2024-2025 Annual Report

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Introduction

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555 which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's academic content standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the programs' scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

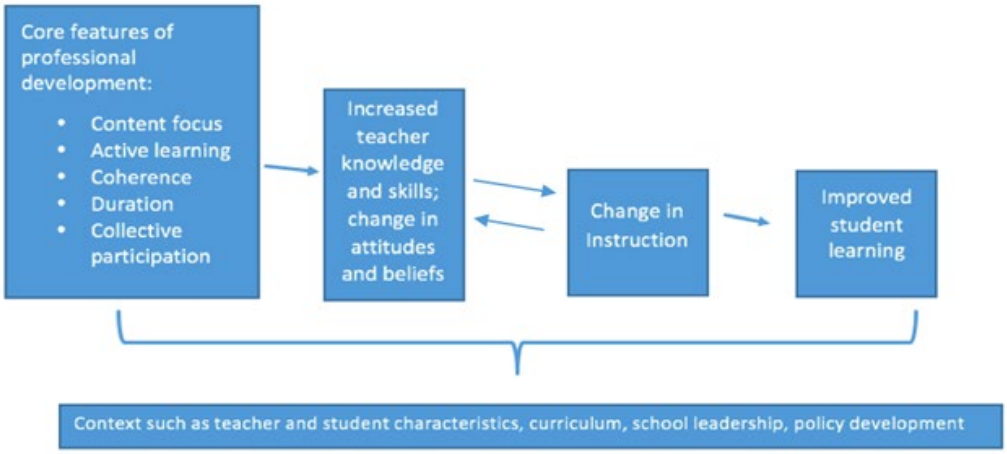
The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each of the RPDP governing boards oversee the three regional programs.

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

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

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

Figure 1 *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*



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

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

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

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

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

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

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

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

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

Table 1 *RPDP State Approved Evaluation*

RPDP State Approved Evaluation (5-point scale)	**2024-25**
1. The training matched my needs.	4.48
2. The training provided opportunities for interactions and reflections.	4.76
3. The presenter's/facilitator's experience and expertise enhanced the quality of the training.	4.69
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.76
5. The presenter/facilitator modeled effective teaching strategies.	4.68
6. This training added to my knowledge of standards and/or my subject matter content.	4.47
7. This training will improve my teaching skills.	4.49
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.49
9. This training will help me meet the needs of diverse student populations.	4.56

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

Table 2 *Type of Training*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*Regional*
Total Trainings	209	58	0	76	11	3	29	32
Instructional[1]	62% n=129	50% n=29	0% n=0	80% n=61	36% n=4	33% n=1	34% n=10	75% n=24
Observation and Mentoring[2]	10% n=21	26% n=15	0% n=0	0% n=0	55% n=6	0% n=0	0% n=0	0% n=0
Consulting and Collaboration[3]	28% n=59	24% n=14	0% n=0	20% n=15	9% n=1	67% n=2	66% n=19	25% n=8

[1]*Presentations, workshops, in-service, and university courses*
[2]*Coaching, classroom observations and feedback, modeling, co-teaching*
[3]*School/district committee or task-force work, email advice, professional conversations, planning for PL with schools/districts*

Table 3. 391A.190 1c (3) *The number of teachers and administrators who received training through the regional training program in the immediately preceding year.*

Table 3 *Number of Teachers and Administrators Who Received Training*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*SPCSA*
Total Teachers Employed in District	1127	650	31	210	59	66	111	3,086*
Unduplicated Teachers	878	470	6	217	79	18	85	3
Duplicated Teachers	2,077	725	7	899	162	18	263	3
Total Administrators Employed in District	113	50	4	19	6	10	24	Not Known
Unduplicated Administrators	105	56	3	23	4	4	14	1
Duplicated Administrators	405	109	5	213	12	7	57	2

[*]*State Public Charter School Authority = Statewide*

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

Table 4 *Number of Administrators Receiving Training [NEPF]*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*SPCSA*
Unduplicated Administrators	55	25	0	18	2	2	7	1
Duplicated Administrators	131	34	0	58	7	3	28	1

Table 5. 391A.190 1c (5) *The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year*.

Table 5 *Number of Teachers, Administrators, and OLEP*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*SPCSA*
Teachers, Admin, OLEP	0	0	0	0	0	0	0	0

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

Table 6 *Teacher Training in Family Engagement*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*SPCSA*
Unduplicated Teachers	152	92	3	46	5	1	3	3
Duplicated Teachers	187	120	3	48	5	1	7	3

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

Table 7 *Paraprofessional Training*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*SPCSA*
Paraprofessionals (Unduplicated)	133	21	0	89	22	1	0	0

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

Table 8 *NVACS, NEPF, and Culturally Relevant Pedagogy Trainings*

	Aggregate	*Elko*	*Eureka*	*Humboldt*	*Lander*	*Pershing*	*White Pine*	*Regional*
Total Trainings	209	58	0	76	11	3	29	32
NVACS	33% n=70	44% n=31	0% n=0	14% n=10	12% n=8	3% n=2	4% n=3	23% n=16
NEPF	33% n=70	44% n=31	0% n=0	8% n=6	13% n=9	3% n=2	19% n=13	13% n=9
Culturally Relevant Pedagogy	42% n=87	10% n=9	0% n=0	69% n=60	0% n=0	0% n=0	0% n=0	21% n=18

**The percentage of trainings focused on the three topics – NVACS, NEPF, and Culturally Relevant Pedagogy – do not add up to 100% as some sessions featured more than one topical focus.*

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

Five Year Plan

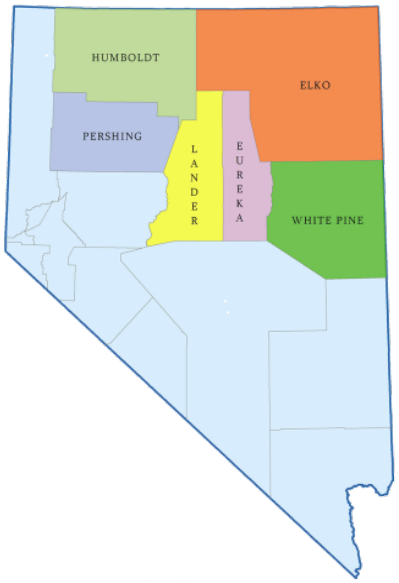
Establishment

The Northeastern Nevada Regional Professional Development Program (NNRPDP) is one of three state-funded professional development programs in the state. The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region must be overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). **Between March 2020 and May 2022, the RPDPs were placed under the direct supervision of the Superintendent of Public Instruction through Emergency Directive 14, Section 3 due to the COVID-19 pandemic.*

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

Service Area

The NNRPDP serves approximately 1200 teachers and administrators in schools across six counties in Northeastern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 1,600. The NNRPDP services Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts. Among districts there is considerable disparity in the number of students, ranging from under 300 in Eureka County to over 9,000 in Elko County.



Mission

The NNRPDP provides high-quality professional learning opportunities to enhance student learning within the context of Nevada Professional Development Standards by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with NNRPDP align to the *Standards for Professional Learning* as outlined by the national association of professional learning, *Learning Forward*, as well as the *Standards for Professional Development* recognized by Nevada Department of Education.

Goals

The mission and governance structure of the NNRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization's charges while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. Ultimately, there are five major goals to improve our performance and meet the needs of our region along with bulleted strategies identified to meet these goals:

- **Provide professional learning opportunities for teachers that strengthens their pedagogical content knowledge**.
    - *Develop positive relationships and trust with teachers*
    - *Create robust professional development and implementation plans with specific outcomes*
    - *Provide professional development for NNRPDP coordinators in order to stay current in their expertise*
    - *Communicate opportunities for professional learning to teachers*

- **Partner with administrators to improve instructional leadership and support teacher content knowledge and pedagogy**.
    - *Develop positive relationships and trust with administrators*
    - *Create robust professional development plans and implementation with specific outcomes*
    - *Participate on district level planning as appropriate*
    - *Communicate opportunities for professional learning to administrators*

- **To provide leadership in equity and diversity.**
    - *Prioritize equity in professional learning practices*
    - *Provide professional learning and support that increases opportunities and outcomes for diverse learners*
    - *Establish expectations for equity and create structures for equitable access for learning for all districts we serve*
    - *Provide professional learning for NNRPDP professional learning leaders*

- **Measure the impact of professional development on teacher effectiveness and student achievement.**
    - *Strategically collect and use data to provide direction for the work*
    - *Strategically collect and use data to assess our work*
    - *Apply the model of measurement required for evidence*
    - *Plan time for measurement within the work*

Measurement

In order to measure progress of the plan, multiple measures will be used. First the statewide evaluation form will be collected and reported. Second, the five-level evaluation of professional development framework (Guskey, 2002) will guide the assessment of the professional development provided in our region. Third, qualitative documentation of stakeholders and specifically created as-needed surveys will provide measures of progress and success. Finally, annual case studies provide in-depth review of specific NNRPDP projects.
The Statewide Coordinating Council approved an outline structure for RPDP evaluation purposes according to requirements set forth in NRS 391A.190.

A Two-Year Focus (2023-2025)

NRS 391A.175 section 1

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

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

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

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

The Northeastern Nevada Regional Professional Development (NNRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NNRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NNRPDP provides support in the following comprehensive areas.

Selected NNRPDP Professional Learning Opportunities
Continuous Improvement Plan (CIP) support

NNRPDP co-facilitates Nevada's continuous improvement process with school leadership and their Continuous Improvement Plan (CIP) teams by supporting the data analysis, planning, and writing of the School Performance Plan (SPP). Subsequent professional learning stemming from and aligning with the SPP is provided by NNRPDP during professional learning days/times set aside within the districts we serve.

Courses for Licensure

NNRPDP is an approved provider for the Nevada Department of Education and designs and provides courses for teachers interested in particular topics as well as courses required for Nevada license provision removal and/or Nevada

license renewal. These courses are available for university credit and/or for professional learning hours accepted by the state, both of which provide teachers seeking recertification an avenue for increasing their learning.

Biennial Budget FY23 & FY24
$2,476,481.00

Part Two: Individual RPDP Information

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

The Nevada Regional Professional Development Programs continue to provide computer science opportunities for educators through partnership with TESLA. The Southern RPDP serves as fiscal agent for the computer science and TESLA funding; however, the three RPDPs collectively present the budget and serve the states' educators through their respective regional projects.

TESLA

Funding provided stipends for educators in the northeast region to receive Computer Science Fundamentals (code.org) and Deep Dive workshops related to NVACS-Computer Science. In addition, Computer Science Ambassadors were provided a stipend for representing and presenting computer science content in their respective schools. These stipends were earned through synchronous and asynchronous participants in professional learning provided by a certified code.org computer science NNRPDP Professional Learning Leader.

Executive Summary

NNRPDP Regional Projects 2024-2025

As outlined in NRS 391A.190, Director Annie Hicks, leads the in-house evaluation, assisted by staff who coordinate data collection and compilation. The Director provides support for the team as they develop a professional learning plan, design and/or determine instruments to gather and analyze data, and create, implement, and write reports to describe their evaluative regional projects. The regional projects were designed to follow the seven features of effective professional learning (Darling-Hammond et al., 2017) and align with the Five Levels of Professional Development Evaluation (Guskey, 2002) while also addressing both state and national standards for professional learning (Learning Forward, 2022; NDE, 2017). These projects provide an in-depth analysis of specific professional development projects while showcasing the unique and diverse scope of the support provided by the NNRPDP to schools and educators across the region.

These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes, grounded in Guskey's (2002) Five Levels of Professional Development Evaluation as a measure of the overall impact. Collectively, they help to 'tell the story' and document the impacts of the diverse NNRPDP professional learning activities this past school year. These projects also act as evidence that the NNRPDP follows the five steps outlined in the *Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments* (Department of Education, 2016).

Regional Project Purpose

Over several years, the NNRPDP has documented its professional development activities with detailed reports of regional projects. The NNRPDP has as its practice an internal evaluation model, which incorporates studies from projects throughout the region to document not only the diversity and wide-ranging impact of the work, but also, in some cases, to document the long-term effects of the support provided to teachers in the region. Evaluative regional projects facilitate exploration of complex phenomena within their contexts—in this case, professional learning (PL) within schools and districts--using a variety of data sources. This ensures that professional learning is not explored through one lens, but rather through a variety of lenses, which allows training effectiveness to be revealed and understood more fully (Darling-Hammond et al., 2017; Guskey, 2002).

NNRPDP staff actively design and implement each evaluative regional project to illustrate changes in teacher practice and student learning as a result of the diverse professional learning activities employed over the past year. Thus, the following regional projects are focused evaluation investigations that incorporate mixed-method research designs to illustrate the breadth of training, variety of topics, and depth of consultation employed by NNRPDP staff. Each regional project is guided by a professional learning plan to illustrate the short and long range expected outcomes.

Key Findings from 2024-2025 NNRPDP Evaluation Activities

Summary of Participant Engagement

Professional development services were conducted in all six districts that comprise the designated northeastern region, reaching a total of 983 unique teachers and administrators during 2024-2025. Because professional development covers varied training topics and consulting services, and educators often attend multiple trainings, the total instances of duplicated teachers and administrators receiving services was 2,482. Approximately seventy-nine percent of the estimated 1,240 teachers and administrators employed in the region (as reported by each district) participated in programs provided by the NNRPDP during the 2024-2025 school year.

Participant Ratings of Quality

Participant ratings of the quality of professional development trainings performed by NNRPDP staff reveal consistent and very high satisfaction ratings over the past year (all mean ratings of trainings are between 4 and 5, on a 5-

point scale.) During 2024-2025, this included mean ratings from educator participants regarding the expertise of the facilitators and the quality of the delivery of instruction during trainings (4.69), efficiently managing time and pacing of activities (4.76) and modeling effective teaching strategies (4.68). In addition, educator participants again indicated overwhelmingly that they will use the knowledge and skills learned from NNRPDP trainings in their classrooms (4.49).

Regional Project Outcomes

Regional project evaluation data reveal a variety of positive outcomes and opportunities for next steps across the six NNRPDP 2024-25 regional projects. Projects highlighted in this report include 1) strengthening student fluency and identity in mathematics, 2) leveraging AI to enhance instructional leadership, 3) effectively integrating AI across the curriculum, 4) enhancing learning for multilingual learners through improved instruction and personalized support across a district, 5) improving instruction at the intermediate grades through multifaceted professional learning, and 6) supporting new educators through learning walks. Abridged examples of results for each regional project follow.

