean Geometry for Teachers and Practicum-Instructional Strategies. Each course included modeling of The Components of an Effective Lesson, Teacher Expectancies and NEPF standards. A technology course for the introduction of the TI-83/84 graphing calculator was recommended but not required. The impact for teachers included content and pedagogy along with the opportunity to earn graduate-level credits that may be applied to a Master's Degree in Curriculum and Instruction through the University of Nevada, Las Vegas (UNLV) and apply toward re-licensure and/or Clark County School District (CCSD) salary advancement. In addition, successful completion of the certificate program, which includes passing the Middle School Mathematics Praxis exam, allows teachers with an elementary license (K-8) the option to teach Math 7 or Math 8, including Algebra I at the middle school level in Southern Nevada.

Objectives and Milestones

The goals for the 2017-2018 school year were as follows: (1) Increasing teacher content knowledge and effectiveness; (2) improving teaching strategies and pedagogy; (3) problem solving; (4) improved knowledge of assessment examples; and (5) increasing rigor. Along with

on-going, yearlong professional development with the participants, this program also allows for one-on-one tutoring of concepts when needed. Successful completion of the coursework and the passing of the Middle School Math Praxis exam is a requirement of this program. An additional goal of this program is to help to reduce the critical labor shortage of middle school mathematics teachers by providing opportunities for teachers to reach “highly qualified” status, a requirement for teaching middle school mathematics.

By focusing on specific skills and concepts taught at the middle school level and modeling effective teaching strategies, this program increases teacher content knowledge and pedagogy which has been linked to improved effectiveness in the classroom. To best determine the impact of this program, each course begins with a pre-test and ends with a post-test to demonstrate the growth in both content knowledge and pedagogy.

This year the problem-solving class was revised to focus more on improving classroom discourse and increasing the rigor of the content explored. Additionally, SBAC sample questions were examined during each course to demonstrate the level of thinking and the melding of skill and concepts required for students to be successful on high stakes exams. This practice also shows teachers that teaching basic math skills is not enough for students to master the NVACS at the level of rigor intended.

Insights, Reflection, and Next Year’s Goals

Many participants needed additional time to master the skills required in the Algebra course. Adding an additional class meeting allowed them ample time to learn, practice and master the skills and concepts required in this course.

In addition to the modifications made in the problem-solving class this year, plans include continued efforts to improve modeling teaching strategies, building group dynamics, classroom discourse and scaffolding of problems to use with students.

Although the program always seeks to increase teacher enrollment in the MSMCP program, next year the math team will endeavor to increase attendance by at least 10% to 20%.

Content Areas

Elementary Literacy Team Impact Statement (General)

Overview

The Southern Nevada Regional Professional Development Program Elementary Literacy trainers focused on the professional growth of teachers in all areas of literacy to support student achievement. Robyn Markovic, Mendy Henry, Shan Cannon, and Valerie Seals were full time trainers for the Elementary Literacy team and worked in a variety of roles in order to serve the districts, schools, administrators, and teachers within Southern Nevada. In addition to school- and district-wide literacy support, each trainer facilitated at least one special project. Robyn

managed Kindergarten (see Kindergarten Literacy Impact Statement). Mendy oversaw the Literacy Instruction Module where she had five part-time trainers teaching literacy classes for teachers and administrators in Southern Nevada during the 2017-2018 school year. Shan facilitated the K-12 Reading Endorsement program, where three cohorts of teachers completed the 18-credit program over the course of the school year (see Endorsement and Certificate Areas section). Valerie oversaw the K-12 Endorsement in Teaching English as a Second Language (see Endorsement and Certificate Areas section). There were four cohorts that completed the 12-credit program over the course of the school year.

Objectives and Milestones

The Elementary Literacy Department has supported rural counties, specifically Lincoln and Mineral Counties, in the areas of writing and reading of complex text and curriculum mapping. This support has been in providing explicit instruction to teachers in how to address their grade specific Nevada Academic Content Standards in English Language Arts. Professional development trainings and modeled lessons were provided over the course of a semester in order for teachers to glean new strategies and learn to use resources provided by SNRPDP. Modeling lessons for teachers provided an opportunity not only to see a lesson connected to their grade specific standards, but also fostered dialog on how to improve current teaching practices to support student achievement. Collaboration with administration was also key in the implementation of these trainings as it provided a focus for future work planned with Lincoln County in the upcoming 2018-2019 school year.

Much work has been done with the Elementary Literacy Department in collaboration with the Nevada Department of Education towards creating the English Language Development Framework. This framework has been created and revised over the course of the 2017-2018 school year and will be ready for implementation at school sites in the fall of 2018. The framework is a tool for teachers that will assist in bridging the language demands and the content demands (NVACS) for second language learners throughout the state of Nevada. This framework will support student achievement for English Language Learners as it provides the language scaffolds to help them meet the demands of the NVACS.

The Elementary Literacy Department has also collaborated with members of the Nevada Department of Education to create and review resources for the Smarter Balanced Assessment Consortium in an effort to assist teachers in finding lessons and assessments that align to the Nevada Academic Content Standards. These resources are a great benefit to classroom teachers as they align to the rigor of the standards when implemented with students. Full time trainers have also worked as a State Network Educator (SNE) for the Smarter Balanced Assessment Consortium creating and vetting resources for the digital library. Teachers throughout Nevada are able to use these instructional resources for the purposes of assessment and lesson planning.

In addition, several members of the Elementary Literacy Department participated in writing curriculum to support the new Financial Literacy Standards found in the Nevada Academic Content Standards for Social Studies. The curriculum was developed through a multi-district consortium led by Nye County School District in partnership with the Regional Professional Development Program.

The Elementary Literacy department offers the Elementary Literacy Module, which are course offerings that administrators, teachers, and paraprofessionals can take to increase their knowledge of literacy practices. The classes offered are literacy-focused, graduate level courses that teachers may take for their Professional Growth Plan and/or for license renewal. The Elementary Literacy Department is responsible for writing and teaching these courses and training new instructors if needed. The content learned in these classes directly ties to student achievement. The Elementary Literacy Department also offers several of these courses during the yearly Summer Institute where teachers can take summer classes. Facilitation of these courses and this event is a joint effort by the Elementary and Secondary Literacy Departments.

Classroom Observation Report

The Elementary Literacy Department conducted eight classroom observations ranging from kindergarten to fifth grade during the 2017-2018 school year. The focus of these observations was implementing complex text and addressing Standard 10 of the ELA Nevada Academic Content Standards (reading and analysis of complex text). Feedback was given in terms of how Standard 10 was being addressed within the literacy block. Dialog among administrators, learning strategists, and teachers around using complex texts and tasks within instruction supports student achievement and is aligned to the rigor of the NVACS and the state summative assessment, the Smarter Balanced Assessment Consortium.

Insights, Reflection, and Next Year's Goals

The presence and support of the SNRPDP Literacy department has played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. There is still a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. Clark, the largest county, has many new teachers to the profession that need modeling and mentoring in effective research-based ELA practices that they can implement in order to address the wide needs of their students. The ELD framework and Smarter Balanced Digital Library serve as important tools for teachers all over the state; however, these tools will need to be implemented with the proper training, so they can be effective and assist in student growth. SNRPDP can offer such trainings as the Elementary Literacy Department has a working knowledge of these tools and how they can be utilized to positively impact student achievement.

The Elementary Team has rewritten several of the Literacy Instruction Module courses to meet a wider range of both new and veteran teachers. Early this year, the team realized that many of the older courses had a saturation limit; there was a need to write newer courses that demonstrated current teaching practices. This decision proved to be a fruitful one, as these new classes are at registration capacity when offered.

Not only will the above listed projects continue, but the literacy department is also planning to develop a teacher leadership series to train and support teacher leaders at school sites. The partnership with UNLV will assist SNRPDP in offering four, three-credit courses to aspiring teacher leaders that can be applied to a master's degree at UNLV in the field of Teacher

Leadership. The first of these three courses is currently being developed in hopes of being offered in the Fall 2018.

An additional project that the literacy team will be undertaking next year is to resurrect the Nevada Chapter of the International Literacy Association for Nevada. This is important in that it brings legitimacy to Nevada in terms of research-based practices within the classroom. With Clark County being the fifth largest school district in the nation, it is important that teachers and administrators have a chapter where they can obtain current research to grow the profession. In conjunction with the Kindergarten Literacy Department, the planning of the International Literacy Association West Coast Conference will also be offered in Southern Nevada due to SNRPDP efforts.

Kindergarten Literacy Impact Statement

Overview

Robyn Markovic is the SNRPDP Kindergarten Literacy Trainer. Robyn works with kindergarten teachers in five counties to provide support in all areas of literacy. In addition, Robyn supports administrators and strategists in best practices for early literacy. Classroom modeling and observing, coaching, mentoring, providing in-services, creating and offering courses and workshops, and facilitating The Kindergarten Korner are some of the many ways that Robyn supports educators. In addition, Robyn facilitates an annual RPDP Early Literacy Conference for educators in Southern Nevada and RPDP's annual Summer Institute. Robyn has four part-time instructors that assist her by teaching courses.

Objectives and Milestones

Robyn was in schools and classrooms on a regular basis modeling lessons, helping plan instruction, observing lessons, and providing in-services. Robyn supported teachers in Lincoln County with ongoing professional development and will continue to do so next school year. When not at school sites, Robyn worked on the other RPDP projects described below.