Math Academy

Math Academy was developed as a targeted initiative to strengthen student fluency and identity in mathematics by enhancing teacher capacity through research-grounded professional development. The pilot, conducted from August 2024 to January 2025, involved eight educators who engaged in monthly full-day sessions, asynchronous modules, and direct instructional experiences with students via Math Camps, while also facilitating concurrent Parent Math Camps to foster family engagement and support. The initiative emphasized reflective practice and continuous improvement, aligning with evidence-based frameworks for effective professional learning. Overall, Math Academy offers a promising model for addressing mathematics proficiency through integrated, responsive, and research-informed educator development. Evaluation of the Math Academy pilot using Guskey's model revealed overwhelmingly positive participant feedback, confirming both the initiative's design and its impact on professional practice. With 88% of participants selecting the highest possible rating across all evaluation questions (median 5, mean 4.8), responses indicated high consistency, further reinforced by praise from participants describing it as the most impactful professional learning they had ever experienced. Parent feedback echoed this enthusiasm—100% expressed interest in future Math Camp participation, and 59% attended at least one Parent Math Camp, reflecting significant engagement and support. Student responses were equally affirming. All students expressed eagerness to return, noted a desire for longer and more frequent sessions, and showed growth in confidence and mathematical identity, with participating students demonstrating an average 12% MAP score increase. Findings from this pilot indicate that the initiative positively influenced professional practices, strengthened family engagement, and enhanced students' mathematical identities and understanding

Leveraging AI in the NEPF Observation Cycle

In response to growing interest in integrating generative AI into educational leadership, a high school principal in northeastern Nevada initiated a yearlong, site-based professional learning project focused on enhancing classroom observation and feedback aligned with the Nevada Educator Performance Framework (NEPF). The administrator piloted a new model that integrated the use of ChatGPT as a collaborative planning partner. Guided by Learning Forward's Standards for Professional Learning, the project prioritized sustained, job-embedded professional development and followed five structured observation cycles across the 2024–2025 school year. By using AI tools to co-create observation documents and feedback letters, administrators streamlined evaluation workflows and reinvested time into mentoring and reflection, while maintaining fidelity to NEPF standards. Teachers became more engaged and reflective participants through personalized observation frameworks, reinforcing a growth-oriented culture. The site administrators ultimately developed the capacity to lead the process independently, culminating in comprehensive evaluation reports. This pilot demonstrates the transformational potential of generative AI when aligned with professional learning, instructional leadership, and responsible integration.

Improving Educator Efficacy in Instruction and Assessment: Utilizing Schoolai and other AI Platforms

The nationwide integration of artificial intelligence (AI) into K–12 education is accelerating, prompting educators to seek sustained professional learning for effective implementation (Banerji, 2025; Schultz, 2025). In response, one elementary school partnered with NNRPDP to launch an initiative focused on enhancing writing instruction through AI tools like Schoolai. Initial data revealed widespread uncertainty—low teacher confidence in using AI tools to enhance instruction and limited familiarity with AI technologies.

Over time, the initiative evolved to build foundational AI fluency among educators, strengthen teaching practices, and promote equitable, impactful integration of AI across the curriculum. Participants reported greater understanding and classroom application of AI. Teachers provided specific examples—such as generating differentiated reading passages and facilitating student brainstorming—that demonstrated AI's potential to streamline planning and personalize instruction. One educator noted saving over an hour on lesson preparation. These outcomes reflect a meaningful shift from initial skepticism to an informed and optimistic view of AI as a valuable educational tool.

Supporting Multilingual Learners to Achieve Academic Success: A District-Wide Approach | Year 2

Over the past two years, a local school district in partnership with NNRPDP Professional Development Program has actively worked to enhance educational opportunities for its multilingual students. Initially focused on building foundational knowledge for all staff, the project strategically evolved in its second year to provide role-specific professional development. This tailored approach recognized the diverse needs of various personnel, delivering specialized content to administrators, instructional coaches, teachers, and paraprofessionals to build a cohesive framework for effective multilingual education.

A total of 291 participants—representing a 15% increase from Year 1—engaged in 53 district-wide sessions, equaling 112.5 hours of live professional development. This expansion achieved 100% district coverage, serving six schools, a 50% increase from the previous year.

This strategic shift has not only built lasting capacity within the school system but also fostered a more personalized and sustainable approach to enhancing multilingual learner support. This partnership offers valuable insights into effective professional development design, participant engagement, and measurable improvements in collective efficacy and student outcomes. Academically, the program yielded tangible results, with two schools showing strong Academic Growth Progress on the WIDA ACCESS proficiency assessment, and notably, two schools significantly increased their WIDA ACCESS exit rates (School A from 8% to 26%, School B from 6% to 22%). Furthermore, the initiative fostered substantial growth in collective efficacy, demonstrating statistically significant improvements across all 12 measured areas of district-wide teacher efficacy ($p < 0.05$). Paraprofessionals, in particular, exhibited exceptional growth (+1.460 points on overall survey average), highlighting the success of the transition to role-specific professional learning. One school also showed exceptional collective efficacy growth (+0.992 points), pointing to the influence of strong local leadership. These results validate the project's comprehensive, multi-stakeholder approach.

Multifaceted Professional Learning at an Intermediate School

In partnership with NNRPDP, a rural intermediate school serving 5th and 6th grade students implemented a multifaceted professional learning initiative to close performance gaps identified through assessment data, particularly for multilingual learners. The school used measures such as MAP, WIDA ACCESS, and SBAC scores to set clear goals, boost student reading growth, increase language development progress, and ensure full staff participation in language acquisition training and peer collaboration. To meet these goals, site leaders and NNRPDP designed a differentiated professional development plan tailored to educator needs. This included whole-school workshops focused on asset-based instruction and Tier 1 strategies, monthly discipline-specific sessions for content-area teachers, and targeted coaching for the English Language (EL) team supported by district ELD specialists. Additionally, novice educators were paired with veteran teachers to foster mentorship, collaborative inquiry, and real-time reflection through structured observation cycles. The initiative emphasized evidence-based practices, data-informed planning, and sustained support—resulting in strengthened instructional capacity, enhanced learning environments, and improved educational

outcomes for multilingual learners. Teachers reported improved instructional practices, with special area educators highlighting the value and practicality of training tailored to music, art, PE, and media science. Targeted workshops deepened the MLL team's understanding of the Nevada ELD Standards (2023), while structured observation and planning cycles fostered instructional coherence, collaboration, and enhanced classroom management.

Supporting New Educators Through RISE Learning Walks: Year 2

For nearly two decades, NNRPDP and a local school district have collaborated on the Retain, Induct, Support, Encourage (RISE) program to provide comprehensive support for new teachers. A key component of this evolving partnership is the job-embedded RISE Learning Walks, full-day sessions offered five times throughout the school year (August 2024 to January 2025). These walks, which expanded this year to include secondary teachers aim to cultivate a culture of inquiry, collaborative learning, and reflective practice, while building a shared understanding of effective teaching through observations focused on Opportunity-Centered Teaching, Classroom Ecosystem, Nevada Academic Content Standards (NVACS), and the Nevada Educator Performance Framework (NEPF).

Evaluation data, using Guskey's framework, consistently indicate that participants perceive the RISE Learning Walks as high-quality, beneficial, and relevant to their professional roles, with results mirroring those from the previous year. Notably, participants' perception of the program's ability to help them meet the needs of diverse student populations significantly improved (from an average of 4.2 to 4.6). While participants strongly agreed that their learning would affect student learning (average 4.6), and recognized improvement in instructional skills, their self-reported shifts in practice were incremental. suggests an incremental rather than a transformative impact. Many new teachers specifically highlighted improved classroom management as a direct takeaway. Overall, RISE Learning Walks fostered a culture of inquiry and shared understanding of effective teaching, and with ongoing reflective adjustments, the initiative holds promise for continued success in teacher induction.

Professional Learning Delivery

Professional services provided this past year were delivered face-to-face and virtually using both synchronous and asynchronous structures. Each delivery model mirrored best-practices in order to service the varied learning needs across the region. Developing educators' and administrators' knowledge and skills for effective teaching and leading, was a consistent and ongoing focus across all professional services. In addition, all professional learning opportunities with NNRPDP in 2023-2024 aligned to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

Regional Projects

Math Academy
In partnership with the Nevada Department of Education and a local school district within the NNRPDP region **Audience:** *Elementary Educators*

PROJECT OVERVIEW

> The latest National Assessment of Educational Progress (NAEP) mathematics scores for grades 4 and 8 underscore persistent challenges in mathematics education and highlight the urgency of improving student fluency and understanding through high-quality instruction. The results reflect long-standing inequities, with students who lack basic proficiency facing reduced opportunities. However, history demonstrates that targeted investments in teachers, instructional practices, and student learning experiences lead to measurable improvements in achievement. (NCTM, 2025)

Math Academy was a strategic response to the mathematics proficiency crisis, designed to improve student outcomes by targeting mathematical fluency and promoting productive mathematical identities through high-quality instruction. The initiative strengthened teacher capacity and student learning through an innovative professional learning structure rooted in research-based practices.

Ten teachers were invited, and eight accepted the opportunity to participate in the initiative's pilot. Six participants taught fourth-grade students at different suburban schools within the same suburban area, one taught third-grade students in a different suburban area, and one served as a mentor for new teachers at a rural school site.

The pilot phase ran from August 2024 through January 2025. An introductory orientation was held in August. From September through December, participants engaged in monthly full-day professional learning sessions. On the Friday following each full-day professional learning session, participants facilitated a Math Camp for a cohort of 18 fourth-grade students (2-3 students from each participant's school). Participants also hosted a concurrent and optional Parent Math Camp for the students' parents/guardians. In between each of the synchronous sessions, participants completed asynchronous learning modules. In January, the pilot concluded with a session to analyze, reflect, and provide feedback, assessing the impact of the initiative and informing next steps.

Key components of the initiative included:

- **Foundational Learning:** Participants engaged in monthly asynchronous learning modules to build essential understandings around the tenets of mathematical fluency and mathematical identity. The learning modules provided participants the opportunity to explore anchor texts and process insights and application to practice, aligning with Darling-Hammond et al.'s (2017) premise that effective professional development is grounded in content-focused materials and collaborative learning.
- **Monthly Deep Dives:** Participants attended four monthly, full-day professional learning sessions. During these sessions, participants engaged in intensive exploration of pedagogical content knowledge, analysis of students' mathematical processing, and deliberate consideration of application to practice to inform and enhance their instructional approaches. The structure of the monthly deep dive sessions reflects key components of effective professional development identified by Darling-Hammond et al. (2017), including sustained duration, active learning, content focus, and alignment with instructional practice.

- **Student Math Camp Instructional Episode Development:** During each of the full-day professional learning sessions, participants collaboratively designed, rehearsed, and optimized instructional episodes to support students' mathematical fluency, nurture positive mathematical identities, and address prevalent misconceptions and learning barriers. This collaborative approach to designing instruction reflects the guiding principles of lesson study (Lewis & Perry, 2017). It aligns with Weddle's (2020) findings that sustained teamwork is a key facet of professional growth and improved instructional practice.
- **Parent Math Camp Instructional Episode Development:** During each of the full-day professional learning sessions, participants also collaboratively designed, rehearsed, and optimized family engagement sessions to support parents/guardians in nurturing their child's productive mathematical identity, fostering the development of mathematical fluency, and effectively addressing mathematical misconceptions. Wang and Wei's (2024) meta-analysis found that parental support and encouragement play a critical role in improving students' mathematical achievement. Thus, the Parent Math Camp sessions incorporated activities similar to those used in the Student Math Camp, providing parents with strategies to support and encourage their child within the context of a mathematical experience.
- **Monthly Student Math Camps:** Participants facilitated the instructional episodes in real time with a cohort of fourth-grade students on a Friday (when school is not in session) immediately following the monthly Deep Dive session. Throughout the four 1.5-hour Math Camp sessions, participants assessed and analyzed students' mathematical understandings and mathematical identity as they engaged in the instructional episodes. By embedding direct student interaction into the learning process, Math Camp ensured that the professional learning was not only theoretical but actively applied and refined in the moment. After each Math Camp, participants collaboratively examined student work and instructional outcomes to assess the impact on the students' mathematical fluency and their development of a productive mathematical identity. This structure is informed by Ball's (2023) lab classroom approach and Lesseig and Hoppe's (2024) Mathematics Studio. The structure also incorporates key elements of lesson study, which research by Lewis and Perry (2017) has shown to improve instructional effectiveness. However, the structure adapts these elements into a format that is practical, given the limited time available for professional development.
- **Monthly Parent Math Camps:** Parents/guardians of the fourth-grade student cohort were invited to attend a concurrent and optional session that ran alongside the Student Math Camp. Participants facilitated the session, and, as the participants engaged alongside the parents in the mathematical activities, they modeled how parents might provide mathematical support and encouragement. In the process, parents deepened their understanding of how to nurture a productive mathematical identity, learned strategies for supporting the development of their child's fluency in mathematics, and learned how to assist if their child has misconceptions and/or encounters difficulties. As reflected in Wang and Wei's (2024) and Barger et al.'s (2019) meta-analyses, parental involvement has a significant positive impact on students' math performance. By involving parents in meaningful discussions about mathematics in the Parent Math Camp, this innovative component of the initiative enhanced students' mathematical understanding, confidence, and engagement. It may also serve as a potential model for designing future professional learning opportunities. In addition, this structure capitalizes on the findings from Hinojosa and Bonner's (2024) research on the Community Mathematics Project. In their study, teachers collaborated with parents in mathematics workshops, and this collaboration resulted in teachers refining their instructional practices.
- **Reflection & Continuous Improvement:** Participants engaged in collaborative and individual reflection and analysis throughout the monthly Math Academy sessions, Math Camps, and the asynchronous learning modules. Research highlights the critical role of reflective thinking in improving instructional practice and student outcomes. Aldahmash et al. (2021) found that mathematics teachers who engage in reflective thinking can better evaluate and refine their instructional approaches and enhance the effectiveness of their instructional practice.

The overall design of the initiative was grounded in research on effective professional development and mathematics education. Darling-Hammond et al. (2017) emphasize evidence-based practices for teacher growth, and their work informed the initiative's approach to professional development. Additionally, the initiative incorporated research-based characteristics of effective professional learning, as Murray (2014) identified, including active engagement, collaboration, and opportunities for ongoing reflection. Given that professional development is a form of adult learning, the initiative also draws on foundational theories of how adults learn most effectively. The initiative's design reflects adult learning principles identified by Merriam and Bierema (2013), including self-directed learning, experiential learning, and critical reflection. Their research found that these elements support meaningful and relevant professional learning experiences for adult learners.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)

Outcomes	Evidence
● **Enhance Pedagogical Content Knowledge:** Participants will enhance their pedagogical content knowledge by exploring current research on what constitutes mathematical fluency and how to design instruction to promote mathematical fluency. Increasing participants' awareness of the fluency framework, which emphasizes efficiency, flexibility, and accuracy, will support a shift away from viewing fluency through the narrow lenses of calculation speed or rote memorization. By examining how each component of fluency contributes to students' mathematical proficiency through the exploration, application, and analysis of strategies, participants will enhance their capacity to design instructional episodes that promote fluency. Strengthening pedagogical content knowledge will equip participants to develop students' conceptual understanding and procedural skills more effectively. ● **Enhance understanding of and strengthen mathematical identity:** By delving into research on the connection between mathematical identity and mathematical proficiency, participating in rich, collaborative problem-solving experiences, and engaging in reflective dialogue, participants will strengthen their own mathematical identity. Strengthening participants' productive mathematical identity will result in more positive mathematical experiences for their students,	● NNRPDP Evaluation (formative and summative)

thereby promoting students' productive mathematical identities. ● **Enhance Instructional Practice:** Through the process of intentional planning, rehearsing, and revising instructional episodes, and implementing targeted instructional strategies in the real classroom context of Math Camp, participants will observe, analyze, and reflect on how their practice shapes students' mathematical identities and mathematical proficiency. By processing their learning and applying the insights gained in their individual instructional practices, participants will strengthen their ability to implement techniques that support and assess students' mathematical fluency, identify and address misconceptions, and continuously refine their instruction. ● **Engage in Reflective Practice:** Throughout the process of deep dives into current research, analysis of students' mathematical processing, and planning instructional episodes for the Student Math Camps, Parent Math Camps, and their individual classrooms, participants will engage in reflective practices to enhance their pedagogical content knowledge and apply their learning to practice.	

ROLES AND ACTIONS

NRPDP Professional Learning Leader	**Program Development and Proposal Coordination** • Developed and presented the pilot proposal for the initiative to district leadership, including the Director for School Improvement and Director of Elementary Education. • Developed and delivered an initiative overview to the Administrative Council. **Funding and Resource Coordination** • Identified funding sources and advocated for support to secure participant stipends. • Coordinated funding for anchor texts, substituted coverage, and presenter compensation for the anchor text author. **Stakeholder Coordination and Recruitment** • Secured Math Academy participants. • Coordinated with district leaders to secure a host site and on-site administrator for Math Camp. • Collaborated with Math Academy participants to identify student participants and obtain parental permissions.

	Session Design and Facilitation • Designed and facilitated synchronous and asynchronous professional learning aligned to the initiative's goals. • Designed and facilitated Math Academy sessions and supported participant engagement and reflection. • Designed the structure of Math Camp; supported Math Academy participants in planning learning episodes for students. • Engaged directly with students during Math Camp to gain insight into student understandings and provided just-in-time support. • Engaged with parents/guardians during Math Camp to gain insight into elements of productive family engagement. • Facilitated Math Camp debriefs with Math Academy participants to analyze student thinking, reflect on instruction, and guide next steps. • Curated and analyzed video recordings of Math Camp to extract insights related to mathematical fluency, mathematical identity, and mathematical reasoning. • Conducted exit interviews with students and parents/guardians and collected data to inform future iterations of the initiative. **State-Level Collaboration and Session Planning** • Collaborated with the Nevada Department of Education's Mathematics Education Program Professional and the anchor text author to design and deliver sessions for the Math Academy. **Ongoing Reflection and Adjustment** • Engaged in continuous reflection and iteration of the professional learning experience based on participant feedback and observed impact. **National-Level Dissemination** • Co-authored and submitted a proposal—accepted for presentation—for the 2025 NCSM Annual Conference to share the initiative's outcomes and model.
School District	**Initiative Planning and Collaboration** • Coordinated planning and implementation of the initiative in collaboration with the NNRPDP Professional Learning Leader. • Informed the design and direction of the pilot based on district needs and context. **Resource and Logistical Support** • Provided funding for anchor texts and substitute coverage. • Provided a host site to support the implementation of the Student Math Camp and Parent Math Camp. Provided an on-site administrator to support the implementation of the Student Math Camp.
Nevada Department of Education	**Financial and Logistical Support for Math Academy** • Provided funding for stipends for Math Academy participants. • Provided funding for the anchor text author to facilitate a session at Math Academy. • Provided travel for the Mathematics Education Program Professional to facilitate and present a session at Math Academy.

Participants	**Professional Learning Engagement and Implementation** • Attended synchronous sessions and completed asynchronous sessions. • Implemented learning into professional practice. • Reflected on the learning experience and the implementation of the learning. • Informed the pilot. **Math Camp Participation and Facilitation** • Secured student participants for Math Camp. • Secured parent/guardian permission for students to attend Math Camp. • Encouraged participation of parents/guardians in Parent Math Camp. • Developed and facilitated learning episodes for Student Math Camp and Parent Math Camp.
Parents/Guardians	**Participation and Support** • Provided permission for their child to participate in Math Camp. • Provided transportation for their child to and from Math Camp. • Participated in Parent Math Camp (optional). • Informed the pilot.
Students	**Participation** • Participated in Math Camp. • Informed the pilot.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand	***Equity Practices:*** ● The initiative was designed to improve students' access to learning by enhancing participants' understanding of how students' identities affect their lives and contexts for learning, e.g., structuring time to investigate how mathematical identity impacts both students' mathematical proficiency and teachers' pedagogical practice. ● The initiative was designed to build participants' capacity to personalize instruction and the classroom environment by taking into consideration each student's assets, identity, and interests, e.g., strategically planning opportunities for students to cultivate productive mathematical identities. ● The initiative was designed to foster relationships with students, families, and communities, e.g., constructing a student cohort that was representative of students with diverse social, academic, and behavioral abilities, assets, and needs, as well as incorporating a Parent Math Camp component into the professional learning structure.

curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	● The initiative was designed to build participants' capacity to foster student voice, agency, and safety, e.g., exploration and implementation of rich mathematical tasks that provided opportunities for multiple pathways and encourage mathematical discourse. ***Curriculum, Assessment, and Instruction:*** ● The initiative was designed to prioritize high-quality instructional materials to build participants' capacity to select high-quality instructional materials, e.g., structuring time to process current research, analyze tasks through the lens of research, and select tasks to implement that align with research. ● The initiative was designed to assess student learning to advance progress by building the participants' capacity to use student formative assessment data to inform decisions about instruction, e.g., structuring time to analyze student work and to reflect on students' understandings, misconceptions, and areas for growth. ● The initiative was designed to build participants' capacity to adapt instruction and use of instructional materials based on knowledge of students, e.g., structuring time for participants to collaboratively develop instructional episodes, rehearse the instructional episodes with participants, and refine the instructional episodes based on fellow participants' feedback. ***Professional Expertise:*** ● The initiative was designed to build participants' capacity to apply relevant standards and research to daily work, e.g., structuring time for participants to apply their understandings to practice and reflect with fellow participants on its impact on instruction. ● The initiative was designed to strengthen discipline-specific expertise by establishing a process for building discipline-specific expertise, e.g., the research and literature shared through active collaboration with participants and targeting two specific focus areas - mathematical fluency and mathematical identity. ● The initiative was designed to sustain coherence and alignment by providing support for educators in planning, tracking, and evaluating their own growth in professional expertise, e.g., structuring time for participants to reflect on the initiative's impact on their mathematical understandings and their mathematical identity.

TRANSFORMATIONAL PROCESSES	
Equity Drivers: Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. ***Evidence:*** Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	***Equity Drivers:*** ● The initiative was designed to prioritize equity in professional learning practices by supporting the district's implementation of inclusive professional learning strategies, e.g., formulating a diverse cohort by strategically inviting participants from various school sites and contexts. ● The initiative was designed to build participants' capacity to examine how their personal identity impacts practice, e.g., structuring sessions to include exploration and reflection on how mathematical identity impacts student learning, as well as how the educator's mathematical identity impacts instructional practice. ● The initiative was designed to encourage collaboration among diverse colleagues, e.g., collaborative structures were woven throughout each facet of the initiative. ***Evidence:*** ● The initiative was designed to create expectations and build capacity to prioritize evidence use by building participants' capacity to use evidence to share the impact on their learning, e.g., providing space for participants to apply their learnings and analyze impact on students' understandings through student work and video analysis. ● The initiative was designed to use multiple sources of evidence to plan professional learning by using research to create an evidence-based rationale for professional learning approaches, e.g., informing the design through research conducted by leaders in the field, such as Darling-Hammond and through the work of national organizations, such as the National Council of Teachers of Mathematics. ***Learning Designs***: ● The initiative set relevant and contextualized learning goals by aligning the professional learning goals with district priorities and identified needs, e.g., alignment to the district's key outcomes, school improvement plans, and learner-centered framework. ● The initiative was grounded in research and theories about learning, as evidenced in the blending of learning designs used to attain the professional learning goals and outcomes, e.g., the incorporation of lesson study, Mathematics Studio, collaborative planning and reflection, sustained teamwork, and experiential learning.

	Implementation: ● The initiative applied research on change management through the use of constructed knowledge of how systems, teams, and individuals experience change to guide the implementation of systemwide professional learning, e.g., communicating the rationale and purpose of the initiative to stakeholders (Nevada Department of Education, district directors, administrators, participants, parents, and students), as well as anticipating and planning for change resistance. ● The initiative was designed to engage stakeholders in the feedback process by developing participants' capacity to engage in the feedback process, to practice engaging in safe feedback processes, and to model the use of feedback processes to implement, refine, and sustain professional learning, e.g., providing time for participants to rehearse Math Camp sessions, which allowed participants to give and receive feedback and make revisions based on that feedback, and extending the Math Academy to include learning walks where participants used a feedback protocol to provide nonjudgmental, evidence-based feedback.
CONDITIONS FOR SUCCESS ***Equity Foundations:*** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. ***Culture of Collaborative Inquiry:*** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. ***Leadership:*** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and	***Equity Foundations:*** ● The initiative was designed to establish expectations for equity by building systemwide capacity to leverage professional learning as a vehicle to dismantle barriers to student and professional learning, e.g., utilizing asynchronous professional learning, securing substitute coverage for synchronous Math Academy sessions, and facilitating Math Camp sessions on non-school days. ● The initiative was designed to sustain a culture of support for staff by leveraging professional learning to foster trust among staff, students, and the community by building participants' capacity to foster trust among staff, students, and community members, e.g., collaborative design of the learning episodes for the Parent Math Camps and the Student Math Camps, highlighting the relevance of productive mathematical identities, and involvement of all stakeholders (Nevada Department of Education Mathematics Programs Professional, district leadership, administrators, teachers, students, and parents). ***Culture of Collaborative Inquiry:*** ● The initiative was designed to build collaboration skills and capacity by establishing structures for systemwide collaboration, e.g., the involvement of all stakeholders in the

advocate for professional learning by sharing the importance and evidence of impact of professional learning. ***Resources:*** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	initiative (Nevada Department of Education Mathematics Programs Professional, district leadership, administrators, teachers, students, and parents). ● The initiative was designed to promote a shared sense of responsibility for improving learning for all students by building all stakeholders' understanding of how their roles work in concert with other stakeholders to contribute to achieving the initiative's goals. ***Leadership***: ● The initiative was designed to establish a compelling and inclusive vision for professional learning by aligning the initiative with Learning Forwards Standards for Professional Learning (2022) to guide the planning, implementation, and evaluation of the initiative. ● The initiative was designed to sustain a coherent system of support by embedding professional learning in the participants' day-to-day work, e.g., the structure provided opportunities for participants to apply their learning to practice in both the participants' individual classrooms, as well as during the design and facilitation of the Math Camps. ● The implementation of the initiative and the district's decision to support scaling of the Math Academy and Math Camp demonstrate the district's Director of Elementary Education and the professional learning leader's advocacy for professional learning that creates meaningful impact. ***Resources:*** ● The design of the initiative reflects allocation and coordination of resources for professional learning through the prioritization of human, fiscal, material, and time resources for systemwide professional learning, e.g., Nevada Department of Education's sponsorship of stipends for participants, Nevada Department of Education's sponsorship of a presentation delivered by the author of the initiative's anchor texts, Nevada Department of Education's sponsorship of travel for a presentation delivered by the state's Mathematics Programs Professional, district sponsorship of the initiative's anchor texts, district sponsorship of substitutes for participants, and the district's provision of the host site for the Math Camps.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) (Appendix A)

Guskey's (2002) Evaluation Level: Participants' Reactions (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
The training matched my needs.	5
The training provided opportunities for interaction and reflection.	5
The presenter's experience and expertise enhanced the quality of the training.	5
The presenter efficiently managed time and pacing of the training.	5
The presenter modeled effective teaching strategies.	5
Guskey's (2002) Evaluation Level: Participants' Learning (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	5
The training will improve my teaching skills.	5
I will use the knowledge and skills from this training in my classroom or professional duties.	5
This training will help me meet the needs of diverse student populations.	5
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
Support: District's provision of personnel and financial support. Change: The district's decision to scale the initiative during the 2025-2026 school year.	2024 - 2025 Expenditures Collaborative 2025 - 2026 Cohort Planning & Development
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
My learning today has prompted me to change my practice.	5
I will use the knowledge and skills from this training in my classroom or professional duties.	5

Guskey's (2002) Evaluation Level: Student Learning Outcomes (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
My Learning today will affect students' learning.	5

IMPLICATIONS & RECOMMENDATIONS

Evaluation using Guskey's model reveals participant ratings that validate the initiative's design and emphasize its impact on the participants' professional practice. Across all evaluation questions, 88% of participants selected the highest rating of 5 out of 5, indicating the initiative impacted them "to a great extent." Aside from a single outlier, participant ratings consistently reflected this high level of impact. The median across questions was 5, the mean was 4.8, and ratings were highly consistent, with a mean absolute deviation of just 0.44. In addition to the quantitative ratings, seven of the participants, without prompting and through written feedback or informal conversations, described the initiative as the best professional learning they had ever experienced. One participant reflected, "This truly was an incredible experience and more impactful than any PD I have taken."

Feedback from parents also reflected strong support for the initiative. One hundred percent of parents responding to a survey indicated they would want their child to participate in Math Camp again. In addition to this positive feedback, 59% of students' parents/guardians attended at least one Parent Math Camp session, demonstrating meaningful family engagement. One parent noted, "The power I saw in the parent sessions was a chance to connect with other parents who didn't initially see themselves as *math people*, connect with teachers who could explain why and how *new math* works, build vocabulary to support my child, and build my own confidence in working with my child at home." Comments from parents, such as this, highlight the value of the Parent Math Camp sessions in building the parents' productive mathematical identities and confidence, and providing information on how to support their child's mathematical learning.

Student feedback further reinforces the program's impact. One hundred percent of the students indicated they would like to participate in Math Camp again, with all of the students voluntarily noting during exit interviews that they wished the Math Camp sessions were longer and offered more frequently. Student survey results also indicate growth in productive mathematical identity and increased confidence in solving complex mathematical problems. While many factors influence mathematical proficiency, it is worth noting that students who participated in Math Camp demonstrated an average growth of 12% in their MAP scores in the fall, winter of 2024.

The results of the pilot suggest that the initiative has the potential to impact professional practice, family engagement, and students' mathematical identity and mathematical understandings. Thus, the recommendation is to scale the initiative and incorporate structures that will support its long-term sustainability. Expanding the initiative to include additional cohorts in different communities within the district and targeting different grade bands in each cohort will broaden the initiative's impact.

To support the success of the new cohorts, it is also recommended that several of the participants from the pilot cohort be selected to take on the role of co-leads in the new cohorts. Having firsthand experience with the initiative, these teachers will provide mentorship, model effective practices, and help build a sense of community and continuity among the participants in the new cohorts. Involving participants from the pilot as co-leads will also serve to further develop teacher leadership capacity.

Intentional support for pilot co-leads and new cohort participants will enhance professional practice, build leadership skills, and cultivate a sustainable model. Gradually shifting ownership to district educators through a cyclical model of the previous year's participants serving as co-leads for each new additional cohort will create a self-sustaining framework. By strategically scaling the model and investing in internal capacity-building, the district can establish a transformative approach that will strengthen professional practice and promote students' productive mathematical identity and mathematical fluency for years to come.

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Professional learning opportunities with NNRPDP align to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

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Leveraging AI in the NEPF Observation Cycle

In partnership with a site administrator within the NNRPDP region
Audience: *High School Administrators and Classroom Teachers*

PROJECT OVERVIEW

Amid growing interest in how generative artificial intelligence (GAI) can be responsibly integrated into educational practice, one principal in northeastern Nevada initiated an inquiry into the potential of GAI to enhance instructional leadership. What began as a professional learning experiment during a small-group planning lab quickly evolved into a yearlong project focused on improving classroom observation and feedback practices aligned with the Nevada Educator Performance Framework (NEPF) (Nevada Department of Education, 2022). With guidance from the professional learning leader from the Northeastern Nevada Regional Professional Development Program (NNRPDP), the principal piloted a new model that used GAI—specifically ChatGPT—as a planning partner to support, not replace, the professional judgment of school administrators.