The Kindergarten Literacy Instruction Professional Growth Module continued to be offered throughout the school year and during RPDP's annual Summer Institute. Each of the five courses (Oral Language Development, Writing, Sharing Text, Primary Literacy Stations, and Classroom Management) was offered two to three times. Teachers took a pre-test to determine their prior knowledge on the topic before each course. At the conclusion of each course, teachers took a post-test to determine if the course improved their understanding of the topic. When teachers completed all five courses, they received a certificate of completion and were asked to write an impact statement explaining how the RPDP courses affected their teaching and student achievement.

Continuation workshops, six hours in length, were created and offered for three of the five literacy courses. Participants who completed the original course were invited to take the

continuation workshop to delve deeper into the content and expand their professional knowledge. In the workshop, professional literature on the topic was read and discussed. Teachers applied the theory and practice into their classrooms and reflected on their teaching and their students' learning.

Robyn created a Google Classroom called The Kindergarten Korner as a forum for teachers to collaborate and share ideas while receiving support in ELA and math, as well as the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF). Weekly posts provided teachers with lesson ideas, resources, and materials to enhance their instruction and increase student achievement. Teachers were encouraged to post their ideas, pictures, and resources in order to create a learning community.

In the fall, Robyn held the RPDP Early Literacy Conference and DeeDee Wills, from Mrs. Wills' Kindergarten, presented. Over 150 Pre-K and kindergarten teachers attended the conference to learn more on the topics of ELA and math.

Classroom Observation Report

Robyn observed kindergarten and a few first grade classrooms this school year based on teacher and administrator requests. During these observations, she looked for evidence of the NVACS and the NEPF. She also looked for student engagement. Afterwards, the trainer met with each teacher to discuss her findings and brainstorm ways to improve instruction and student achievement. Robyn sent a follow-up email with additional resources to support the teacher's area of need (i.e. a link to an article on student engagement or a website with strategies to promote student discourse). She also scheduled a date, two weeks out, for a follow-up observation to see how the teacher incorporated suggestions and whether additional support was needed. Robyn also emailed the teachers every few months to "check in" and see how she could support them or answer any questions. When the trainer came across resources that could benefit the teacher, she sent the resources through email. She also used the information from her observations to plan the content for The Kindergarten Korner Google Classroom posts. When Robyn realized that many teachers had the same questions and needed the same types of assistance, she was able to address the needs of the masses through this forum.

As a counterpart to her observations, Robyn found modeling lessons to be very effective. It was extremely helpful for the teacher to observe **the trainer** teaching the skill or concept to **their** students. They noted evidence of the NVACS and NEPF in the model lesson. They also noted elements of the trainer's instruction such as the Components of an Effective Lesson (CEL), the Gradual Release Method, pacing, engagement, feedback, and management. Afterwards, Robyn and the teacher conferred about the lesson. Robyn explained her rationale for doing what she did and answered any questions.

When teachers completed the five Kindergarten Literacy Instruction courses, Robyn scheduled a date to observe their classrooms. She wanted to see an ELA lesson that incorporated what they learned from the courses. It was gratifying to see these teachers using strategies, books, and materials from the classes with their students. It was even more gratifying to see the positive and excited responses of the children. The teachers reported an increase in student engagement and a

decrease in behavior problems because their students were excited to learn. Teachers also reported feeling confident and motivated to go back to their classroom and implement the ideas from the classes.

Insights, Reflection, and Next Year's Goals

Based on the positive outcomes of Robyn's objectives, milestones, and observations, she will continue doing what she did this school year, while adding additional professional goals. Robyn offered 11 graduate courses and three continuation workshops, facilitated two conferences/institutes, planned and conducted 13 in-services and presentations, designed and led over 30 meetings and planning sessions, modeled over 20 lessons, and provided teacher assistance over 30 times. As a result, she impacted hundreds of teachers, administrators, and students.

Robyn learned that she makes a difference and provides much needed support to kindergarten teachers throughout Southern Nevada. Teachers appreciate all that RPDP and Robyn does for them. This trainer's support is instrumental in motivating teachers to take professional development. Robyn's class and workshop attendance is always high because teachers know her philosophy is "if you're going to talk the talk, you've got to **walk the walk**." She never preaches to teachers about what they *should* be doing. Rather, this trainer rolls up her sleeves and shows them. Robyn is in classrooms regularly, so she sees the issues teachers face and the reality of their roles. As a trainer, this helps keep Robyn grounded and credible as she plans ways to increase student achievement and best support teachers.

Robyn has many goals for the upcoming year that will positively impact teachers and administrators throughout Southern Nevada, enhance her own professional development, and ultimately increase student achievement. First, she has planned an annual RPDP Early Childhood Conference for September. This annual event draws Pre-K and kindergarten teachers from various counties in Nevada. Robyn's goal is to exceed last year's attendance and have over 200 participants this year. Jack Hartmann will be the guest presenter. Mr. Hartmann was selected based on the number of teachers who use his music and movement on a daily basis to enhance their classroom instruction. Robyn noticed this while observing kindergarten classrooms. Mr. Hartmann has a special education background and uses research-based and culturally relevant music to teach the following skills and standards: reading foundations, language, literacy, math, science, social studies, and character education. Mr. Hartmann's music and videos support all three learning modalities (auditory, visual, and kinesthetic) making his work very appropriate for early learners as well as English learners.

Next, Robyn is collaborating with her colleague, Mendy Henry, to reinstate the Nevada Chapter of the International Literacy Association (ILA). Nevada has not had an active chapter in over five years, so the trainers are actively working with the ILA to get the chapter reinstated. Talking with teachers, Robyn learned that they are seeking ways to enhance their professional growth and practice. Having a Nevada Chapter will allow teachers this opportunity. The trainers have been conferencing with the ILA directors on a regular basis to make this happen, and they look forward to starting a membership drive in late fall. Robyn's goal is to run for Vice President of the Nevada Chapter and be elected.

In addition to reinstating the Nevada Chapter of the ILA, Robyn is leading the planning and implementation of the International Literacy Association West Intensive Conference that will take place in Las Vegas in June of 2019. The theme is *Literacy Access and Equity for All*. There will be three different strands focusing on this theme (early childhood, teacher leadership, and administrators) in order to meet the specific needs of the attendees. The theme and strands are based on the nine strategies discussed in Marc Tucker's work, "9 Building Blocks for a World-Class Education System." During this two day conference, Robyn's goal is for 600 participants from Nevada, as well as other states and countries, to attend. She plans with the ILA directors on a regular basis and is in the process of currently securing keynote speakers and session presenters. The trainer has already learned so much through the initial planning stages of this momentous event and is eager to learn even more to enhance her personal content knowledge.

Robyn's ongoing goal is to increase the enrollment of The Kindergarten Korner, a Google Classroom that she created for kindergarten teachers. In the first five months, over 300 teachers joined. Her goal is to double that number to 600 participants next school year. The Kindergarten Korner focused on ELA and math and provided teachers with lesson plans connected to the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF). New lessons and resources were posted weekly. Teachers shared how beneficial this resource has been and how much their understanding of the NEPF and NVACS has increased. Teachers are requesting support for the new science standards; therefore, Robyn's other goal is to add the content areas of science/social studies/health and provide weekly posts in addition to the ELA and math posts.

Approximately 45 teachers have completed all five courses in the Kindergarten Literacy Instruction Professional Growth Module. These teachers learned so much through the five courses that they were disappointed when they finished and requested more classes. As a result, Robyn created a six-hour workshop to accompany each course. Once the teachers complete the one-credit course, they can take the continuation workshop to delve deeper in their professional knowledge and understanding of the topic. This past school year, Robyn created and rolled out three of the continuation workshops. A goal for this upcoming school year is to roll out the additional two continuation workshops. In addition, the trainer is collaborating with a kindergarten teacher to create a six-hour workshop titled, Technology in the Kindergarten Classroom. Robyn has also collaborated with an RPDP colleague to create a six-hour workshop titled Windows and Mirrors. This workshop focuses on culturally relevant pedagogy. These workshops will be offered in the 2018-2019 school year.

Lastly, as teachers continue to complete the five Kindergarten Literacy Instruction courses, Robyn will continue to observe their instruction to determine if the classes impacted their literacy instruction and increased student achievement. Robyn's goal is to also observe the teachers after they have completed the five continuation workshops to see if their Teacher Professional Responsibilities Standards and Indicators have been enhanced as a result of the workshops. This trainer has learned that when she takes the time to visit their classrooms and provide feedback, teachers truly see her as a partner in education and realize that RPDP is there to provide continued support that goes well beyond the hours spent in a course or workshop.

Secondary Literacy Team Impact Statement (General)

Overview

Secondary Literacy has two full time Regional Trainers and eight part-time instructors. The full-time trainers are Laurie Thompson, who works mainly with middle school, and Saralyn Lasley, who works with high school and teacher leadership. The overall goal for Secondary Literacy for the 2017/18 school year was to continue to support secondary teachers' professional growth in all areas of literacy. This includes working with secondary ELA teachers on NVACS, curriculum development, and assessment, while also providing literacy and NEPF support for content area teachers.

Objectives and Milestones

UNLV Credit Courses: During the 2017/18 school year, Secondary Literacy continued to offer graduate level courses through UNLV: Six courses, ranging from 1 to 3 credits, using face-to-face, blended and online platforms, were offered in the fall; and seven courses, ranging from 1 to 3 credits, using face-to-face, blended and online platforms, were offered in the spring. Secondary Literacy credit courses range in topics from classes designed specifically for ELA teachers and other classes designed to support literacy practices in other content areas. To accommodate teachers from all areas of CCSD, classes are offered at different locations throughout the district. Curricula are based on UNLV course requirements, the Nevada Academic Content Standards and the NEPF. Educators who take these classes can earn UNLV credit for recertification and CUs for district pay raise.