This NEPF observation project represents a unique convergence of professional inquiry, instructional leadership, and emerging technologies. The initiative began when a high school principal enrolled in an NNRPDP five-week generative AI (GAI) course in the spring of the 2023-2024 school year. During the course, participants were asked to complete a final project using GAI tools. While most educators designed units of instruction, this administrator, whose role as a principal required a different lens, chose to explore how AI could support her responsibilities around educator evaluation. This initial idea grew into a collaborative inquiry with the professional learning leader, resulting in a full-year, site-based professional learning project that used generative AI (specifically ChatGPT) to enhance NEPF-aligned classroom observations and feedback cycles. The vice principal joined the project after the initial planning phase, contributing to its implementation and refinement throughout the school year.

The project was designed as a yearlong action research study, guided by Learning Forward's (2022) Standards for Professional Learning and grounded in the principles of job-embedded, sustained professional development. Key design features included:

1) A gradual release of responsibility from the NNRPDP professional learning leader to the site administrators, fostering professional expertise and long-term capacity building;
2) A series of after-school professional learning sessions scheduled ahead of each observation cycle, which allowed teachers to learn about and use AI tools to generate their own observation frameworks;
3) The integration of collaborative reflection tools such as shared documents, teacher-generated AI prompts, and Google Forms for follow-up, which cultivated a culture of inquiry and transparency;
4) The use of AI not to replace human judgment but to serve as a "thinking partner" in generating feedback, saving time while enhancing rigor and specificity in post-observation communication.

The timeline for the project began with an August 2024 planning meeting, followed by five full observation cycles and professional learning sessions scheduled across the 2024–2025 school year:

- Cycle 1 (September–October 2024): Focus on NEPF Standard One (NDE, 2022) with individual teacher observation frameworks created by the NNRPDP facilitator based on teacher-selected focus areas.

- Cycle 2 (October–November 2024): Focus on NEPF Standard Two (NDE, 2022). Teachers began generating their own observation frameworks with AI support; trust-building and feedback processes were refined.
- Cycle 3 (January–February 2025): Focus on NEPF Standard Three (NDE, 2022). Reflections became more structured, and sustainability planning began.
- Cycle 4 (February–March 2025): Focus on NEPF Standard Four (NDE, 2022). Greater emphasis on NEPF accuracy, feedback quality, and student engagement.
- Cycle 5 (March 2025): Focus on NEPF Standard Five (NDE, 2022). Site administrators completed the cycle independently, marking the full release of responsibility.

The primary purpose of the project was to reimagine the teacher observation and feedback process by blending the NEPF's (NDE, 2022) rigorous expectations with the efficiency and generativity of AI. This meant creating a structure that:

- Respected teachers' time and professionalism.
- Made administrator feedback more actionable and timely.
- Encouraged reflective practice and deeper teacher-administrator dialogue.
- Maintained high fidelity to the intent of the NEPF indicators and standards.

A secondary purpose was to study how generative AI could be responsibly and effectively integrated into high-stakes instructional leadership workflows. This required regular attention to ethical considerations, including:

- Checking for accuracy and alignment between AI-generated content and observed practice.
- Ensuring transparency about AI's role in feedback letters.
- Actively managing and revising AI output to reflect the administrator's professional judgment.

Throughout the project, teacher feedback and administrator reflections were used to adapt the process. While most teachers appreciated the clarity, specificity, and timely delivery of AI-supported feedback, a few expressed reservations, particularly around tone, authenticity, or the need for a more personalized voice. These responses prompted important adjustments in how AI was prompted and how human oversight was emphasized.

By the end of the year, administrators had developed both the confidence and competence to sustain this AI-supported process independently. The culmination of the project included compiling teacher final evaluation reports using a combination of teacher observation frameworks, administrator notes, AI-generated letters, and teacher reflection forms. Final reports were submitted to EvaluWise, completing the formal NEPF evaluation cycle.

This project has demonstrated how professional learning can be transformational, not simply in the adoption of a new tool, but in the restructuring of how leadership, feedback, and growth are conceptualized. The outcomes suggest that, with careful planning, strong collaborative design, and ethical oversight, generative AI can support—not replace—instructional leadership work at the heart of school improvement.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)

Outcomes	Evidence
Participants will engage in collaborative creation and refinement of NEPF-aligned teacher observation frameworks using AI tools.	●Observation frameworks generated and shared by teachers via shared documents. ● Administrator notes showing teacher-generated focus areas and selected indicators.
Participants will apply NEPF standards (NDE, 2022) with greater clarity and intentionality in observation and feedback processes.	● Completed teacher observation frameworks aligned to NEPF indicators (NDE, 2022). ● Administrator reflection notes on improved alignment and teacher clarity.
Participants will use AI tools to generate high-quality feedback letters that reflect observed teaching and NEPF standards (NDE, 2022).	● AI-generated feedback letters reviewed and finalized by administrators. ● Evidence of AI prompting protocols and iterative revision.
Participants will engage in post-observation reflection and apply feedback to instructional practice.	● Google Form responses documenting teacher reflections after each cycle. ● Reported changes in instructional strategies in response to feedback letters.
Participants will build trust and collaboration in the observation and feedback process.	● Reflection meeting transcripts indicating positive teacher-administrator collaboration. ● Teacher feedback citing appreciation for timely, actionable feedback.
Administrators develop confidence in the independent use of AI for observation and feedback.	● Administrator reflections showing growth in prompt writing, note-taking, and AI tool usage. ● Successful execution of Cycle 5 observations without external facilitation.

ROLES AND ACTIONS		
NNRPDP Professional Learning Leader	**District/School Partners**	**Participants**
●Co-design the year-long NEPF (NDE, 2022) observation and feedback cycle using generative AI tools. ● Facilitate after-school professional learning sessions aligned to NEPF standards (NDE, 2022). ● Model and support the use of AI prompts for creating teacher observation frameworks and feedback letters. ● Provide ongoing coaching to administrators during observation cycles. ● Create tools, templates, and protocols to support implementation. ● Support administrators in building internal capacity and gradually transferring responsibility.	● Identify school-wide professional growth goals aligned to NEPF Standard 1 (NDE, 2022). ● Communicate the purpose and expectations of the AI-supported observation process to staff. ● Participate in planning meetings and reflection cycles with the NNRPDP professional learning leader. ● Conduct classroom observations and generate feedback using shared protocols and AI tools. ● Review and revise AI-generated content to ensure alignment and accuracy. ●Collect and reflect on teacher feedback to inform improvements.	● Participate in after-school professional learning sessions to learn AI-supported observation and planning tools. ● Generate NEPF-aligned teacher observation frameworks using AI with support. ● Engage in five classroom observation and feedback cycles. ● Review AI-generated feedback letters and apply feedback to instructional practice. ● Complete feedback and reflection forms after each cycle. ● Collaborate with administrators to clarify goals and refine observation frameworks.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	***Equity Practices:*** ● Administrators used AI-generated feedback to support equitable teacher growth by offering personalized, strengths-based, and actionable guidance aligned to each educator's NEPF (NDE, 2022) goals. The project acknowledged the need for differentiated feedback experiences and honored teacher voice in how feedback was applied. ***Curriculum, Assessment, and Instruction:*** ● While the project centered on administrator practice, participating teachers were prompted to connect NEPF-aligned teaching moves to evidence of student learning (NDE, 2022). Observation notes increasingly included attention to student engagement and the use of rigorous instructional practices. Teachers were encouraged to use AI to refine their own instructional planning. ***Professional Expertise:*** ● Administrators developed expertise in aligning observations with the NEPF (NDE, 2022) using AI as a support tool. Over five observation cycles, administrators refined their ability to review AI-generated output, verify accuracy, and communicate instructional feedback with precision. This iterative process reinforced the application of professional standards and deepened evaluators' understanding of instructional quality.

TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. ***Evidence:*** Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	***Equity Drivers:*** ● The project recognized varying teacher readiness and attitudes toward AI-generated feedback. Administrators differentiated their follow-up approach based on each teacher's comfort, creating space for email-only responses or in-person debriefs. Feedback emphasized that growth areas were offered as suggestions, not directives, to support professional agency. ***Evidence:*** ● Observation notes, AI-generated feedback letters, and teacher reflection forms provided multiple layers of evidence about teacher practice. These artifacts were compiled and analyzed to generate final evaluation reports and shape reflection conversations, illustrating how the project leveraged both qualitative and AI-supported evidence sources. ***Learning Designs***: ● The five-cycle structure was built on gradual release of responsibility, beginning with NNRPDP facilitator-led work and ending with fully autonomous administrator implementation. This cycle design mirrored effective instructional models and aligned with adult learning theory. Real-time feedback, peer modeling, and structured reflection sessions were used to support iterative professional learning. ***Implementation:*** ● The project's sustained implementation included administrator and teacher training, structured feedback protocols, embedded observation cycles, and iterative revision of note-taking and prompting practices. Challenges such as scheduling and feedback misalignment were identified and addressed across the year, strengthening administrators' ability to sustain the model independently.

CONDITIONS FOR SUCCESS	
Equity Foundations: Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. ***Culture of Collaborative Inquiry:*** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. ***Leadership:*** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. ***Resources:*** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	***Equity Foundations:*** ● The project fostered equitable educator development by encouraging teacher-selected focus areas and providing consistent opportunities for reflection and feedback. AI-generated content was reviewed for alignment with teacher goals and adjusted when necessary to ensure relevance and inclusivity. ***Culture of Collaborative Inquiry:*** ● Teachers were active participants in the observation process, choosing their NEPF indicators (NDE, 2022), generating observation frameworks, and reviewing feedback. Administrators collaborated with each other and with the facilitator to refine practice across cycles. Debrief sessions at multiple points encouraged honest reflection and continuous improvement. ***Leadership***: ● The project originated through the vision of the principal and was sustained through the joint leadership of both administrators. Leaders modeled risk-taking, openness to feedback, and a commitment to improving practice using innovative tools. Their visibility and engagement set the tone for a professional culture grounded in trust and growth. ***Resources:*** ● The project leveraged AI tools, collaborative Google Docs, and structured feedback protocols to streamline the observation and evaluation process. Observation note templates, teacher-generated observation frameworks, and AI-generated feedback letters were organized in digital folders to support transparency and efficiency. Administrators also utilized protected time during after-school sessions and designated observation windows to implement the project without overburdening their regular responsibilities.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) (Appendix A)

Guskey's (2002) Evaluation Level: Participants' Reactions (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score**
The training matched my needs.	4.7
The training provided opportunities for interaction and reflection.	4.9
The presenter's experience and expertise enhanced the quality of the training.	4.9
The presenter efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.9
Guskey's (2002) Evaluation Level: Participants' Learning (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The training will improve my teaching skills.	4.7
I will use the knowledge and skills from this training in my classroom or professional duties.	4.8
This training will help me meet the needs of diverse student populations.	4.6
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
Evidence of organizational support and change. See the following paragraph.	Anecdotal
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score**
My learning today has prompted me to change my practice.	4.6
I will use the knowledge and skills from this training in my classroom or professional duties.	4.8
Guskey's (2002) Evaluation Level: Student Learning Outcomes (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score**

My Learning today will affect students' learning.	4.5

A key indicator of organizational support and change in this project is the way leadership at White Pine High School embedded generative AI (GAI) into an existing, state-mandated instructional system—the Nevada Educator Performance Framework (NEPF). Rather than treating GAI as a novelty or isolated tool, the principal prioritized long-term capacity building by enrolling in a five-week GAI course, co-developing a yearlong implementation plan, and dedicating school time and resources to integrate AI-supported observation and feedback into daily practice. This work expanded from individual curiosity to a school-wide pilot, signaling a shift in organizational mindset toward innovation, continuous improvement, and responsiveness to new technologies. Moreover, the collaborative development of teacher observation frameworks, coupled with reflection protocols and equity checks, exemplifies systemic support and change in both culture and process. This pilot established structures and practices that the school is now preparing to sustain and scale, marking a clear shift from exploration to institutional adoption.

IMPLICATIONS & RECOMMENDATIONS

The successful implementation of an AI-supported NEPF observation and feedback process (NDE, 2022) at White Pine High School offers several important implications for the future of instructional leadership and technology integration in educator evaluation. This project revealed that generative AI tools, when paired with clear instructional frameworks such as the NEPF (NDE, 2022), can serve as valuable co-planning partners. Administrators were able to streamline the creation of observation frameworks and feedback letters, allowing more time to be devoted to mentoring and reflection. However, this efficiency did not eliminate the need for thoughtful human oversight. Administrators consistently reviewed, edited, and re-prompted AI-generated content to ensure that feedback aligned with the teacher's selected NEPF indicator (NDE, 2022) and accurately reflected observed practice. The work underscored that AI cannot replace human instructional judgment; rather, it enhances the process when used with intention and care.

One of the most significant outcomes of the project was the growth in NEPF (NDE, 2022) literacy among teachers. When teachers understood how their own observation frameworks shaped the feedback they received, they engaged more deeply in the process and took more ownership of their professional growth. The culture of timely, specific, and constructive feedback helped build trust between teachers and administrators, reinforcing the perception that this was a collaborative process focused on improvement rather than evaluation alone. At the same time, the project revealed a need for differentiated feedback structures. While some teachers appreciated in-depth feedback letters and instructional suggestions, others preferred brief, checklist-style comments. This variability highlights the importance of adapting communication methods to meet individual teacher needs and preferences. However, in some cases, strong resistance to detailed feedback raised concerns about the teacher's engagement with the process, particularly when feedback was dismissed simply for being too long or reflective. This hyper-focus on brief, surface-level comments is one reason the team chose to refer to the pre-observation documents as "observation frameworks" rather than "checklists." The goal was to move away from a simplistic, itemized approach and instead promote a more holistic, thoughtful engagement with the NEPF standards and professional growth (NDE, 2022).

Looking ahead, several recommendations emerged to strengthen and sustain this work. First, providing upfront guidance to help teachers create NEPF-aligned observation frameworks (NDE, 2022) is essential. As demonstrated by the varied responses to feedback, some teachers preferred brief, checklist-style comments, while others valued more

detailed instructional suggestions. To avoid reinforcing a compliance-based mindset, the project deliberately shifted from using the term "checklist" to "observation framework," promoting a more holistic and reflective approach to observations. A shared protocol for writing effective AI prompts and managing outputs would improve consistency and reduce the need for repeated feedback revisions. Creating flexible feedback structures that accommodate teacher preferences could help ensure all participants engage meaningfully with their feedback. To promote application, the observation cycle should include opportunities for teachers to reflect on and act upon the feedback they receive, with follow-up opportunities such as drop-in observations. Additionally, maintaining equity across the process requires monitoring participation and identifying where extra support may be needed, particularly for teachers unfamiliar with NEPF (NDE, 2022) or resistant to AI-supported systems.