CU Workshops: This was the first year Secondary Literacy offered CU-only workshops. The trainers created two separate workshop series: Brain Learning Series Workshops and CCR Reading Workshops. The Brain Learning Series consisted of four, three-hour workshops: How the Brain Learns, How the Brain Reads, The Teenage Brain and The Engaged Brain. These workshops were offered in both the fall and spring. The Middle School CCR Reading Workshops were offered in the fall and consisted of nine separate workshops designed to teach the nine College and Career Readiness Anchor Standards for Reading to middle school ELA teachers.

Summer Institutes: Every year, Secondary Literacy offers summer credit classes throughout Southern Nevada. During the 17/18 school year, Secondary Literacy hosted Summer Institutes in Nye, Lincoln and Clark Counties. In Nye County, the Trainer worked for two days with 6-12 ELA and social studies teachers on designing instruction that addresses the Shifts in Literacy and how those shifts are reflected in assessment (EOC, ACT and SBAC). In Lincoln County, fifteen teachers (grades 4-12, all content areas) met in Panaca for Effective Strategies to Teach Vocabulary, a blended learning class for one UNLV graduate credit. Finally, Secondary Literacy teamed up with Elementary Literacy and Science to offer a week of classes at Shelley Berkley Elementary. During this time, Secondary Literacy offered one face to face class and another online class.

Site Based Teacher Support: Secondary Literacy continued to support individual school needs by providing on demand, site-based trainings. Laurie Thompson focused on middle schools, working mostly with ELA teachers on understanding the NVACS, summative and formative assessment, and curriculum mapping (see Middle School Impact Statement for details). Saralyn Lasley worked mostly with high schools in the area of literacy across the curriculum. She has continued to support the writing across the curriculum initiative started two years ago at Green Valley HS. At the principal's request, the high school trainer returned to Green Valley High School five times during the course of the 17/18 school year to work with new teachers and new hires to GVHS. She was also contacted by the principal at Las Vegas Academy of the Performing Arts (LVA) to present writing across the curriculum to the entire staff there. After the initial whole school training, she returned to LVA three times to work with content teachers as they try and implement more writing into their content areas. Saralyn also worked with two charter schools on whole-school literacy initiatives. For Doral Academy, Saralyn worked with the district Doral coordinator to present the Common Core Literacy Shifts to all secondary ELA and social studies teachers. She also worked with administration at Doral Red Rock to offer a whole-school training on using discourse across the curriculum.

In addition, the Secondary Literacy Department participated in writing curriculum to support the new Financial Literacy Standards found in the Nevada Academic Content Standards for Social Studies. The curriculum was developed through a multi-district consortium led by Nye County School District in partnership with the Regional Professional Development Program.

Insights, Reflection, and Next Year's Goals

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

The 17/18 school year in CCSD was difficult for several reasons. The district's financial problems, the reorganization, and new Professional Growth System have left teachers overwhelmed and fearful of what the future might bring. This has dramatically impacted Secondary Literacy's credit courses and workshops. At one time, classes were full, often with a waitlist; however, as teacher concern over pay raises continues into the third year, attendance has waned significantly. In the last two years, Secondary Literacy has offered four new classes and two new workshop series hoping to attract more participants, but even those ran with low numbers. With this in mind, Secondary Literacy will offer fewer classes next year and focus more on the areas where demand is still high. The team has also developed a needs assessment google survey to distribute to secondary teachers in early August.

The on demand, site-based trainings have been successful as is evidenced by both teacher and administrator reflections and online evaluations. Additionally, after most of the initial trainings, the Trainer was asked to return to the school for multiple follow-up sessions. The two whole school writing across the curriculum trainings will continue during the 18/19 school year, and the Trainer has been invited to both schools to observe and coach content teachers as they integrate writing into their instruction

Next year, Secondary Literacy plans to offer the Brain Learning Workshop Series to Lincoln County. The five workshops will be offered over the course of the 18/19 school year (September through March). The Trainer has been working with the Nevada Department of Education, so she will be able to offer the workshops for Continuing Education Units (CEU) in rural counties. This will better facilitate the ability to provide professional development in the rural counties.

Based on data collected from a google survey for high school ELA teachers on their needs around the new End of Course Assessments (EOC) and the ACT, Secondary Literacy has created four, three-hour high school assessment workshops. These workshops are designed to show teachers how to integrate the NVACS, NEPF and state assessments (EOC and ACT) into their regular instruction. Activities will include creating close reads that synthesize complex texts, writing text dependent questions that mirror the assessments' complexity and question stems, varying writing tasks for purpose and audience, and scoring writing exemplars.

Secondary Literacy Trainer Impact Statement (Middle School)

Overview

During the 2017-2018 school year, the Secondary Literacy Trainer assisted middle school teachers with building a deeper understanding of the Nevada Academic Content Standards (NVACS), analyzing various assessment types, and creating standards-based units through curriculum planning. Laurie Thompson collaborated with administrators from various schools to design professional development training that fit each site's specific needs. These schools included seventeen CCSD middle schools, several charter schools, and two rural schools: Hawthorne Elementary and Mineral County High School.

Objectives and Milestones

Nevada Academic Content Standards (NVACS): Approximately ten schools were trained on unwrapping ELA standards. These professional development trainings were designed with a focus of assisting teachers to gain a deeper understanding of content while analyzing vertical alignment. The goal being to increase school wide collaboration and student achievement. Through this process, teachers were able to more effectively develop their Student Learning Goals (SLG). The Secondary Literacy Trainer modeled how to write the SLG with each content area for the entire staff at each school with the goal being to increase student achievement across content areas.

Assessment: Approximately nine schools requested training on Formative Assessment Strategies. The training allowed teachers to review the types of assessments, learn about the research that supports formative assessment, and examine the types of formative assessments being used before, during, and after instruction. Teachers were given a comprehensive list of 75 formative assessment strategies to implement into their instructional planning. Teachers examined the difference between informal and formal formative assessments as well as the assessment cycle. They analyzed and collaborated on the effectiveness of their chosen formative assessment strategies. As a result of this training, teachers created a bank of quick, collaborative, measurable, and highly effective formative assessment strategies.

Smarter Balanced Assessment Consortium (SBAC): Upon request, trainings on how to connect SBAC to daily instruction were provided to more than twenty middle schools. During this training, teachers analyzed the NVACS to gain a deeper understanding of how the NVAC standards build and work together. Next, teachers were walked through the SBAC blueprint to understand the components (Claims and Targets) of the assessment. Teachers were then able to analyze and examine how SBAC is aligned to the NVACS. Finally, teachers gained an understanding of the Interim Assessment Blocks that are provided by the Data Recognition Corporation (DRC). Teachers were taught how to calibrate scoring short written responses by using the rubrics provided by the DRC. Each school was provided a grade level binder with all rubrics readily available to copy and use. It was reported by several schools that implementation of the rubrics into instruction increased student achievement.

Breakout EDU: To promote problem-solving skills and increase content knowledge, Breakout EDU training was provided. Breakout EDU is a locked box with many types of locks that have to be unlocked by solving various types of puzzles. Participants must use teamwork and critical thinking to solve a series of challenging puzzles. Breakout EDU promotes collaboration and team building, develops problem-solving and critical thinking skills, enhances communication skills, challenges students to persevere, builds inference skills, teaches students to work under pressure, and promotes inquiry-based learning. This training is provided to a school's staff so they can see first-hand how the boxes work. After the challenge, teachers brainstorm ways to incorporate the Breakout boxes into their content area. Many schools immediately implemented the Breakout Boxes and reported that their students thoroughly enjoyed demonstrating their knowledge through challenging puzzles in lieu of paper and pencil exams.

Curriculum Mapping: Many schools requested curriculum mapping to evaluate the alignment of the school's resources to the standards. The Trainer developed a long-range planning tool as well as weekly planning tools for teachers as a way of keeping track of the standards being taught. A sample unit with completed yearly and weekly planning tools was provided for teachers with the goal of gaining a deeper understanding of the curriculum alignment process. Another goal of the mapping process is for teachers to identify standards being omitted. As a result of this process, teachers were able to effectively evaluate their schools' resources and realized additional supplements were needed for standards that were omitted. The teachers' evaluations of the curriculum process revealed they truly valued the time spent evaluating their school's resources and provided validation of standards being met.

Insights, Reflection, and Next Year's Goals

The 2017-2018 school year proved to be a successful one. The Secondary Literacy Trainer for middle school was able to work with more than twenty schools in various capacities. The Trainer was able to create an ongoing professional development partnership with more than half of these schools. The evaluations received from the teachers about the trainings were always positive and filled with comments about the benefits of the training.

The goal for the 2018-2019 school year is to continue working with the partnered schools, especially those that have already scheduled to continue professional development with RPDP. The Trainer also anticipates working with another twelve schools to increase student achievement with professional development on connecting SBAC to daily instruction.

The Trainer has also been selected to be a part of the steering committee for the Nevada Ready Network. The initiative's goal, *Linking Instruction to the Nevada Academic Content Standards*, is to improve teaching and learning across the state. The committee will be creating a resource for teachers to utilize during instructional planning.