Sustainability is a critical consideration moving forward. Administrators need continued opportunities to build fluency with AI tools so they can independently carry this process into future years. The success of this pilot project suggests strong potential for expansion. For the 2025–2026 school year, one major adaptation includes the development of a custom GPT trained on NEPF standards (NDE, 2022) and a curated body of literature related to effective observation and instructional coaching. This tool will support more precise AI-generated outputs, reduce the need for prompt regeneration, and serve as an embedded source of professional learning for both administrators and teachers. The next steps may also include piloting the model at additional school sites or adapting the approach to support varied educator roles. The combination of AI tools and human expertise demonstrated in this project serves as a promising blueprint for future innovations in professional learning and educator support.

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Professional learning opportunities with NNRPDP align to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

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Improving Educator Efficacy in Instruction and Assessment
Utilizing Schoolai and other AI Platforms

In partnership with site administrators of a local school district within the NNRPDP region
Audience: *Education Professionals Working Within the School Community*

PROJECT OVERVIEW

The integration of artificial intelligence (AI) into K–12 education is accelerating nationwide, with nearly half of U.S. school districts now offering AI-related professional development (Banerji, 2025). Despite this growth, many educators continue to report low confidence in using AI tools for instruction, citing a need for clear modeling, practical examples, and sustained professional learning to advance from awareness to effective implementation (Banerji, 2025; Schultz, 2025).

School leaders recognized both the potential and the challenge of integrating AI into instructional practice. At the outset of the project, the school sought to improve teacher efficacy in writing instruction through the strategic use of AI via the Schoolai platform. Northeastern Nevada Regional Professional Development Program (NNRPDP) partnered with the school administration to support teachers in developing high-quality writing prompts, generating differentiated materials, and designing effective rubrics for assessing student writing.

Initial data revealed a clear need for support; teacher confidence in creating writing prompts and rubrics was rated at an average of 1.59 out of 5, indicating widespread uncertainty. Participants' initial feelings about AI in educational contexts ranged from curiosity and experimentation to skepticism, nervousness, and fear. Moreover, many educators were only somewhat familiar with ChatGPT and unaware of other tools, with most having never used such tools for educational tasks.

As the project progressed, the scope was expanded at the request of site administrators to address general instructional uses of AI, accommodating varying levels of technological experience and comfort. In response, the initiative was redesigned to include a broader range of AI applications across content areas, grade levels, and targeted education tasks. It was critical to ensure the platforms and tools were robust, accessible, effective, and free for educators.

Teachers collaborated in monthly learning sessions, participating in practice, hands-on experiences with AI tools. Topics included content creation, lesson planning, differentiated reading passages, and student engagement strategies—all explored through the lens of teacher agency and practical utility. The design of the professional learning support intentionally included opportunities to explore and address educators' valid concerns and uncertainties, particularly regarding the possibility that AI could undermine educator expertise or diminish their role in the educational process. Instead, participants were encouraged to integrate individual teaching styles and knowledge of students' academic needs, ensuring AI-supported resources remained authentic and contextually relevant.

The project aligned with the Learning Forward 2022 Professional Learning Standards and was grounded in research emphasizing sustained, collaborative, and job-embedded learning as key drivers of instructional change. Educators applied their learning by generating leveled texts for reading groups, co-creating project-based learning prompts, and enhancing lessons with mnemonic devices, songs, and other creative tools.

What began as a targeted effort to support writing instruction evolved into a comprehensive initiative aimed at building foundational AI fluency among educators, enhancing teacher efficacy, and promoting equitable, effective AI integration across the curriculum.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
• Participants will consistently report increased knowledge and skills in using specific AI platforms, tools, and implementation techniques within their instructional contexts. • Participants will actively apply their learning throughout the month following each session. • Educators will introduce AI tools directly to students, supporting research projects and other learning activities. • Participants will express confidence in selecting AI platforms and tools that protect student data.	• NNRPDP Evaluation (formative and summative) • Session pre- and post-surveys • Classroom observation data (Taken from instances when the Professional Learning Leader provided just-in-time support and coaching for participating educators)

ROLES AND ACTIONS		
NNRPDP Professional Learning Leader N=1	**School Partners N=2**	**Participants N=26**
Presented direct instruction during sessions Provided guided opportunities for participants to implement their learning Reflected on the professional learning experience and make necessary adjustments based on participant feedback Collaborated with school administration and the leadership committee Provided a summary of the project for the school	Shared relevant data and district expectations for teaching and learning Collaborated with NNRPDP during the planning process Participated in all professional learning sessions Reflected on the professional learning experience and share feedback that will be used to improve and tailor future professional learning sessions	Participated in monthly professional learning sessions Implemented their learning Reflected on the learning experience and their implementation of their learning Collaborated with colleagues to enhance implementation of new learning

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	***Equity Practices:*** ● Educators were introduced to a range of AI platforms, ensuring that all participants, regardless of prior experience, could engage meaningfully with new technologies. ● Facilitated sessions focused on developing immediately applicable resources tailored to various grade levels. ● Sessions surfaced client concerns, AI and algorithm biases, and responsible use practices. ***Curriculum, Assessment, and Instruction:*** ● Educators developed skills in selecting and applying AI tools that aligned with grade-level expectations through generation of writing rubrics and tasks, differentiated reading tasks, behavior and academic plans, and multi-modal lesson plans. ● Educators built their capacity to leverage AI tools to automate educational tasks and assess student learning, maintaining accuracy, avoiding bias, and personalizing content to reflect their teaching style. ***Professional Expertise:*** ● Built educators' capacity to understand and adhere to legal requirements related to AI use, including Family Educational Rights and Privacy Act (FERPA) and Children's Online Privacy Protection Act (COPPA) compliance. ● The professional learning leader facilitated differentiated learning sessions, allowing educators to build confidence in harnessing the tools available. ● Educators developed proficiency in prompting AI to generate content aligned with the Nevada Academic Content Standards (NVACS).
TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues.	***Equity Drivers:*** ● Educators implemented AI-supported activities and evaluated the effectiveness of these tools in enhancing student learning. ***Evidence:*** ● Educators shared anecdotal examples of how they applied AI tools from prior sessions, sharing their expertise in creating and differentiating to meet the needs of diverse students.

Evidence: Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	● Educators demonstrated their learning by presenting resources and assessing their effectiveness. ***Learning Designs***: ● Choice boards allowed educators to individualize their learning experiences, aligning to their instructional contexts. ● Educators applied their creativity to design AI-supported lessons. ***Implementation:*** ● Educators actively developed instructional materials during sessions and were encouraged to continue refining and implementing these resources in their classrooms.
CONDITIONS FOR SUCCESS ***Equity Foundations:*** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. ***Culture of Collaborative Inquiry:*** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.	***Equity Foundations:*** ● Educators developed a clear understanding of how AI can serve as an instructional partner, reducing anxiety and increasing confidence for teachers who were less familiar with AI advancements. ● Professional learning structures were designed using educational research, ensuring relevance and meaning for educators teaching Kindergarten through fourth grade. ***Culture of Collaborative Inquiry:*** ● Structured routines and protocols were established to promote system-wide improvement and enhance collective teacher efficacy. ● Grade-level Professional Learning Communities (PLCs) engaged in collaborative learning by sharing strategies and instructional resources. ***Leadership***:

Leadership: Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. ***Resources:*** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	• The professional learning leader collaborated with educators and school leadership, adapting instructional practices based on educational goals, survey feedback, and student assessment data. ***Resources:*** • Educators utilized vetted AI platforms, including Schoolai, Diffit, Magic School, Suno, Ideogram, along with additional vetted AI platforms and tools. • Utilizing these platforms and tools, educators created instructional resources using AI tools, ensuring alignment with students' abilities or challenge levels.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) (Appendix A)

Guskey's (2002) Evaluation Level: Participants' Reactions (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
The training matched my needs.	4
The training provided opportunities for interaction and reflection.	4
The presenter's experience and expertise enhanced the quality of the training.	5
The presenter efficiently managed time and pacing of the training.	5
The presenter modeled effective teaching strategies.	5
Guskey's (2002) Evaluation Level: Participants' Learning (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4
The training will improve my teaching skills.	4
I will use the knowledge and skills from this training in my classroom or professional duties.	3.5

This training will help me meet the needs of diverse student populations.	5
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
Organizational support was demonstrated by the administration actively requesting an expansion of the AI initiative, shifting from targeted writing instruction to broader instructional applications. Administrators collaborated closely with the professional learning leader (PLL) to align professional learning with educators' needs so that sessions were adapted in response to ongoing feedback. These adaptive practices fostered a supportive environment, significantly reducing educators' initial anxiety and uncertainty about AI integration, thus enabling sustainable instructional change and enhanced teacher efficacy throughout the school.	Active participation by site administrators Ongoing revision by the PLL
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
My learning today has prompted me to change my practice.	3.5
I will use the knowledge and skills from this training in my classroom or professional duties.	5
Guskey's (2002) Evaluation Level: Student Learning Outcomes (Scale: 1 = Not at all | 5 = To a great extent)	**Median Score**
My Learning today will affect students' learning.	4

IMPLICATIONS & RECOMMENDATIONS

Educators reported increased understanding of artificial intelligence (AI) in instructional contexts. According to NNRPDP evaluation data, participants' responses suggested the professional learning sessions contributed to their knowledge of standards and teaching skills, as evidenced by a median score of 4 on a scale of 1-5. Additionally, a median score of 5 for the NNRPDP evaluation item *"This training will help me meet the needs of diverse student populations"* indicates a strong recognition of AI's value in supporting differentiation and equity. Educators provided examples of how they used AI to create leveled reading passages and support brainstorming activities with students, demonstrating AI's potential to save time and personalize instruction (Banerji, 2025). One teacher reported saving more than an hour on lesson planning compared to her previous workflow. Professional development that demonstrates such time-saving benefits encourages greater investment from educators. These results highlight a significant shift in educator confidence—moving from initial feelings of skepticism, curiosity, nervousness, and even fear – to a more informed and optimistic view of AI as an effective tool for a wide range of educational tasks.

These findings are consistent with national trends. According to a 2024 RAND study, 48% of U.S. districts had begun providing professional development in AI, a significant increase from previous years (Diliberti et al., 2024). In turn, educators across the country reported using AI tools for lesson planning, assessment design, and modifying content for diverse learners, including multilingual and special education students (Diliberti et al., 2025).

While progress was made, potential limitations on the impact of the professional learning support also surfaced. Educators consistently requested additional modeling, clearer guidance on ethical use and data privacy, and more time

to experiment with tools in authentic classroom contexts. These findings align with national trends, emphasizing the importance of sustained support and system-wide consistency, for effective implementation of AI.

Only 25 states have established official guidance and policies on the use of AI in K-12 schools (AI for Education, 2025). In April 2025, Nevada introduced its guidelines in the document *Nevada's Stellar Pathway to AI Teaching and Learning: Ethics, Principles, and Guidance* (Nevada AI Alliance, 2025). Schools and their respective districts will likely form their own unique guidelines for AI use. Teachers nationwide continue to express uncertainty about using AI ethically and effectively in classroom settings. Common concerns include the need for clear examples, more time for experimentation, and ongoing support to bridge the gap between training and implementation (Banerji, 2024; Schultz, 2025). A relatively lower rating of 3.67 (NNRPDP Evaluation, 2025, Scale: 1-5) for intended application highlights the importance of following professional learning sessions with ongoing modeling and support to achieve lasting instructional change.

Educators nationwide continue grappling with how to most effectively integrate artificial intelligence into instructional practices. Dyane Smokorowski, Coordinator of Digital Literacy for Wichita Public Schools, highlights a central question that aligns closely with the school's goals: "How do you truly design learning experiences that are rigorous, meaningful, and relevant to students, while using AI in the best possible way?" (Peetz, 2024, para. 1). Smokorowski's insight underscores the importance of providing ongoing professional development that not only familiarizes educators with AI tools but also challenges them to thoughtfully leverage these technologies to enhance educational outcomes. This will be an important consideration for future professional development opportunities.

Furthermore, RAND (2024) reported significant disparities in access to AI training, with teachers in low-poverty districts being nearly twice as likely to receive AI-specific professional development compared to those in high-poverty or rural areas. Without targeted initiatives, these disparities may widen existing opportunity gaps. Educators are also seeking clear policies on academic integrity, student data privacy, and acceptable use of generative AI tools (Schultz, 2024). It is essential that educators actively align their practices with Nevada's guidance to ensure ethical and responsible use of AI.

Building on the success of this year while also utilizing evidence from participants, future professional development opportunities could align with specific Nevada or district-generated AI guidance and policies and provide opportunities for participants to critically reflect on AI's capabilities, ensuring that educators continue to build confidence and capacity to leverage the power of AI to improve student learning experiences and outcomes.

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Professional learning opportunities with NNRPDP align to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

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Supporting Multilingual Learners to Achieve Academic Success:
A District-Wide Approach | Year 2

In partnership with site administrators of a local school district within the NNRPDP region
Audience: *District-wide: District-level Leaders, School-Site Administrators, Multilingual Learner Coaches, Instructional Coaches, Teachers, and Multilingual Learner Paraprofessionals*

PROJECT OVERVIEW

Two years ago, a local school district recognized an urgent need to transform educational opportunities for their multilingual students. Seeking to enhance access to academic content through appropriate language scaffolds, the district partnered with the Northeastern Nevada Regional Professional Development Program to design and deliver comprehensive professional development. This collaboration aimed to leverage the expertise of seasoned staff while systematically building language acquisition knowledge across all district personnel who work directly with students. In its second year, the project evolved from foundational knowledge building toward delivering role-specific content tailored to the distinct needs of administrators, instructional coaches, teachers, and paraprofessionals.

The project's approach recognized that effective multilingual education requires coordinated efforts across all levels of the educational system. As such, the project developed a cohesive framework that addressed the unique responsibilities and challenges faced by each specialized group. Administrators needed tools for providing strong, effective feedback that aligned with research-based language acquisition pedagogy, while teachers required classroom-ready strategies for scaffolding content to provide access to their multilingual learners. Coaches sought methods to support their mentoring roles and professional development design, and paraprofessionals needed targeted approaches for their direct student interactions, which frequently included teaching mini-lessons.

This two-year partnership has revealed valuable insights about building lasting capacity within school systems. The following describes how the project was designed and implemented, how participants across different roles responded, and what measurable changes emerged in both participant collective efficacy as well as student outcomes.

One of Year 2's distinctions and achievements was the implementation of role-specific professional learning tracks, replacing Year 1's foundational knowledge uniform delivery model with targeted, evidence-based professional learning within four role-specific groupings:

1. **District and Site Leaders (21 participants):** Strategic leadership development focused on collective teacher efficacy, instructional observation protocols and systems-level implementation of multilingual learner supports
2. **Multilingual Learner Professional Development Facilitators and Instructional Coaches (16 Participants):** Role-specific Multilingual Learner (ML) coaching and professional development design, with focus on evidence-based strategy facilitation and adaptation according to language proficiency levels; Long-term planning and adult learning theory
3. **Paraprofessionals/Language Acquisition Support Staff (18 participants):** Direct student support strategies, focus student monitoring, implementation debriefs and collaborative consultation protocols
4. **District-Wide School Sites (236 participants):** Site-developed professional learning series customized to individual school multilingual learner demographics and staff needs

Role-Specific Professional Development Areas of Focus

District and Site Leaders | Strategic Leadership Development

District and site leaders participated in a comprehensive leadership development model grounded in research on collective teacher efficacy and instructional leadership. Drawing from the Wallace Foundation's systematic synthesis of two decades of research, which found that principals in the 75th percentile of effectiveness yield an increase in student learning in reading and math of about three months across entire schools (as cited in Grissom et al., 2021), the second year focused on developing principals' capacity in one of four critical areas identified by Grissom et al., (2021): engaging in instructionally focused interactions with teachers.