Secondary Literacy Teacher Leadership Impact Statement

Overview

During the 2017 - 2018 school year, Secondary Literacy Regional Trainer, Saralyn Lasley, provided professional development opportunities to build and support teachers as leaders at their school sites and across CCSD. Secondary Literacy advocates for teacher professionalism and expanded leadership roles based on the understanding that teachers can impact educational change without leaving the classroom and in an effort to attract and retain qualified teachers in Southern Nevada.

Objectives and Milestones

Learning Strategist Workshops: Secondary Literacy has been offering quarterly Learning Strategist Workshops for over a decade. Teacher leaders in the capacity of learning strategist or literacy/math specialist are invited to four, all-day trainings during the course of the school year. The first workshop, offered in early September, is devoted to community building and assessing the needs at each of the sites represented. Isolation is one of the biggest obstacles facing Secondary Strategists, so Secondary Literacy provides multiple avenues for them to connect and collaborate throughout the year. The focus of the workshops changes every year based on the initial needs assessment. This year the strategist workshops focused on coaching. Secondary Literacy collaborated with NNRPDP to bring Pati Falk, coaching consultant for Proximal Partnerships LLC, to Las Vegas twice (three days total) to work with strategists, PAR Coaches and RPDP staff on *Learning Focused Supervision*. Evaluations collected on these events were extremely positive, indicating that the trainings positively impacted the participants' ability to coach teachers.

National Board Candidate Writing Workshops: Starting in the Spring of 2017 and continuing through the 2017/18 school year, Secondary Literacy offered five rounds of the National Board Candidate Writing Workshops at two different CCSD locations. Each round included a series of four 3-hour workshops. The goal of the workshops is to support National Board Candidates' thinking, planning and writing as they work through the National Board Certification process. Candidates who attended all four workshops and participated in the revision activities in Google Classroom earned four CUs for participation. This year, over 100 K-12 teachers from all content areas were impacted by these workshops. Because evaluations continue to show the writing workshops as a much-needed resource for National Board Candidates, they will be offered again next school year.

PAR Coaches and NEPF: Clark County's Curriculum and Professional Development Department invited Secondary Literacy to provide training in the Nevada Educator Performance Framework (NEPF) for their Peer Assistance and Review (PAR) Coaches. Secondary Literacy provided three whole day trainings in October, November and May focusing on the following: A deeper and better understanding of the NEPF Standards and Indicators, K-12 examples of how the standards look in the classroom, ways to collect and document evidence, focused NEPF observations and follow up conversations, and coaching and mentoring teachers through the NEPF. Evaluations for these events indicated the trainings were helpful and provided PAR

Coaches with the information and skills needed to perform their duties. The Trainer also created a google classroom and google resource folder to continue sharing and collaborating.

Southern Nevada Educator Leadership Symposium (SNELS): For the fourth year, Secondary Literacy worked collaboratively with CCEA, CCSD, Nevada Succeeds, Nevada Department of Education, Public Education Foundation, and various other educational stakeholders to provide a one-day Teacher Leadership Symposium on January 20 at Cimarron Memorial High School. The purpose of the symposium was to increase leadership opportunities for educators at their sites, Southern Nevada, and the greater community by supporting teachers who seek leadership roles and opportunities.

The symposium was attended by over 600 educators and educational stakeholders from Nevada where they focused on advancing student outcomes by expanding opportunities for teacher leadership. Through keynote speakers, break-out sessions, and roundtable discussions with Nevada politicians, the symposium covered a broad range of educational topics from pre-K to college: equity and diversity, politics affecting education, global learning, technology, the Nevada Academic Content Standards, the NEPF, partnerships with parents, etc.

RPDP Secondary Literacy played a large role in developing and facilitating the symposium by creating the program, recruiting and facilitating the break-out sessions and presenters, and working with participants and presenters during the actual symposium day. Secondary Literacy also arranged travel and accommodations for participants from rural Nevada and the Reno area.

Insights, Reflection, and Next Year's Goals

Overall, the 2017/18 school year provided multiple opportunities to successfully impact teacher leadership in Southern Nevada. Established initiatives, such as the Learning Strategist Workshops, SNELS and NBC Writing Workshops, continued because participant evaluations and comments indicated they were positively impacting teachers and ultimately student learning.

This year's work with PAR Coaches was initially planned as a one-day training; however, the PAR Coaches felt the information provided was so valuable that they asked for two more days of training. After the initial workshop, the Trainer created a google survey to assess their needs. The two subsequent trainings were planned to meet the needs outlined in the google survey. There are currently no plans to continue these training next school year; however, through google classroom and google drive, the Trainer will be able to continue to support PAR Coaches.

The Learning Strategist Workshops continue to be successful and meet the needs of the participants because the agenda changes each year depending on data gleaned from the needs assessment activities used during the first workshop. This year, the strategists wanted to improve their coaching skills; after three days of coaching training with Pati Falk and additional coaching practice with the Trainer, evaluations indicated the strategists felt they were better prepared to meet the coaching demands of their position. The Learning Strategist Workshops will continue next year with the first workshop devoted to assessing their needs in the 18/19 school year.

The National Board Candidate Writing Workshops continue to be successful as is evidenced by participant evaluations and google surveys. One of the biggest challenges candidates face is the blank page. They become so overwhelmed with the magnitude of the certification process that some candidates struggle to even start writing. Even though evaluations indicated that the workshops helped them, some candidates are still unable to start writing soon enough to submit by deadline. With this in mind, next year, the Trainer plans to build in mandatory writing time during the workshops, so everyone will have started writing well before their submission deadlines.

The evaluations from SNELS indicated that the symposium was successful for both presenters and participants; however, the committee is always reflecting on ways to improve the experience for teacher leaders. Next year, the trainer plans to use exclusive barcodes for each presentation, so participants can assess individual presentations, rather than only evaluating the whole event. This information will allow the Trainer to hand select presenters based on their evaluations. The registration process is still too complicated, so the trainer plans to use “pass books” and have participants collect “stamps” from each presentation. This will allow the committee to monitor attendance and know which presentations are heavily attended. Plans are currently underway to offer SNELS again next year on January 26, 2019.

Elementary Mathematics Team Impact Statement

Overview

The Elementary Mathematics Team consisted of two full-time trainers - Kathy Dees and David Janssen and four part-time trainers - Nicole Jawhari, Sheila Scarborough, Sue Dolphin, and Maria Dufek. Each trainer brought specific strengths and skills to the overall K-5 elementary mathematics professional development program. The team’s primary activities for this year included the following tasks: (1) provide elementary mathematics University of Nevada, Las Vegas (UNLV) credit courses for professional development and license renewal; (2) provide in-service and workshop support at school sites requesting specific trainings for NVACS, SBAC, NEPF and mathematics content and instructional strategies; (3) provide professional development support and service to all five SNRPDP county school districts including individual schools/departments in Clark, Lincoln, Mineral, Nye and Esmeralda counties.

Objectives and Milestones

Progress and achievements relating specifically to each objective are as follows:

UNLV Credit Courses: The Elementary Mathematics team facilitated nine UNLV one-credit classes that were offered throughout the academic school year and during the summer. All five of the Southern counties had the opportunity to attend these accredited courses. Content specific courses were offered to ensure that the needs of the individual teachers/regions were met. Courses focused on the Nevada Academic Content Standards (NVACS) and Mathematical

Practices, growth mindset, classroom discourse, differentiation, problem solving, and assessments. Teachers also examined content standards across grade levels within each domain. A summer conference was also provided for 150 teachers in Southern Nevada. The conference was based on the shifts of Focus, Coherence, and Rigor of the NVACS. This conference provided teachers an option to acquire one graduate university credit, Contact Units (CUs) for CCSD teachers or just as an option for professional growth.

Site-specific in-services and workshops: Additional professional development was formatted into full and half-day workshops, grade level meetings, and staff meetings. In-class modeling, coaching, and other trainings were also provided to support best practices and the NVACS. Best practices included mathematical discourse, problem solving, differentiation, higher level thinking, growth mindset, and assessments. The Nevada Academic Content Standards were examined to ensure that problem solving was sufficiently and effectively taught in all classrooms. Grade level specific content support was provided to teachers in order to increase their knowledge base, instructional strategies, while resources were identified for further research. In CCSD, many of the workshops and classes were offered before or after school, so teachers could use the hours for contact units (CUs). Substitute teachers were also provided at these CCSD school sites to provide RPDP project facilitators and teachers time to work together during the academic school day.

Rural Counties and Charter Schools: Finally, the elementary math team continued to support the growing number of charter schools as well as the rural counties of Lincoln, Esmeralda, Nye, and Mineral. They provided a two-day summer institute for grade levels K-5 in Nye County. Teachers were supported face to face and remotely through the use of Google technology. Lincoln County was provided a one university credit course of professional development through blended learning. Upon request, Lincoln and Nye Counties received professional development through the year supporting NVACS in mathematics. These professional development in-services included modeling content and best practices in the classrooms, in addition to after school workshops.

Classroom Observation Report

Informal observations were provided at CCSD school sites and non-CCSD charter school sites that requested teachers/classrooms to be observed to provide feedback to teachers regarding the use of best instructional practices and the NVACS.

Insights, Reflection, and Next Year's Goals

The SNRPDP elementary mathematics department has found working at school sites with teachers in their classrooms has been highly effective in the eyes of site administrators and classroom teachers; therefore, the opportunity to pay for and provide substitute teachers has been a strong support system in providing professional development.