The leadership cohort engaged in systematic study of high-impact practices that included structured classroom observations and feedback cycles (e.g., learning labs) designed to improve multilingual learner instructional practices. These learning labs were aligned with research demonstrating that students benefit academically from sophisticated teacher evaluation systems that combine structured classroom observations with high-quality feedback (Grissom et al., 2021)

Leaders also explored research-based approaches to building collective teacher efficacy—developing school-wide confidence in multilingual learner success while targeting shared responsibility for student learning outcomes. Research demonstrates an effect size of 1.57 for collective efficacy on student achievement and shows that it is over three times more predictive of student success than socioeconomic status and “more than double the effect of prior achievement” (Donohoo et al., 2018, p. 42). For multilingual learners specifically, collective teacher efficacy enables educators to "collectively believe that our actions can in fact lead students to be exceptionally successful" (Huynh, 2021, Let’s Believe Together section).

Multilingual Learner PD Facilitators and Instructional Coaches | Research-to-Practice

The multilingual learner professional development facilitators and instructional coaches participated in professional development focused on translating research into classroom practice through evidence-based professional design and delivery approaches. The second year concentrated on building capacity to support multilingual learners through targeted, research-informed instructional strategies and professional development frameworks.

Participants engaged in a comprehensive study of critical components that included exploration of the Nevada English Language Development Standards and Instructional Supports released in August 2024 (Nevada Department of Education, 2024), providing a foundation for aligned instructional practice. The cohort developed evidence-based strategy repertoires rooted in expressive and interpretive modes of communication—speaking, reading, writing, and listening—with adaptations calibrated to grade level and language proficiency levels. Additionally, facilitators and coaches examined fundamentals of designing professional development for multilingual learner success, exploring concepts related to effective professional development design including coaching methodologies, long-term planning approaches, implementation assignments, and foundations in adult learning theory.

The selection of evidence-based strategies reflected current research on multilingual learner instruction, with particular emphasis on approaches that integrate language development with content learning in mutually supportive ways (Lee et al., 2023). In addition, a distinctive feature of the professional development sessions involved participants experiencing strategies themselves in ways similar to how multilingual learners would encounter them. This approach enabled identification of additional scaffolds that would be needed when implementing instructional moves while developing a deeper understanding of students' diverse experiences. Research demonstrates that when teachers engage

in "symmetrical professional learning experiences," they develop enhanced comprehension of multilingual learners' varied educational experiences (Lee et al., 2023, Closing section). Participants in the Supporting Multilingual Learners to Achieve Academic Success: A District-Wide Approach, Year 2, Project consistently shared that without directly experiencing the strategies, they would not have recognized the adaptations that were necessary to support students across varying language proficiency levels.

Paraprofessionals | Direct Student Support

The paraprofessionals participated in targeted professional development focused on multilingual learner support through systematic, student-centered approaches. This cohort represented a significant investment in staff who provide daily instructional support, with the second year emphasizing practical application and collaborative problem-solving strategies.

Participants engaged in a comprehensive study of direct support methods that included intensive focus on individual students through monthly micro-goal setting and systematic progress reflection throughout the academic year. The team developed expertise in strategy implementation and adaptation, involving hands-on application of instructional approaches with real-time modifications based on student responses. Additionally, paraprofessionals explored collaborative consultation protocols, including structured problem-solving approaches designed to address student-specific challenges.

The professional development design reflected current research demonstrating that paraprofessionals can significantly impact student achievement when provided with targeted professional development and clear implementation frameworks (Colorín Colorado, 2024). Effective paraprofessional programs emphasize planning and collaboration, with participants regularly gathering to examine language objectives and discuss evidence-based instructional strategies. Research further recommends that paraprofessionals convene to evaluate implementation effectiveness, discussing what approaches are successful and identifying areas for adjustment with specific students or student groups (Colorín Colorado, 2024). The second year's sessions were strategically designed to facilitate these collaborative discussions, enabling paraprofessionals to share insights about student success and refine their implementation of instructional strategies with multilingual learners.

Site-Specific Sessions

During the second year, the project transitioned to school-developed professional learning sessions, representing a strategic shift toward sustainable, site-based capacity building. Rather than one-size-fits-all content delivery, each school site designed and delivered professional development aligned with their specific multilingual learner populations and staff development needs.

Participating schools developed customized professional learning approaches that emphasized flexible session design, school-based leadership ownership, and long-term sustainability through internal capacity building. This approach enabled schools to address site-specific student demographics and staff expertise levels while maintaining effective multilingual learner support systems independent of external programs.

This transition toward site-based professional development reflected established research on effective educator learning, which emphasizes job-embedded, sustained, and collaborative approaches. Research demonstrates that learning sustained over time and addressing specifically identified needs has a "greater chance of transforming teaching practices and student learning" (Darling-Hammond et al., 2017, p. 15). Additionally, when professional development

becomes "personalized to the needs of each teacher, the school's capacity to address the needs of multilingual students increases" (Brock, 2023, p. 164).

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
Strategic Implementation & Instructional Leadership ● Participants will develop capacity for providing meaningful feedback, conducting structured observations, and leading systemic change for multilingual learners' success ● Participants will use Wallace Foundation research to inform strategic planning and resource allocation **Multilingual Learner PD Facilitators and Instructional Coaches** ● Participants will adapt research-based instructional moves to target needs at varying language proficiency levels ● Participants will design and deliver professional development sessions for each school-site based on student and staff needs ● Participants will apply adult learning theory and support evidence-based strategy implementation into school-site professional development sessions **Paraprofessionals (Language Acquisition Support)** ● Participants will analyze focus students' strengths and set monthly micro-goals with specific instructional moves ● Participants will apply research-based instructional practices with students ● Participants will present and reflect on adaptations to instructional moves based on implementation	● NNRPDP Evaluation (formative and summative) ● Teacher Self-Efficacy Survey (Tschannen-Moran & Hoy, 2001) ● WIDA ACCESS Proficiency Assessment (University of Wisconsin-Madison, 2025)

ROLES AND ACTIONS		
NNRPDP Professional Learning Leaders	**District/School Partners**	**Participants**
Presented direct instruction during sessions Provided guided opportunities for participants to implement their learning Reflect on the professional learning experience and adjust accordingly based on participant feedback in collaboration with district partners Provide a summary of project for the district	Shared relevant data and district expectations for teaching and learning w/NNRPDP as well as school-sites Provide input and feedback during the planning process Participate in all professional learning sessions Debrief the professional learning experience and share feedback that will be used to improve and tailor future professional learning sessions Design and deliver school-site professional development sessions targeted to improve multilingual learner academic outcomes and increase English language acquisition	Attended monthly professional learning sessions Implemented their learning Reflect on the learning experience and their implementation of their learning Share input and feedback

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)	
Strand	**Alignment to Project Design and Goals**
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when	***Equity Practices:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to support all groups in moving educators from deficit-based language ("they can't") to asset-based framing ("they can with appropriate scaffolding"). The initiative also included explicit family engagement components, exemplified by one school's WIDA Family Night, which evolved from previous years to be more culturally responsive and accessible. Also, school-based professional development enabled sites to develop learning sessions that reflected their specific community, moving beyond one-size-fits-all approaches. ***Curriculum, Assessment, and Instruction:***

educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to ensure that professional development sessions included an explicit focus on curriculum implementation strategies that make grade-level content accessible to multilingual learners. Each group analyzed instructional moves to ensure that students from varying language proficiency levels had an entry point for content. ***Professional Expertise:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to recognize and build educator expertise through role-differentiated sessions that aligned with research and practice.
TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. ***Evidence:*** Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and	***Equity Drivers:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to bring together educators across roles, languages, and cultural backgrounds to support multilingual learners. The sessions included structured opportunities for educators to share their own language learning experiences, as well as to examine their assumptions about multilingual learners' capabilities and develop collaborative solutions to instructional challenges. ***Evidence:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed systematically through research from multiple sources. Many of those include Wallace Foundation research on principal effectiveness, research on Collective Efficacy, WIDA ACCESS data analysis, effects of high-quality professional development, and research on designing professional development to meet the needs of multilingual learners. ***Learning Designs***: ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* design was grounded in adult learning theory and research demonstrating that effective multilingual learner professional development must be ongoing, collaborative, and include multiple stakeholders. Each role-specific session established contextualized learning goals aligned to participants' daily responsibilities: district leaders focused on providing effective

apply research on change management, engage in feedback processes, and implement and sustain professional learning.	feedback and building collective efficacy; Instructional coaches built knowledge around supporting multilingual learners and foundations for designing and delivering professional development for their school's; paraprofessionals analyzed students language assets and adapted research-based instructional moves for their students language proficiency levels. ***Implementation:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to ensure that each role-specific group engaged in implementation assignments, presentation and reflection of those implementation assignments and peer analysis, peer feedback and collaborative problem solving on those implementations.
CONDITIONS FOR SUCCESS ***Equity Foundations:*** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. ***Culture of Collaborative Inquiry:*** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. ***Leadership:*** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning.	***Equity Foundations:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* established district-wide expectations that all educators would develop expertise in supporting multilingual learners. The expansion of incorporating professional learning sessions at all 6 school-sites demonstrated commitment to district-wide equity rather than selective support. ***Culture of Collaborative Inquiry:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to share responsibility for multilingual learner success, with district leaders, instructional coaches, paraprofessionals, and teachers all contributing their role-specific expertise toward common student outcomes. The continuous improvement was evident in the peer feedback sessions, and implementation reflection sessions. ***Leadership***: ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* designed a compelling vision that positioned multilingual learners as assets to the educational community rather than challenges to overcome, with the overarching goal of closing achievement gaps through systematic capacity building across all educator roles. This vision encompassed 291 participants across six schools, ensuring that multilingual learner support became

Resources: Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	integrated into district-wide practice rather than simply specialized contexts. ***Resources:*** ● The *Supporting Multilingual Learners to Achieve Academic Success: A District Wide Approach |Year 2* was designed to ensure that each role-specific session met the needs of participants based on feedback. Likewise, the partnering district ensured that each school-site was provided a multilingual learner facilitator/coach to ensure that each school's specific needs were met.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) (Appendix A)

Guskey's (2002) Evaluation Level: Participants' Reactions (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score** n = 354
The training matched my needs.	4.5
The training provided opportunities for interaction and reflection.	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.7
The presenter efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.8
Guskey's (2002) Evaluation Level: Participants' Learning (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score** n = 354
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.5
The training will improve my teaching skills.	4.5
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
This training will help me meet the needs of diverse student populations.	4.6
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
"We saw a drastic increase in WIDA data this year... proof that what we are doing is working! We will stay the course and make refinements along the way to maintain, hopefully increase, our data for	Anecdotal

next year." "I've found that using sentence frames and visual supports really helps my students feel more confident expressing themselves. Structured discussions have increased participation, especially from students who are usually hesitant to speak." "I'm much more aware and active in my planning to bring in strategies to target reading, writing, speaking, [and] listening skills." "[I learned] that ML Students can learn the same materials we [sic] just need to adjust the delivery of materials. It allows all students to learn no matter their background." "[I will be] continuing to use all of the ML specific programs that we have as a district to implement high quality strategies in classrooms. [I will] ensure that teachers and paraprofessionals feel confident that they can support students through an ML lens."	[Participant Quotes] (NNRPDP Evaluation Form, 2025)
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score** n = 354
My learning today has prompted me to change my practice.	4.2
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
Guskey's (2002) Evaluation Level: Student Learning Outcomes (Scale: 1 = Not at all | 5 = To a great extent)	**Mean Score** n = 354
My learning today will affect students' learning.	4.4

TEACHERS' SENSE OF EFFICACY SCALE (TSES) SHORT FORM
Tschannen-Moran & Hoy (2001) Pre- and Post- Questionnaire (Appendix B) \| n = 366

Teacher Beliefs: Short Form Question Descriptions *Denotes a statistically significant item (i.e., $p < 0.05$) using a Paired Samples T-Test	**P-value**
How much can you do to assist in managing disruptive behavior in the classroom? **Statistically Significant*	0.0040
How much can you do to motivate students who show low interest in school work? **Statistically Significant*	0.0013
How much can you do to calm a student who is disruptive or noisy? **Statistically Significant*	0.0029
How much can you do to help your students value learning? **Statistically Significant*	0.0068
To what extent can you craft good questions for your students? **Statistically Significant*	0.0006
How much can you do to get children to follow classroom rules? **Statistically Significant*	0.0064

How much can you do to get students to believe they can do well in school work? **Statistically Significant*	0.0018
How well can you establish a classroom management system with each group of students? **Statistically Significant*	0.0023
To what extent can you use a variety of assessment strategies? **Statistically Significant*	0.0015
To what extent can you provide an alternative explanation or example when students are confused? **Statistically Significant*	0.0001
How much can you assist families in helping their children do well in school? **Statistically Significant*	0.0001
How well can you implement alternative teaching strategies in your classroom? **Statistically Significant*	0.0001

IMPLICATIONS & RECOMMENDATIONS

Overview of Key Performance Details

Participation Growth:

- 291 total professional development participants across the district (representing 15% increase in access from Year 1)
- 53 district-wide professional development sessions (112.5 hours of live professional development)
- 100% district coverage: 6 schools served (50% increase from Year 1's four schools)

Academic Impact:

- Two schools demonstrated strong Academic Growth Progress (AGP) on WIDA ACCESS proficiency assessment
- Two schools significantly increased percentage of WIDA ACCESS exit rates; School A increasing from 8% to 26%; School B increasing WIDA ACCESS exits from 6% to 22%

Collective Efficacy Growth:

- Statistically significant improvements across all 12 measured areas of district-wide teacher efficacy ($p < 0.05$)
- Paraprofessionals demonstrated exceptional growth (+1.460 points on overall survey average)
- One school showed exceptional collective efficacy growth (+0.992 points) indicating strong local implementation
- Statistically significant results at the ($p < .01$) were observed in the following three areas: providing an alternative explanation or example when students are confused, assisting families in helping their children do well in school, and implementing alternative teaching strategies in their classrooms.

The data analysis from Year 2 reveals significant insights about building sustainable capacity within school systems for multilingual learner success. The Teachers' Sense of Efficacy Scale demonstrated statistically significant growth across all twelve measured areas ($p < 0.05$), indicating systemic improvement rather than isolated skill development. Most notably, paraprofessionals demonstrated exceptional growth (+1.460 points on the overall survey average), suggesting that the transition from uniform professional development delivery to role-specific learning effectively addressed the distinct needs and challenges faced by different groups. This finding aligns with research demonstrating that when professional development becomes "personalized to the needs of each teacher, the school's capacity to address the needs of multilingual students increases" (Brock, 2023).

The variation in school-level outcomes provides critical insights for sustainable implementation. One school showed exceptional collective efficacy growth (+0.992 points) compared to other sites, which may suggest that local leadership capacity and implementation fidelity significantly influence program effectiveness, even within coordinated district-wide initiatives. This variation reinforces the importance of the project's strategic shift toward site-based professional development, enabling schools to address their specific multilingual learner demographics and staff expertise levels while maintaining research-based instructional frameworks. The data supports continued investment in building internal capacity for multilingual learner support systems that can function independently of external programs.

Moving forward, the district should prioritize expanding the professional development model for paraprofessionals, given their demonstrated capacity for growth and their direct, daily impact on multilingual learners. In particular, professional development should emphasize instructional decision-making tailored to students' specific needs. Research demonstrates that paraprofessionals can significantly impact student achievement when provided with targeted professional development and clear implementation frameworks (Colorín Colorado, 2024).

Additionally, the district should conduct systematic analysis of successful implementation models to identify replicable leadership practices and collaboration methods that can be scaled across all sites, drawing insights from schools demonstrating growth in collective efficacy as well as those achieving significant improvements in WIDA ACCESS Academic Growth Progress (University of Wisconsin-Madison, 2025) and exit rates. One school with such gains, engaged teachers and paraprofessionals in collaborative planning time. This could be an area explored not only during the leadership sessions, but also the paraprofessional and coaching sessions.

Research validates this focus, as "district and school leadership can establish norms around collaboration between ESL and general education teachers by allocating specific co-planning time and setting clear co-teaching expectations" (Mavrogordato, et al., 2024, p. 8). Furthermore, "establishing a culture that encourages shared responsibility for ML-EL students' learning and positions every teacher as a language teacher can break down silos between general education and ML-EL teachers" (Mavrogordato et al., 2024, p. 8).

The project's alignment with collective teacher efficacy research, which demonstrates an effect size of 1.57 on student achievement, positions the district for sustained improvement in multilingual learner outcomes. The statistically significant improvements in areas such as student motivation, classroom management, and instructional strategies indicate that educators are developing enhanced confidence in their ability to support multilingual learners effectively. This collective confidence is essential for maintaining the shared responsibility for student learning outcomes that characterizes high-performing educational systems.

Future iterations should emphasize the integration of multilingual learner support into routine school operations rather than treating it as specialized programming. The transition toward sustainable, site-based capacity building represents a critical step in this direction, with continued emphasis on job-embedded, collaborative professional learning that addresses specifically identified school needs. The project's demonstrated ability to produce both statistically significant teacher efficacy gains and measurable student outcomes through WIDA ACCESS (University of Wisconsin-Madison, 2025) improvements validates this comprehensive, multi-stakeholder approach to systemic change.

Lastly, these professional learning opportunities that were designed and delivered through NNRPDP align to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

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Multifaceted Professional Learning at an Intermediate School

In partnership with site and district administrators of a local school district within the NNRPDP region
Audience: *Intermediate School Staff*

PROJECT OVERVIEW

In a continued partnership between the Northeastern Nevada Regional Professional Development Program (NNRPDP) and a rural intermediate school serving 5th and 6th grade students, a differentiated professional learning plan was implemented to align with school-wide improvement goals identified through assessment data. Data were collected from the Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) assessment, the World-Class Instructional Design and Assessment (WIDA), Assessing Comprehension and Communication in English State-to-State (ACCESS) assessment, and the Smarter Balanced Assessment Consortium (SBAC) scores. Assessment data revealed a performance gap between multilingual learners and their peers. Based on this need, the school leadership team set the following goals:

- *By the end of the Winter MAP assessment, 50% of all students will meet or exceed their projected growth in reading, as measured by the Fall to Winter MAP assessment results.*
- *By spring WIDA ACCESS testing, 44% of students will meet or exceed their Adequate Growth Percentile (AGP) as measured by Spring 2024 to Spring 2025 results.*
- *By the end of the school year, 100% of staff will participate in professional learning of effective language acquisition instructional strategies facilitated by NNRPDP and complete at least one peer observation.*

To meet these goals, school leadership and the NNRPDP professional learning leader collaborated to design a multifaceted professional learning approach. Central to this plan was the differentiation of professional learning opportunities to meet the varied needs of the staff. Through targeted training sessions and ongoing support, educators developed or enhanced strategies to promote language acquisition. New teachers were paired with experienced mentors to develop skills in classroom management, instructional planning, and student engagement. Teacher leaders were given support to assume key roles within the school community. Teachers (Music, P.E., Art, and Media Science) disciplines. Additionally, the English Language (EL) team received specialized support, partnered with an NNRPDP professional learning leader and a district English Language Development (ELD) coordinator, to improve instructional strategies for language development and provide consistent support for multilingual learners across settings. By emphasizing research-based strategies for academic language development and content access, the school aimed to create inclusive and academically rigorous environments for all students.

Whole School Collaborative Learning

At the start of the school year, all staff participated in professional learning, in partnership with NNRPDP to apply an assets-based mindset when planning for multilingual learner (MLL) instruction, and to continue building on the previous school year's application of effective practices in vocabulary instruction. At the end of the second semester, all staff met once again to learn strategies to enhance Tier 1 instruction for all students by utilizing the Key Language Uses – explain, inform, narrate, argue (WIDA, 2020), across multiple modalities: reading, writing, speaking, listening.

Both whole-school and team-based professional learning opportunities equipped educators with strategies to better understand and address the diverse needs of all learners. Research consistently supports the benefits of collaborative professional development (PD). Vescio et al. (2008) demonstrated that professional learning communities (PLCs) promote collective responsibility and continuous improvement, leading to positive changes in instructional practice. Similarly, a meta-analysis by Darling-Hammond et al. (2017) found that PD characterized by collaboration,

sustained engagement, and job-embedded experiences has a significant impact on student achievement.

Content-Specific Team Learning

In response to staff input for a differentiated approach to learning based on their specific content areas, professional learning was tailored to support the application of language acquisition strategies within each content area through monthly, discipline-specific sessions. Each content-area team met once a month before school for 30-minute "mini-lessons." During these sessions, educators:

- reflected on their application of previous professional learning;
- shared implementation successes and challenges within their subject areas;
- engaged with new content related to language acquisition strategies;
- analyzed classroom-based examples aligned with evidence-based practices and
- planned next steps for implementation.

English Language (EL) Support Team

Along with attending the two whole-school learning opportunities and the monthly content-specific learning, the team participated in three half-day workshops co-facilitated by the NNRPDP professional learning leader and the district ELD coordinator during the first semester. The purpose of these workshops was to strategically align instructional support to quantitative and qualitative student data unpack the Nevada English Language Development standards (*Nevada English Language Development (ELD) Standards and Instructional Supports*, 2023) and enhance direct instruction of key language uses across all content areas.

Paired Teacher Teams

School leadership intentionally paired a novice teacher with a highly effective veteran teacher to build capacity and foster their collective strengths as a collaborative group. This small group participated in a professional learning session before the beginning of the school year to build a learning community based on four core priorities: predictability, flexibility, connection, and empowerment (Venet, 2019). Their learning continued with three structured observation and planning cycles throughout the year. The purpose of these cycles was to create a culture of inquiry, collaborative learning, and reflective practice by examining teaching and learning in real time. Each cycle began with an overview of how to collect specific, objective evidence by observing from a designated focus area. These foci varied throughout the year based on the team's needs. The NNRPDP professional learning leader coached the teams using an observation and debriefing protocol in the morning, then facilitated a collaborative planning session in the afternoon, allowing the teams to apply their learning to their practice immediately following the observation cycle.

This multifaceted professional learning initiative provided a comprehensive approach to supporting educators. By engaging in whole-school, content-specific, and targeted EL team learning, as well as building collaborative partnerships between novice and veteran teachers, the initiative addressed the diverse needs of multilingual learners and fostered a culture of continuous improvement. Through ongoing professional learning opportunities, data-driven decision-making, and collaborative reflection, educators strengthened their instructional practices, enhanced their capacity to support multilingual learners, and ultimately contributed to a more inclusive and effective learning environment for all students.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)	
Outcomes	**Evidence**
Professional learning was designed with an essential question in mind: *How can educators and school leaders collaboratively enhance academic vocabulary and language acquisition to create inclusive learning environments that support the diverse needs of multilingual learners and foster academic success for all students?* Participants will effectively apply evidence-based recommendations for academic vocabulary instruction (IES, 2014) to support language development for multilingual learners. Participants will engage in a data-driven dialogue through an asset-based lens to plan and differentiate instruction to meet the needs of multilingual learners. The MLL Team will develop a comprehensive understanding of the Nevada ELD standards (2023), and applied that knowledge for decision-making, planning, and teaching. Novice-veteran teacher partners will engage in collaborative observations and planning cycles to enhance their classroom management and instruction.	• NNRPDP Evaluation (formative and summative) • WIDA Access Screener Data • Ongoing MAP Growth Data • Participant Self-Reflection

ROLES AND ACTIONS		
NNRPDP Professional Learning Leader	**District/School Partners**	**Educator Participants**
Planned and delivered two whole-school professional learning sessions to introduce high-leverage, equity-focused instructional strategies aligned with school improvement goals. Facilitated monthly content-area	School administrators shared relevant data and district expectations for teaching and learning, ensuring that professional learning aligns with school improvement goals and district priorities.	Attended and actively participated in whole-school professional learning sessions to deepen understanding of effective instructional practices for multilingual learners. Engaged in small group learning opportunities when available.

collaboration to support ongoing reflection and application of learning, fostering a culture of inquiry and discipline-specific planning to enhance academic vocabulary instruction for multilingual learners. Coached teacher partners through three observation and planning cycles, using evidence-based practices to strengthen instruction. Collaborated with the district ELD coordinator to present intensive instruction on aligning instruction to the Nevada ELD standards in three workshops. Provided individual instructional coaching upon request. Collected and analyzed feedback from participants to continuously refine professional learning design and implementation to ensure relevance, effectiveness, and impact.	Provided input and feedback during the planning process to tailor professional learning to the needs of staff and students. Participated in all professional learning sessions. Arranged for substitutes to cover classes so teachers can participate in workshops. District ELD Coordinator collaborated with the NNRPDP professional learning leader to co-design and facilitate three intensive workshops on aligning instruction with the Nevada ELD Standards (2023).	Reflected on their professional growth and the impact of their instructional practices. Participated in monthly content-level professional learning sessions through debriefing their reflections on the implementation of previous learning and explored discipline-specific strategies. Implemented evidence-based instructional practices gained through professional learning.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when	***Equity Practices:*** Educators developed the capacity to personalize instruction by considering each student's cultural and linguistic assets, identity, interests, and social-emotional strengths. ● The MLL support team participated in three half-day workshops focused on effective language development strategies aligned to the strengths and needs of multilingual learners. ● Content area and specials teachers (music, art, media science, physical education) implemented Institute for Education Sciences (IES) Recommendation #2 by integrating language instruction into disciplinary content through speaking, listening, reading, and writing (IES, 2014). ● All staff engaged in professional learning examining the implications of asset-oriented mindsets for planning and instruction, particularly for multilingual learners.

educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	***Curriculum, Assessment, and Instruction:*** Educators applied the Institute for Education Sciences (2014) recommendations to promote equitable learning through the integration of language and content instruction. ● Staff developed language-rich instructional plans based on best practices in vocabulary development, emphasizing strategic text-based planning (IES, 2014). ● To strengthen Tier 1 instruction, educators incorporated Key Language Uses (WIDA, 2020) into lesson design, providing students with structured opportunities to use oral and written language across content areas. ● Content area and specials teams engaged in monthly, discipline-specific professional learning to deepen their understanding and application of vocabulary instruction strategies. ● The MLL support team improved instruction by aligning language acquisition strategies to the Nevada ELD standards (2023). ***Professional Expertise:*** ● Educators implemented evidence-based language instruction strategies supported by ESSA Level 1 evidence-based practices (IES, 2014). ● The MLL team deepened their understanding of the Nevada ELD standards (2023) and refined their instructional practices through collaborative study and guided implementation. ● All professional learning was purposefully aligned to school Continuous Improvement Plan (CIP) goals, providing a coherent plan for both students and teachers. ● Novice-veteran teacher partnerships participated in structured observation and planning cycles, using coaching and reflection to enhance instructional effectiveness and classroom management based on research-based practices.
TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. ***Evidence:*** Professional learning results in equitable and excellent outcomes for all students when educators create expectations	***Equity Drivers:*** ● The MLL team, in partnership with NNRPDP professional learning leaders, fostered an inclusive learning environment to support multilingual learners by emphasizing their strengths and meeting their needs through multimodal vocabulary instruction. ● Professional learning emphasized asset-based mindsets and responsive practices to support linguistic and cultural diversity. ***Evidence:*** ● The professional learning plan was continuously refined using multiple sources of evidence, including SBAC proficiency data, MAP growth metrics, WIDA ACCESS scores, and results from

and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.	the Nevada School Climate Survey. ● Data was used not only to monitor student progress but also to inform instructional priorities and adjust professional learning accordingly. ***Learning Designs***: ● The CIP Leadership Team established systemwide professional learning goals aligned to strategic priorities and identified needs. ● School administrators partnered with NNRPDP to develop a multi-tiered approach to professional learning in order to better meet the needs of a diverse staff: whole-group collaborative learning sessions, content-specific team learning opportunities, MLL support team intensive learning, and strategic teacher partnering for observation and planning cycles. ● Learning designs were grounded in research-based strategies and tailored to educator roles, content areas, and experience levels. ***Implementation:*** ● NNRPDP implemented a sustainable evidence-based professional learning design by collaborating with school leadership. ● NNRPDP provided resources, coaching, and facilitation aligned to school goals. ● Feedback from educators was gathered and applied throughout the year to refine implementation and support continuous improvement. ● The CIP Leadership Team collaborated with NNRPDP to transform school improvement goals into actionable learning pathways, fostering long-term instructional change.
CONDITIONS FOR SUCCESS ***Equity Foundations:*** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning and sustain a culture of support for all staff.	***Equity Foundations:*** ● Educators developed an understanding of how past practices have impeded learning for students, particularly multilingual learners. ● Learning experiences centered on leveraging multilingual learner strengths and building capacity for equitable, asset-based instruction across all content areas. ***Culture of Collaborative Inquiry:*** ● Whole school and small group professional learning sessions and workshops utilized collaborative strategies to enhance the learning of all participants.