With over 250+ elementary schools in the five southern counties, the Elementary Math Team has also found it highly beneficial to have two full-time project facilitators on staff as well as four

contracted part-time facilitators. This allows the SNRPDP to reach out to the five southern counties much more effectively.

Over the last two years, the Las Vegas area has seen a tremendous growth in non-CCSD Academic Nevada charter schools (Doral Academies, Somerset Academies, Pinecrest Academies, etc.). These charter schools do not receive support from CCSD, so SNRPDP has built a strong relationship with these sites and provided valuable ongoing professional development over the last two years as they continue to grow and service Southern Nevada families.

The 2017-18 Elementary Mathematics Summer Institute was a huge success due to the overall format of the institute. Teachers were appreciative of the professional readings and the varied sessions offered to meet all grade level needs. Teachers also commented on the value of working with the keynote Speakers Kathy Richardson and Dr. Shih. Both of these educational leaders have had an impact on Southern Nevada math teachers for many years. The opportunity to work closely with these keynote speakers, who are invested in the community, gave teachers a connection to passionate leaders in the field of mathematics. At next year's 2018-19 Elementary Mathematics Summer Institute, Graham Fletcher, a national mathematics education leader, will work with Southern Nevada teachers. Also, due to the positive feedback from the participants, Dr. Shih will return to follow up on his professional development.

RPDP project facilitators have received extensive training in the use of Google. This has allowed them to support teachers in a much more extensive way. For example, they have incorporated the use of Google Classroom into their courses/classes which allow much easier access for online/blended learning to support all schools with high quality materials.

Finally, as providers of elementary mathematics professional development, it is vital that the team continues to grow and learn. Attending local and out of state mathematics conferences that focus on current educational best practices and content are great opportunities for growth. This year they attended coaching professional development and the NCTM conference in Washington DC. These experiences enriched elementary mathematics professional development offerings by connecting them to leaders in the study of mathematics.

Secondary Math Team Impact Statement

Overview

The Secondary Mathematics Team consisted of four trainers - Carol Long, Candice Meiries, Cindy Ortiz, and Karl Spendlove. Each trainer brought specific strengths to the overall 6-12 math professional development program. The team focused on (1) professional development to increase student achievement and teacher effectiveness through increasing teacher content knowledge; (2) assessment analysis; (3) teacher goal setting and student learning goals (SLG); and (4) student organization, problem solving strategies and effective questioning. The team continued to work with the Nevada Department of Education on various projects and resources. Additional focus was also directed to outlying districts and to charter school organizations.

Objectives and Milestones

The first goal for the 2017-18 school year was increasing teacher effectiveness through content building. The secondary high school math team facilitated year-long for-credit modules for Algebra II and Geometry. The middle school team conducted for-credit classes on curriculum alignment through an in depth understanding of the domains of grades 6-8.

Additionally, a large focus for the team was assessment analysis to increase student achievement. One and two-day workshops/in-services were implemented to analyze high stakes and medium stakes assessments, specifically SBAC Assessment and End Of Course Exams. Teachers were able to make connections between the SBAC Assessment and the NVACS. As a result, curriculum alignment came to the forefront for many schools.

Teacher goal setting to increase student achievement focusing on items included in teacher evaluations was a new initiative for Nevada in 2016. Workshops and in-services were conducted to guide teachers through this process.

Professional development on problem solving and effective questioning was consistently provided during CCSD site-based collaboration time and during or after school for non CCSD schools. Problem solving strategies, Cognitive Rigor Matrix, leveled questioning, and student organizational strategies were presented and modeled to teachers for understanding and incorporation into instruction and assessment. Team members also assisted teachers in planning and modeling lessons.

A major project for the team was the 2018 *Strategies For Success Secondary Mathematics Conference*. The focus for this three-day conference was problem solving through the lens of the Standards of Mathematical Practice. Keynote speaker, Fawn Nguyen, conducted a full day workshop on making problem solving part of any curriculum. Closing keynote speaker Bill Hanlon provided assessment strategies that set up students for success. Teachers also selected seven sessions from a variety of 30 offerings that focused on modeling, algebra, basic math and mental math strategies, probability, vocabulary, culturally responsive strategies, mathematical arguments, functions, geometry, 10-minute math, and risk taking. All sessions were based on NVACs, problem solving strategies, domains, and technology.

The team also worked closely with the Nevada Department of Education and the Nevada Steering Committee focusing on middle school mathematics and increasing student achievement on Claim 1 of the SBAC Assessment. A task force of teachers was organized to create Nevada Ready Standards Clarification Project documents for grades 5-8. These documents provide resources for mathematical practices, prerequisite skills, instructional strategies, standard connections, lessons, and assessment examples. These documents are posted on rpd.net for the Nevada Department of Education. The Nevada Department of Education has also started a statewide goal of creating Math Circle cadres across Nevada. Members of the team assisted the state in providing and hosting a three-day training for teachers in Southern Nevada. The teams also attended and supported the Nevada Math Network program

This year, the team found an increase in requests for support with Charter Schools and Nye County Schools. Specifically in the areas of continuing work on assessment analysis, content

building problem solving, and student organization skills. Nye County requested support for teachers during their in-service days and their Spring Academy.

Classroom Observation Report

Classroom observations were made for participants in the Algebra 2 Workshop Series throughout the year. Trainers looked for, and observed, increased teacher confidence with content delivery, student participation, and varied instructional practice, including resources that were discussed and developed during the workshops.

Insights, Reflection, and Next Year's Goals

Based on the feedback from teachers and administrators across Southern Nevada, the secondary team will continue providing workshops and in-services on SBAC analysis. The component of NVACS curriculum alignment will be added to the trainings because teachers have requested more time to do this at their schools. Appropriate members of the team will facilitate these full day planning sessions.

Content building for increasing teacher effectiveness has always been on a focus for SNRPDP's secondary math team. The team plans to offer classes and workshops on content, such as Algebra 1, Geometry, Algebra 2, College Preparatory Math, MS Math Praxis, and MS Domains. Classes and workshops on strategies for implementing the content, such as Problem Solving, Discourse, Standards for Mathematical Practices, and Breakout EDU, are being planned, as well. Additionally, the team plans to focus on ways to increase the number of participants attending classes and workshops through changes in advertising and promotion.

Mentoring teachers will also continue for the next year. These mentoring sessions are based on teacher and school needs and will focus on student achievement. Additional site-based content support for new teachers will also be provided.

Continued work with the NV DOE will focus our attention on support for the Math Circles Cadre and the Nevada Ready Standards Clarification Project. Members of the team will host four Math Circle Cadre meetings and continually update the Nevada Ready Standards Clarification documents.

The team received many requests for providing a 2019 Strategies For Success Secondary Mathematics Conference. Teachers loved the format of the 2018 conference, enjoyed the sessions, and obtained many ideas to implement in their classroom. With this in mind, SNRPDP math team will be preparing for another conference for this upcoming school year.

The team will continue to support Lincoln, Nye, Esmeralda, and Mineral counties, as well as, Charter schools in the Clark County area. Nye County has already requested that the team continue current work with curriculum and assessment alignment, scheduled for the Fall 2018. Site Based Collaboration Time will continue for the Clark County School District. Team members will work closely with school administrators to create meaningful, multi-part

professional developments for this time. These professional development offerings will be based on school needs and will focus on teacher effectiveness and student achievement.

Elementary Science Impact Statement

Overview

Stacy Cohen is the full-time elementary science trainer at Southern Nevada Regional Development Program. There are currently two part time trainers that help facilitate for credit courses and workshops. Every semester two to three for credit or CU classes are offered to K-5 teachers in Southern Nevada. RPDP science has focused the past several years on the rollout of the Nevada Academic Content Standards for Science (NVACSS). The standards are now being fully implemented statewide, so RPDP elementary science has continued to facilitate teacher shifts to these elementary science standards. The NEPF standards and indicators are woven into trainings and credit courses. Strategies and ideas for meeting the 19 different indicators for the five standards are embedded into science pedagogy.

The 2017-2018 school year focused on several different goals for elementary science. The first goal was to create four new graduate credit courses to be offered by elementary science. Teachers requested courses that were S.T.E.M. based, integration focused, or project-based learning focused. Over the course of this year, elementary science also continued support of informal science educators in Las Vegas. Groups such as the National Park Service, Wetlands Park, and Desert Research Institute have been working on changing their curriculum for better alignment with NVACSS over the past few years. This year they revised several field trips offered to elementary teachers as well as curriculum training support. The third goal for this year was to support curriculum development in Southern Nye County. With SNRPDP Elementary Science support, the teachers have been meeting in a cadre and examining curriculum materials, as well as choosing a direction and format for developing unit plans.

Objectives and Milestones

Science Curriculum Development in Nye County: During the 2017-2018 school year, SNRPDP Elementary Science worked closely with Marsha Sherz to begin a curriculum revamp of elementary science. The leadership team consisted of at least one teacher from every school in Southern Nye County. The team worked on transitioning to current NVACSS and took a closer look at phenomena and three-dimensional learning. Throughout this collaboration process, they examined curriculum materials and chose some materials that were supplied to all teachers as a resource. By the end of the 2017-2018 school year, the team began writing science curriculum that will be shared with all teachers in Nye County when completed. This project is ongoing and will continue over the 2018-2019 school year.

New Credit Courses: This school year, elementary science created four new graduate credit courses for elementary teachers. The courses included Project Based Learning (PBL) through the

Lens of Elementary Science, Science Formative Assessment, K-5 STEM and ELL Students in the Elementary Science classroom.

The PBL class focused on the foundation of PBL science lessons, integration of science into other curricular areas as well as the steps on how to create and launch a PBL in classrooms. The Science Formative Assessment course focused on using assessment to drive instruction and impact student achievement in science. Teachers learned different methods and types of formative assessments. The K-5 STEM course took two different approaches to STEM education. The first was building a foundation of what STEM truly is and what it looks like in an elementary classroom during a science lesson. The second part of the course was modeling ready-to-use STEM lessons for the elementary classroom. The ELL Students in the Elementary Science Classroom focused on culturally relevant instruction through science vocabulary acquisition. Participants were presented with both theory and practice on how to support all students with science language acquisition.

The Project Based Learning through the Lens of Science class will have a second part, two credit course that will ask participants to create and facilitate a science project-based learning unit in their classrooms. The ELL Students in the Elementary Science Classroom course was a collaborative effort with RPDP elementary literacy and will be turned into mini sessions for SBCT workshop sessions at elementary schools. All four courses were designed to stay relevant to current trends in education and were designed to be integrated cross-curricular.

Informal Education Support: Over the 2017-2018 school year, RPDP science continued to support CHOLLA. CHOLLA is a collection of informal educators that meet every other month to stay relevant on issues in education. RPDP has spent the past several years helping this group integrate the NVACSS into their programs and field trips. This year the team assisted with field trips and teacher trainings. CHOLLA members were also invited to present to teachers during credit courses and were invited to showcase their programs at the annual K-12 Science Conference in Southern Nevada.

Over the 2018-2019 school year, RPDP science will continue to offer science curriculum support for individual nonprofit organizations that work directly with children. Elementary science also supports science in the community events and will continue to do so next school year.

Insights, Reflection, and Next Year's Goals

Participants in the for-credit courses mentioned that they wanted more access to lessons that they can use in their classrooms. The majority of available lessons are not aligned to current NVACSS and are outdated. There are very few elementary resources available and most of the teachers that took our classes wanted to be a part of sharing lessons for a repository. With this in mind, during the 2018-2019 school year, elementary science will be putting together a cadre of teachers to write aligned 3-Dimensional NVACSS (NGSS) lessons. These lessons will be tested out in classrooms and will be put through a peer revision process. After this process these lessons will be placed on the RPDP website and will be accessible to all K-5 teachers in Nevada. Elementary science will help share the lessons by modeling them at elementary schools. The

goal for the end of the school year is to have 10-15 peer reviewed aligned NVACSS lessons available on the RPDP website.

The National Science Teachers Association will be hosting a regional conference in Reno during the 2018-2019. RPDP science will be an integral part in facilitating the conference. We have previously supported a regional conference in Reno that was well attended. The goal of the regional conference is to improve classroom science practice, impact student achievement and reenergize teachers with new science ideas that they can take back to their classrooms. This upcoming regional science conference RPDP science will be supporting the development of the program, development of strand leaders and presentation submissions as well as support the overall conference.

The work that started with Nye County School District will continue for the 2018-2019 school year. This school year, the overwhelming input from teachers in Nye County was the limited access to resources. With the funding from a GTLF grant, Nye was able to secure funding for some resources. The science curriculum leadership team examined multiple resources and purchased some for all elementary teachers to have access to. Over the course of the next school year, elementary science will assist the leadership team on developing NVACSS aligned units that will be available to all elementary teachers in Nye County. This upcoming school year we will meet monthly to assess the progress of the leadership team. Elementary science will also provide support in the form of workshops and CEU credit from the Department of Education as appropriate.

Secondary Science Team Impact Statement

Overview

The SNRPDP Science Team consists of two full-time trainers, Kristoffer Carroll and Bret Sibley, and one part-time trainer. Throughout the 2017-2018 school year the SNRPDP Secondary Science team focused on several key, high needs goals: (1) Nevada Academic Content Standards for Science (NVACSS) based on Next Generation Science Standards (NGSS) assessment; (2) teacher practices for development and evaluation of student artifacts to make claims of three-dimensional learning; and (3) implementation of the NVACSS through curriculum support and development. Several mechanisms were used to target these high needs goals such as partnerships with Local Education Agencies (LEAs) on grant development and implementation, long-term PD planning and consulting with district administration and leaders, leveraging Nevada Educator Performance Framework (NEPF) Instructional Practices' connections with the NVACSS, and Professional Growth Plan Module development (online-on demand science teacher professional learning modules based on Disciplinary Core Ideas with infused strategies for Science and English Practice, SEPs, and Cross Cutting Concepts, CCCs). In all cases, the SNRPDP Science Team supported each of the unique goals of the various Southern Nevada districts while addressing the facets of these high needs goals.

Objectives and Milestones

NVACSS based on NGSS assessment: To support this primary goal, the SNRPDP Science Team led several workshops on the development and evaluation of Instructionally-Embedded Assessment items. These workshops took place throughout the school year. Additionally, the SNRPDP Science Team developed and initiated a Geoscience Assessment Development project. This project was designed to support teacher professional development and build teacher ability to develop assessment items that were aligned and designed for the NVACSS. The result was to be able to provide a tool developed by experts to fellow science educators. These assessment tools, once complete in 2018-2019, will be shared throughout the state to support all high school geoscience teachers and will form the framework for an assessment system teachers can use to self-monitor progress. Currently, all of the development tools are created, and geoscience teachers are meeting with SNRPDP Science Team members to complete all of the assessment tools for Unit 1. There are a total of five Units. Further, this proof of concept model of assessment development paired with professional learning will be used in the future for other discipline area assessment development and will be shared nationally via Achieve (that organizer of the NGSS). Another broad example of SNRPDP's support for NVACSS based on NGSS assessment is our consistent participation and leadership during content review and rubric evaluation of state-level assessments at grades 8 and 10, consistently posting resources and guidance on the SNRPDP Science Team developed NVACSS Implementation Guide website ([NVACSS Implementation Guide](#)), and consistent teacher guidance and support in classroom formative assessment development.

Teacher practices for development and evaluation of student artifacts to make claims of three-dimensional learning: To support this goal, the SNRPDP Science Team partnered with CCSD, UNLV, and the College of Southern Nevada (CSN) to develop and implement Project PRISM. Project PRISM (Practices for Relevance by Integrating Science and Mathematics) was a Mathematics and Science Partnership grant targeting mathematics and science teachers' use of effective practices. A significant aspect of the project included teacher professional learning at a summer institute and fall and spring sessions. The focus for the fall and spring sessions was the development of lessons to scaffold student artifacts that would inform teachers of the student's use of the three-dimensions of the NVACSS to understand phenomena and the development of evaluation strategies for these student generated artifacts. Several tools were developed to support teachers through the process of development and evaluation of student artifacts. One tool, the Student Artifact Planner, structures a process for teachers to first identify the elemental levels of the standard they want to measure, determine what stage of the learning cycle would be most appropriate to initiate the generation of the artifact, and what types of feedback would be most useful to the student to move them closer to mastery given the point in the learning cycle. Based on the evidence from pre-, post- and delayed post-assessments, this project was a success. Another example of SNRPDP targeting this goal is the Student Artifacts Workshop Series. This series of three and a half hour workshops was designed to target specific types of student artifacts based on the more challenging NVACSS standards. A final example is that this goal served as the underlying theme for every workshop or training the secondary science team provided to local charter schools. Throughout the 2017-2018 school year, SNRPDP Secondary Science ran several full and half-day workshops and trainings on various requested topics such as student engagement, formative assessment, NEPF standards, and NVACSS based on NGSS

standards. At each of these trainings, the end target was to shift the work from discussion to actionable tasks that guide teachers in the analysis of student generated artifacts and their value in informing educators about their students' level of mastery of the standard.

Implementation of the NVACSS through curriculum support and development: To support this goal, the Secondary Science Team supported Clark County School District (CCSD) with their high school and middle school textbook adoption process. Historically textbook adoption review was performed in less than a day with a substandard rubric that did not afford a high level of quality evaluation. To solve this problem, CCSD requested that the science team and Achieve partner with them in a comprehensive five day teacher institute using Achieve PEEC process. SNRPDP lead the high school adoption process where over 50 teachers learned about the NVACSS based on the NGSS, explored some of the key innovations, and learned ways of evaluating material based on criteria and evidence. This in-depth process developed skills needed for teachers and administrators to make a more informed, evidence-based decision regarding the types of material they wished to adopt. SNRPDP did not review the textbooks and was not part of the selection; however, SNRPDP helped to develop the skills, strategies, and process for how to evaluate material to make an informed decision about which texts to adopt. SNRPDP was then asked to support the same process for middle school science textbooks. Over 80 teachers participated and each individually completed an in-depth review of each potential textbook. CCSD and Achieve both praised SNRPDP for their support and guidance through the process and, based on the reviews from participants and district leadership, the facilitation was successful. This directly tied to goal three in that the textbook resources will serve as a central component of the curriculum for the next seven years. Another example of SNRPDP targeting of this goal is our partnership with both CCSD and Nye County School District (NCSD) in curriculum development projects and leadership guidance. In NCSD, the science team led several teacher workshops where curriculum was developed, evaluated, peer reviewed, edited, and posted online for other educators to use. NCSD wrote a grant to support this project, and SNRPDP served as lead facilitator of all science professional learning throughout the school year. Further evidence of this goal being met includes SNRPDP being requested to support Project ALSS (Argumentation and Learning in Secondary Science). As a result of SNRPDP's participation, teachers will engage in a curriculum development project using several key instructional design models and tools developed and/or modified by SNRPDP Science Team. One final example of SNRPDP Science Team's achievement concerning this goal is the development and deployment of Professional Growth Plan Modules. These Modules are science content based, online learning sessions where teachers participate as learners using the practices, crosscutting concepts, and disciplinary core ideas of the NVACSS based on the NGSS. A key component to each Module is a task where participating teachers develop action steps for classroom implementation. This curriculum development project supported all middle and high school science teachers. Additionally, many of the teachers shared their action steps with colleagues as evidenced by participant feedback and non-participant requests for support.

Insights, Reflection, and Next Year's Goals

Throughout the 2017-2018 school year, the SNRPDP Secondary Science team focused on the high needs goals of 1) NVACSS based on NGSS assessment; 2) teacher practices for development and evaluation of student artifacts to make claim of three-dimensional learning; and

3) implementation of the NVACSS through curriculum support and development. Key advancements were made toward each goal as indicated through internal program evaluation. The science team utilized this knowledge to develop a strategic plan that increases teacher awareness, implementation, and assessment supported with tools and resources to increase student achievement in science. To sustain the traction established and increase exposure and impact, the following goals are a focus for the 2018-2019 school year:

- Continue with assessment development project for Geoscience and use this to inform the larger assessment system, provide tools for future discipline assessment development, and generate tools for classroom teachers to use to evaluate student understanding of the NVACSS based on the NGSS. Projected impact: 225 teachers
- Effective classroom practices for the integration of the Science and Engineering Practices into all science classrooms (SEP Roadshow). Projected impact: 400 teachers
- Building off the work from goal three, share tools for Argumentation vs. Explanation strategies in classroom instruction with teachers through a series of secondary science workshops. Projected impact: 120 teachers
- Building off the work from goal two, host a series of Concept Mapping Seminars where teachers learn tools and strategies for student artifacts of learning and develop rubrics for evaluation of the artifacts that align to the NVACSS based on the NGSS. Projected impact: 80 teachers
- Building off the work from goals one, two and three, host a series of Scientific Phenomenon and Designing Solutions to Problem Workshops. These workshops will serve as an umbrella for the current goals as phenomena is central to all science instruction based on the NVACSS based on the NGSS. Projected impact: 120 teachers

Technology Team Impact Statement

Overview

The SNRPDP Technology Team members Jerrad Barczyszyn, Frank Mathews and Glenn Krieger delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, as well as the SNRPDP staff, throughout the 2017-18 year. Major team emphasis centered around CODE.org training and facilitation as defined in the Computer Science Impact Statement included in this document.

Additionally, the SNRPDP Technology Team facilitated the Library Media Specialist training (see K-12 School Library Media Specialist Endorsement section), Google education for teacher sessions in CCSD and rural counties. Implementation and facilitation of distance learning equipment and tools was utilized in Esmeralda, Nye and local CCSD schools. The tech team was responsible for the maintenance and inventory of all tech support equipment such as Chromebooks, PC laptops, printers, Wi-Fi and networking issues. SNRPDP Technology also traveled outside of the assigned five counties to assist Washoe and Elko counties with technology equipment support, technology content training, and computer science education.

Objectives and Milestones

The technology team's primary objective was to support schools in the integration of technology and computer science as well as a support role for approximately 30 staff members located on site at the SNRPDP. The team provided training to school personnel using a variety of tools and sound pedagogy to promote classroom incorporation of technology. The ultimate goal was to provide teachers the necessary training to use technology with students in a meaningful way that enhanced and supported student achievement and concept understanding. The team was also responsible to ensure equipment was available and operational when needed by the SNRPDP staff. Additionally, the tech team monitored and maintained the supply of equipment and software license renewal to meet staff demands.

The technology team was required to stay current with research, policy, pedagogy, and practices as related to educational technology and technological devices used throughout the five-county service area. Team members attended conferences, read current research, and taught adult classes to support this demand.

Classroom Observation Report

Serving as integration technologists, the tech team frequently observed professional development activities/sessions. Programs such as the Reading Endorsement, Library Media Specialist and Teaching English as a Second Language Endorsement all required technical assistance and training in order to utilize the video conferencing tools. Observations of teacher and student interaction during video conferencing allowed the tech team to make adjustments to the technical teaching environment. Both teachers and students that were new to video conferencing benefited from the tech team's delivery of best practices. This enhanced instruction, technical guidance, and best practices facilitated the teaching, learning and content delivery for both far side and near side participants.

Insights, Reflection, and Next Year's Goals

In reflection, the role the tech team played with video conferencing allowed SNRPDP to serve more remote participants than ever thought possible. The tech team learned that training of both teacher and student in best practices of video conferencing is required. Without the training, far side participants suffer from a lack of engagement, interest and retention.

The tech team looks forward to renewing its commitment to the staff to provide them with the best technology service, training and equipment. Working together, the team plans to create an improved time management calendar and workflow roadmap. Upfront efforts and planning will allow the tech team to increase production, work more efficiently and reduce stress.

Goals for 2018-19:

- Continue computer science implementation around the state of Nevada.
- Create workflow calendars/road maps for all work strands and team members.
- Quarterly tours of all rural counties for communication and needs verification.
- Plan all Code.org/computer science activities at least 60-90 days in advance.
- Continue education opportunities and certification training for all team members.
- Continued technology class offerings, updates, creation and facilitation for teachers.
- Maintain and revise the SNRPDP website.

Family Engagement Team Impact Statement

Overview

The Southern Nevada Regional Professional Development Program (SNRPDP) Family Engagement department was newly established this year. The goal of SNRPDP's Family Engagement department is to support Nevada's vision for effective family engagement by assisting educators in developing and/or improving practices that affect family engagement and promote increased student achievement and school improvement. Nathalie Brugman is the full-time trainer for this department.

Objectives and Milestones

The SNRPDP recognized that family engagement is a key factor to student success, so the Family Engagement department was created in the Fall of 2017. In working toward meeting its goal, professional development opportunities were designed to meet the diverse needs of K-12 educators in Nevada. Professional Responsibility Standard 4 of the Nevada Educator Performance Framework (NEPF): Family Engagement and the National Standards for Family-School Partnerships were the foundation of every presentation, in-service, and course offered. The Family Engagement department also distributed a publication, EngageALL, that served as an extension of their efforts to ensure that all educators have access to information and resources to strengthen and build upon their repertoire of family engagement strategies and practices.

In Family Engagement in Nevada, a one-credit Continuing Education course, participants examined research supporting family engagement and Nevada's adoption of the National Standards for Family-School Partnerships. This class provided teachers and administrators with effective strategies for creating a collaborative environment within the school setting. Educators learned ways to support parents by enhancing their skills in asking the right questions, advocating for their children, and partnering with teachers and schools.

The Family Engagement department also collaborated with other educational entities by bridging effective family engagement practices to their efforts in increasing student success. The workshops presented at CCSD's Cultural Competency Academy introduced teachers to the National Standards for Family-School Partnership, with a focus on Standard 1: Welcoming All

Families into the School Community. After exploring the many facets of this standard, teachers walked away with effective strategies that will increase family engagement in their culturally diverse classrooms and schools. Another collaboration was with the local teachers' union, CCEA. These workshops focused on school climate and culture and were offered to School Organization Teams (comprised of administrators, teachers, and parents). Support was also provided to early childhood educators (project facilitators and teachers), with professional development that connected the expectations of the NEPF to their specific programs.

Additionally, the Family Engagement department worked in collaboration with the Nevada Department of Education and Nevada's other RPDPs to create a comprehensive professional development program intentionally designed to support educators in using the National Standards for Family-School Partnerships and to develop a plan to better support all students within a school. This program, which will be available Fall 2018, will accommodate both individual and groups of educators in developing a plan for successful family engagement. Each learning module will provide educators the opportunity to examine the expectations of the standards, study effective practices, explore potential resources to support their plan, and design an authentic plan for effective family engagement.

Insights, Reflection, and Next Year's Goal

The efforts of the SNRPDP Family Engagement department have focused on developing an awareness of Nevada's vision for family engagement, by connecting the expectations of the National Standards for Family-School Partnerships, the Nevada Educator Performance Framework Standards for Professional Responsibilities, and the Dual Capacity-Building Framework for Family-School Partnerships. This awareness of the expectations will serve as the foundation for future professional development opportunities this department will provide. The goal is to move educators from having a surface level understanding of the expectations to developing their capacity to create effective and genuine partnerships with the families and communities they serve.

This shift in beliefs and practices will require several different approaches. The plan is to provide differentiated support to educators that will enhance their family engagement efforts regardless of where they are in their career. Some of these opportunities include the following: rollout and facilitation of Nevada's Parent Involvement and Family Engagement Program; Parent-Teacher Home Visit trainings and support; a three-credit, graduate-level UNLV course for teachers new to Nevada that will fulfill the requirements to remove the Family Engagement provision from their teaching license; poverty simulation workshops; and a three-credit, graduate-level UNLV course for teacher leaders. All of these opportunities will focus on developing partnerships with families and the community, which will ultimately impact student learning and success.

Administrative Team Impact Statement (General)

Overview

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team focused on high-impact instructional leadership standards using the lens of the Nevada Educator Performance Framework (NEPF) Leadership Standards as it pertains to school improvement. Aligned to the State Professional Development Standards, differentiated levels of professional learning were offered based on research-based high impact leadership practices. While these sessions focused on school improvement, a primary focus was to highlight the NEPF Leadership Standards in selected research-based texts.

Objectives and Milestones

Engage in high-impact leadership practices to support college and career expectations:

Through reading selected articles, administrators explored and discussed high-impact leadership practices to support rigorous college and career expectations. Participants reviewed articles from Education Trust, the Wallace Foundation, and New Leaders to define critical concepts necessary for college and career success. Using tools shared by schools making huge gains in student learning, administrators worked to develop a roadmap of best practices to promote college and career expectations for all students.

Use productive collaborative practices to promote collective teacher efficacy:

Administrators read and discussed excerpts from Jenni Donohoo's *Collaborative Inquiry for Educators and Building Collective Efficacy* which deconstruct the collaborative inquiry process to better understand how to elevate collaboration in their schools. Workshops were designed to provide school leaders with tools to move teams toward purposeful, productive collaborative work with a clear and concise model that provides a structure for facilitating successful collaborative inquiry. Another workshop is centered on John Hattie's research describing the six leadership influences that promote collective teacher efficacy and impact student learning.

Texts:

Collaborative Inquiry for Educators - Jenni Donohoo

Building Collective Efficacy - Jenni Donohoo

Collaborative Leadership - Six Influences that Matter Most - Peter DeWitt

Improve teacher practice through feedback and coaching: In this workshop, principals discussed how to use informal observations to help teachers reflect on, change, and assess their practices. Using the texts *Coaching Conversations* and *Using Quality Feedback to Guide Professional Learning*, administrators discussed and participated in mock-coaching conversations using the tools from the text. Principals identified action steps leaders can follow to engage their school communities to work collaboratively to impact professional practice and student learning. School leaders learned how to (1) develop open, reflective conversations with staff members; (2) motivate staff; (3) adopt new habits for working with teachers, staff, and

students; (4) utilize the power of committed listening and non-judgmental feedback; and (5) create positive changes in how people think and interact.

Texts:

Coaching Conversations - Linda M. Gross Cheliotas and Marceta F. Reilly

Using Quality Feedback to Guide Professional Learning - Shawn Clark and Abbey Duggins

Use data to impact student success: Participants learned how to create a data culture, how to run a successful data analysis meeting, how to write quality assessments, and how to deal with resistance from teachers. School leaders found this session useful for learning how to achieve results by using research-based practices that have proven to be successful for high-achieving schools.

Text:

Driven by Data - Paul Bambrick-Santoyo

SNRPDP administrative trainers also offered school improvement sessions to further ground the site-based administrators' knowledge in leadership practices discussed during sessions. Site-based leaders shared action plans for school improvement efforts and discussed progress toward its goals and objectives. Discussions focused on engaging stakeholders in a collaborative process that defined expectations for student learning. Leaders shared a collection of data to inform decisions based on evidence of student learning.

Using the action steps identified in administrative workshops, site leaders identified areas for improvement. Much of the conversation focused on collaborative professional learning communities to build teacher collective efficacy in both content and professional practice. Administrators practiced coaching conversations as well as analyzed data to create goals and objectives to support college and career readiness. The Nevada Educator Performance Framework Leadership Standards were used to guide discussion around the following areas: creating and sustaining a focus on learning, creating and sustaining continuous improvement, creating and sustaining productive relationships, and creating and sustaining structures to support professional practice and learning.

Insights, Reflection, and Next Year's Goals

Administrators shared that more professional development is needed to fully define their role as an instructional leader. As research suggests, impactful change does not happen in one year. Thus, professional learning opportunities will focus on the NEPF Leadership Standards for 2018-2019. As administrators review and revise both personal and school improvement goals, sessions will continue to provide collaborative professional learning opportunities.

Through a professional learning structure, expectations for workshops will integrate the NEPF Leadership Standards using texts/articles. Participants will dive deeply into the principles of leadership and recognize that the Standards are the framework for impactful leadership. Additionally, John Hattie's research focusing on effective leadership practices will continue to be at the center of discussion as participants will unpack those leadership practices and design action plans and outcomes that further school improvement efforts. Workshops will be designed

to provide opportunities for participants to engage in discussion of what impactful leadership looks like in action.

Goals for the 2018-2019 will focus on impactful leadership using the NEPF Leadership Standards and Indicators:

- Creating and Sustaining a Focus on Learning
- Creating and Sustaining a Culture of Continuous Improvement
- Creating and Sustaining Productive Relationships
- Creating and Sustaining Structures

Administrative Team Impact Statement (NEPF)

Overview

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team continued to focus on instructional leadership using the lens of the Nevada Educator Performance Framework (NEPF) Leadership Standards. Aligned to the State Professional Development Standards, differentiated levels of professional learning were offered based on administrators' present level of understanding of the NEPF Teacher and Leader Standards.

Objectives and Milestones

Deepen administrators' present understanding of the NEPF Evaluation Cycle and Teacher and Leader Standards: Administrators who engaged in this type of professional development opportunity gained greater understanding of the evaluation cycle and the educational practice and student performance components as defined in the NEPF. First and second year administrators benefitted from this session as it allowed them to gain knowledge of the Instructional Standards from an administrator's perspective.

Engage in practice logging observation and confirmatory evidence of teacher performance on the NEPF for improved accuracy and preciseness: Administrators were afforded opportunities to practice logging observation and confirmatory evidence of teacher performance on the NEPF Instructional Standards for improved accuracy and preciseness. Participants identified high-quality evidence using videos and vignettes and then translated recorded data to summary evidence. Discussion centered on how to effectively organize time for observations and conversations in order to develop a comprehensive and accurate picture of teacher expertise and impact. Resources from Dr. Margaret Heritage's work with the Center for Research on Evaluation, Standards, and Student Testing (CRESST) and WestEd continue to be used for training purposes.

Provide an opportunity for administrators to plan for the mid-cycle review conference to support educator progress in attaining the Student Learning Goal (SLG), Professional Practice Goal (PPG), and performance on the NEPF Instructional Standards and Indicators: Administrators engaged in the planning for the mid-cycle review conference. The

focus of this workshop centered around creating opportunities for the educator to discuss his/her progress toward attaining the Student Learning Goal, Professional Practice Goal and performance on NEPF Standards and Indicators. Participants were provided with several tools to lead reflection, prompt dialogue, and plan changes to professional practice and/or goals as necessary.

Engage in planning and discussion on the critical role of training, guidance, scoring and monitoring to ensure fidelity in the implementation of SLGs: Administrators were provided opportunities to gain a deeper understanding of the SLG cycle by learning how to support the development of a high-quality SLG. Discussion centered around utilizing a rubric to identify and score the SLG as part of the Student Outcome component in the NEPF Teacher Evaluation for the 2017-2018 school year. Administrators discussed the critical role of training, guidance, scoring, and monitoring to ensure fidelity in the implementation of SLGs. Opportunities were provided for participants to develop action plans to work with staff in the creation of both the student learning goals as well as in the creation of assessment measures that accurately gauge students' progress. Sessions included resources and tools so that administrators could replicate the training or a portion as part of staff development.

Classroom Observation Report

SNRPDP administrative trainers offered NEPF calibration walk sessions to administrators to further ground the site-based administrators' knowledge in identifying evidence aligned to the NEPF Standards. Members of the administrative team facilitated NEPF calibration walks at schools to work with administrators in identifying evidence of the Standards in classrooms.

The focus of calibration walks was to establish inter-rater reliability so that there was greater consistency in observation ratings among administrators in schools, zones, districts, and statewide. After each observation, participants compared recorded evidence to determine similarities and/or differences. Discussion included reviewing the descriptors notes in the NEPF as well as a review of the ratings rubric.

Participants practiced effective conferencing and feedback strategies as they engaged in mock-post observations. Discussion also centered on how to effectively organize time for observations and conversations in order to develop a comprehensive and accurate picture of teacher expertise and impact.

Insights, Reflection, and Next Year's Goals

Based on the discussions held during the administrative sessions and countless observations conducted in the counties SNRPDP supports, continued professional development is needed on the aforementioned objectives. While administrators have gained a greater understanding of both the NEPF Leader and Teacher Standards, continued support is necessary in order to gain greater inter-rater reliability and consistency within and among schools, zones, districts, and statewide. Additionally, administrators must be provided with opportunities to engage in professional learning with their peers in order to gain greater collective and self-efficacy not only in the

evaluation process and in the collection of evidence, but also in the focus of what effective leadership practices in the school and instructional strategies in the classroom are and how those practices have a direct impact on student learning.

As the student outcome component has increased to forty percent in the NEPF, emphasis will be placed on providing professional development opportunities focusing on the identification of a Student Learning Goal that aligns to the College and Career Anchor Standards. Sessions will stress the importance of the SLG cycle as part of the larger school improvement process and the ongoing teaching and learning process. Administrators will discuss how to support teachers in the development of a high-quality SLG as well as considerations for identifying multiple measures to assess progress. Administrators will be provided with opportunities to discuss the critical role of training, guidance, and monitoring to ensure fidelity in the implementation of SLGs. Action plans to initiate initial discussion/design of SLGs will be drafted.

Goals for the 2018-2019 will target the following areas:

- Practicing logging observation and confirmatory evidence of teacher performance on the NEPF for improved accuracy and preciseness.
- Engaging in reflective feedback and coaching as part of the NEPF observation cycle.
- Supporting the development and monitoring of a high-quality student learning goal to impact student learning.