Culture of Collaborative Inquiry: Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. ***Leadership:*** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. ***Resources:*** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	***Leadership***: ● School administrators partnered with NNRPDP to lead the school's mission to improve outcomes for multilingual students through a system-wide, multiyear professional learning plan. ● The CIP Leadership Team developed a cohesive and inclusive plan that aligned school improvement goals with differentiated professional learning opportunities for all educators. ***Resources:*** ● NNRPDP strategically designed agendas to maximize the impact of professional learning within limited time constraints. ● School leaders allocated personnel and time resources—such as arranging substitutes and facilitating before-school collaboration—to ensure teacher participation in high-impact learning opportunities. ● Teachers prioritized time before school to participate in content-specific collaboration for language acquisition.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) (Appendix A)

Guskey's (2002) Evaluation Level: Participants' Reactions (Scale: 1 - Not at all | 5 = To a great extent)	**Mean Score**
The training matched my needs.	4.5
The training provided opportunities for interaction and reflection.	4.8
The presenter's experience and expertise enhanced the quality of the training.	4.8
The presenter efficiently managed time and pacing of the training.	4.7
The presenter modeled effective teaching strategies.	4.8
Guskey's (2002) Evaluation Level: Participants' Learning (Scale: 1 - Not at all | 5 = To a great extent)	**Mean Score**

This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.5
The training will improve my teaching skills.	4.5
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
This training will help me meet the needs of diverse student populations.	4.5
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
Multiple educators expressed appreciation for the vocabulary strategies provided but highlighted a need for more hands-on, practical approaches that could be readily adapted to their classrooms. In response, the NNRPDP professional learning leader leveraged this feedback to enhance monthly content-area learning opportunities. Following each session, the professional learning leader provided graphic organizer templates and shared targeted strategies to address individual educators' questions and support classroom implementation. Feedback from the MLL Team and the District ELD Coordinator led to adjustments in workshop design, allowing participants to share implemented practices and accompanying student work. This peer review process enabled educators to receive specific feedback, which they then applied during collaborative planning sessions, strengthening instructional alignment with the Nevada ELD Standards (2023). School administrators, after analyzing feedback from paired teacher teams, established a rotating schedule of peer observations. This structure allowed educators to showcase successful vocabulary strategies in action, fostering a culture of shared learning, continuous improvement and alignment with school goals. By actively listening to educators and adapting support strategies, the NNRPDP facilitator and school leadership ensured that professional learning remained practical, collaborative, and aligned with the diverse needs of educators and students.	Anecdotal
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (Scale: 1 - Not at all | 5 = To a great extent)	**Mean Score**
My learning today has prompted me to change my practice.	4.2
I will use the knowledge and skills from this training in my classroom or professional duties.	4.6
Guskey's (2002) Evaluation Level: Student Learning Outcomes (Scale: 1 - Not at all | 5 = To a great extent)	**Mean Score**
My Learning today will affect students' learning.	4.4

IMPLICATIONS & RECOMMENDATIONS

The professional learning initiative clearly impacted educators' instructional practices and their ability to support multilingual learners. Teachers reported increased confidence in using language acquisition strategies and adapting instruction for diverse learners. Special area educators (music, art, physical education, media science) valued the practical strategies aligned with their unique contexts, noting that "most PDs teach content that is impractical in the Specials classrooms "and that these strategies were doable and valuable (NNRPDP Evaluation). MLL team members deepened their understanding of the Nevada ELD Standards (2023) through targeted workshops, appreciating "great discussion of practices and modifying them" (NNRPDP Evaluation). Observation and planning cycles enhanced teacher collaboration, instructional coherence, and classroom management, creating a culture of continuous improvement, with participants describing the process as "a great use of PD time" and appreciating "strategies I find value in" (NNRPDP Evaluation).

To build on this year's success and sustain the impact of professional learning, the intermediate school leadership team and administrators should consider continuing a partnership with NNRPDP to prioritize educator and student needs through several key actions:

- Continue to offer observation and planning cycles, expanding them to include more educators.
- Explore ways to enhance coaching cycles, such as implementing a learning lab model.
- Maintain differentiated support for content areas and specials, ensuring that all educators, including those in non-core subjects, receive relevant and practical strategies.
- Increase opportunities for hands-on, practice-oriented learning sessions, where educators can apply new strategies with immediate feedback.
- Regularly use student data and educator feedback to adjust professional learning content and structure.
- Enhance targeted workshops for the MLL team, ensuring they have ongoing opportunities to refine their practice and align instruction with the Nevada ELD Standards (2023).
- Develop a school culture of collaborative planning practices between the classroom teachers and support teams, such as the MLL team.

This professional learning initiative demonstrated the power of collaborative, data-driven, and differentiated approaches to supporting educators in enhancing academic vocabulary and language acquisition for all students. By actively responding to educator feedback and fostering a culture of continuous improvement, this initiative not only strengthened instructional practices but also built the collective capacity to meet the diverse needs of multilingual learners. Sustaining these practices will ensure ongoing progress toward equitable educational outcomes for all students.

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Professional learning opportunities with NNRPDP align to the *Standards for Professional Learning* (2022) as outlined by the national association of professional learning, Learning Forward, as well as the *Standards for Professional Development* (2018) recognized by the Nevada Department of Education.

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Supporting New Educators Through RISE Learning Walks: Year 2
In partnership with a local school district within the NNRPDP region **Audience:** *Novice elementary and secondary educators hired to teach in ECSD*

PROJECT OVERVIEW

The Northeastern Nevada Regional Professional Development Program (NNRPDP) and a local school district have partnered for nearly two decades to support new teachers through the RISE (Retain, Induct, Support, Encourage) program. This partnership offers multi-layered support for new teachers including a new teacher orientation prior to the start of the school year, a school site mentor, and monthly critical friends group meetings. RISE continues to evolve based on updated research regarding the most effective types of support, the changing needs of teachers, and available resources.

The full-day, job-embedded RISE Learning Walks, facilitated by NNRPDP, were offered to ECSD K-12 new teachers five times throughout the school year (September, October, November, February, and March). These RISE Learning Walks aimed to (1) foster a culture of inquiry, collaborative learning, and reflective practice, and (2) develop a shared understanding of effective practice by examining teaching and learning through four key lenses. The content of these lenses was integral to the new teacher orientation that participants had attended prior to the start of the school year:

- Opportunity-Centered Teaching
- Classroom Ecosystem
- Nevada Academic Content Standards (NVACS)
- Nevada Educator Performance Framework (NEPF)

In order to provide differentiated support, K-2 teachers participated in RISE Learning Walks on one day, and 3-5 teachers participated in RISE Learning Walks on the following day during the months of September, November, and February. Conversely, middle school teachers participated in RISE Learning Walks on one day and high school teachers participated in RISE Learning Walks on the following day during the months of October, January, and March. Each RISE Learning Walk, hosted by a different school, began with a pre-walk session to review the purpose, review lenses for observation, and establish norms. Teachers then observed in three classrooms followed by a debrief. The afternoon consisted of facilitated planning time where participating teachers were able to apply their learning from the morning to their own context with the support of NNRPDP Professional Learning Leaders.

RISE Learning Walks were expanded to secondary schools in Year 2. Elementary schools solely hosted RISE Learning Walks in 2023-2024 and a goal was established at the end of this first year to include secondary educators for Year 2. To accommodate for visiting new school sites in 2024-2025, fewer elementary schools hosted RISE Learning Walks during Year 2.

PARTICIPANT LEARNING OUTCOMES & EVIDENCE (Guskey, 2002)

Outcomes	Evidence
• Participants will create a culture of inquiry, collaborative learning, and reflective practice.	• NNRPDP Evaluation Form (formative and summative) (Appendix A) • Anecdotal evidence

• Participants will create a shared understanding of effective practice by examining teaching and learning through the lenses of: a. Opportunity-Centered Teaching b. Classroom Ecosystem c. Nevada Academic Content Standards d. Nevada Educator Performance Framework	

ROLES AND ACTIONS

NNRPDP Professional Learning Leaders	Name of District/School Partners	Participants
• Planned and facilitated RISE Learning Walks. • Collaborated with district leaders, school administrators, and new teachers.	• Supported RISE Learning Walks by scheduling time and allocating resources including substitute teachers. • Encouraged new teachers to participate in RISE Learning Walks and remove barriers in order to ensure a successful experience.	• Attend RISE Learning Walks. • Implement learning. • Reflect on the learning experience, their instructional practice, and implementation of their learning.

PROJECT ALIGNMENT TO PROFESSIONAL LEARNING STANDARDS (Learning Forward, 2022)

Strand	Alignment to Project Design and Goals
RIGOROUS CONTENT FOR EACH LEARNER ***Equity Practices:*** Professional learning results in equitable and excellent outcomes for all students when educators understand their students' historical, cultural, and societal contexts, embrace student assets through instruction, and foster relationships with students, families, and communities. ***Curriculum, Assessment, and Instruction:*** Professional learning results in equitable and excellent outcomes for all students when	***Equity Practices:*** • With a key lens of observation during RISE Learning Walks being that of opportunity-centered teaching, new teachers developed an awareness of how classroom conditions impact each learner. With encouragement, they often chose one or two students to observe, along with taking a holistic view of the whole class, asking themselves the questions, "Which students benefit from (whatever practice or task) the most and which students benefit the least?" ***Curriculum, Assessment, and Instruction:*** • Two other key lenses employed during RISE Learning Walks were that of the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF). When observing through the lens of the NVACS, new teachers attended to the goals of instruction, whether those goals were clear and aligned, and how the curriculum, as a vehicle for reaching the goals, was effective in its design. Additionally,

educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction. ***Professional Expertise:*** Professional learning results in equitable and excellent outcomes for all students when educators apply standards and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.	when new teachers employed the lens of NEPF, they attended to high-leverage practices shown through research to be effective. These include activating prior knowledge, creating rigorous learning opportunities for all students, offering students opportunities to make meaning and to take ownership of their learning through self-assessment, and continuous, integrated assessment to inform instruction. ***Professional Expertise:*** ● Throughout the experience of participating in RISE Learning Walks, new teachers were given the opportunity to reflect on their own instructional practice and the ways in which they were effectively meeting the needs of all students as well as ways they felt compelled to improve.
TRANSFORMATIONAL PROCESSES ***Equity Drivers:*** Professional learning results in equitable and excellent outcomes for all students when educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues. ***Evidence:*** Professional learning results in equitable and excellent outcomes for all students when educators create expectations and build capacity for use of evidence, leverage evidence, data, and research from multiple sources to plan educator learning, and measure and report the impact of professional learning. ***Learning Designs***: Professional learning results in equitable and excellent outcomes for all students when educators set relevant and contextualized learning goals, ground their work in research and theories about learning and implement evidence-based learning designs. ***Implementation:*** Professional learning results in equitable and excellent outcomes for all students when educators understand and	***Equity Drivers:*** ● RISE Learning Walks provided teachers with a safe environment to discuss equitable practices with colleagues from across the district, including ways their own biases and beliefs impact students. ***Evidence:*** ● NNRPDP professional learning leaders consistently collected evidence throughout the project. This included anecdotal evidence as well as more formal evidence in the form of evaluations at the end of each session. This evidence will inform future RISE Learning Walks, both through planning and facilitating, to ensure the intended outcomes are achieved. ***Learning Designs***: ● The design of RISE Learning Walks incorporated best practices for professional learning, as recommended in a 2017 report from the Learning Policy Institute (Darling-Hammond, et al., 2017). These practices included active learning, supporting collaboration, using models of effective practice, providing coaching and expert support, and facilitating opportunities for reflection. ***Implementation:*** ● RISE Learning Walks focused not only on new teachers' observation of other teachers, but the RISE Learning Walks also provided opportunities for self-reflection, goal setting, and planning for ways to improve instructional practice.

apply research on change management, engage in feedback processes, and implement and sustain professional learning.	
CONDITIONS FOR SUCCESS ***Equity Foundations:*** Professional learning results in equitable and excellent outcomes for all students when educators establish expectations for equity, create structures to ensure equitable access to learning, and sustain a culture of support for all staff. ***Culture of Collaborative Inquiry:*** Professional learning results in equitable and excellent outcomes for all students when educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students. ***Leadership:*** Professional learning results in equitable and excellent outcomes for all students when educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of impact of professional learning. ***Resources:*** Professional learning results in equitable and excellent outcomes for all students when educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.	***Equity Foundations:*** ● RISE Learning Walks and the reflection and debrief opportunities throughout the day were carefully orchestrated by NNRPDP professional learning leaders. Protocols for reflection and sharing prioritized partner work, small group work, and giving each individual multiple opportunities to share their thinking. Creating a culture of support for new teachers was a central goal of the project. ***Culture of Collaborative Inquiry:*** ● All voices were heard and validated by professional learning leaders and participants in order to foster a collaborative culture. Additionally, new teachers spent time at the beginning of each Learning Walk determining one or more foci of inquiry including those outlined in the design as well as those participants determined were important to them. ***Leadership***: ● Leadership was evidenced in the project through the vision of RISE Learning Walks created and sustained by NNRPDP professional learning leaders. The structure of the RISE Learning Walks gave participants an opportunity, over the course of an entire first year of teaching, to build capacity and recognize the importance and impact of job-embedded professional learning. ***Resources:*** ● RISE Learning Walks required careful planning and commitment on the part of both the NNRPDP and ECSD. NNRPDP professional learning leaders dedicated ten full days and professional expertise to make RISE Learning Walks a success. ECSD district leadership supported RISE Learning Walks, co-created schedules, teachers opened their classrooms to their new colleagues, and new teachers, with the encouragement of their administrator(s), participated in RISE Learning Walks.

ALIGNMENT BETWEEN GUSKEY'S FIVE LEVELS OF PROFESSIONAL DEVELOPMENT AND THE NNRPDP EVALUATION QUESTIONS (Guskey, 2002) Scale: (1) Not at all – (5) To a great extent

Guskey's (2002) Evaluation Level: Participants' Reactions (NNRPDP Evaluation Questions, Appendix A)	**Mean Score (n=42)**
The content provided in this session/course matched my needs.	4.7
The session/course provided opportunities for interactions and reflections.	4.9
The facilitator's experience and expertise enhanced the quality of the session/course.	4.9
The facilitator efficiently managed time and pacing of the session/course.	4.9
The facilitator modeled effective teaching strategies.	4.8
Guskey's (2002) Evaluation Level: Participants' Learning (NNRPDP Evaluation Questions, Appendix A)	**Mean Score (n=42)**
This session/course added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The session/course will improve my instructional leadership and/or teaching skills.	4.8
I will use the knowledge and skills from this session/course in my classroom or professional duties.	4.9
This session/course will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL/MLL, special ed., at-risk students).	4.6
Guskey's (2002) Evaluation Level: Organization Support and Change	**Evidence**
	Not measured
Guskey's (2002) Evaluation Level: Participants' Use of New Knowledge and Skills (NNRPDP Evaluation Questions, Appendix A)	**Mean Score (n=42)**
My learning in this session/course has prompted me to shift or change my practice.	4.2
I will use the knowledge and skills from this training in my classroom or professional duties.	4.9
Guskey's (2002) Evaluation Level: Student Learning Outcomes (NNRPDP Evaluation Questions, Appendix A)	**Mean Score (n=42)**
My learning in this session/course will affect students' learning.	4.6

IMPLICATIONS & RECOMMENDATIONS

RISE Learning Walks gave new teachers opportunities to observe in a variety of classrooms and reflect on teaching and learning in a safe and supportive environment. Those who participated, even one time, gave positive feedback on the experience and those who participated multiple times gained the most. While the resources required to implement RISE Learning Walks were significant, participant evaluations and anecdotal evidence from NNRPDP professional learning leaders and district administrators suggest that RISE Learning Walks are an effective professional learning experience for new teachers and should be continued.

Using Guskey's (2002) framework for evaluating the effectiveness of professional development, the first and second levels of evaluation seek to assess participants' overall satisfaction with the professional development and its effectiveness, respectively. Darling-Hammond et al. (2017) and Murray (2014) note that effective professional learning is specific, contextualized, and relevant to participants' professional roles and duties. Mean scores of evaluation data collected from participants who completed RISE Learning Walks show that they perceived the course to be of high quality, beneficial to their professional roles, and relevant to their professional lives. The addition of first-year secondary teachers to RISE Learning Walks during the 2024-2025 academic year did not seem to affect participants' perceptions of effectiveness as the results from 2024-2025 RISE Learning Walks mirrored 2023-2024 academic year results in many ways (Northeastern Nevada Regional Professional Development Program, 2024). However, one notable change between 2023-2024 and 2024-2025 academic years is that the evaluation score for "This session/course will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL/MLL, special ed., at-risk students)" improved from an average of 4.2 to 4.6.

Guskey (2002) states that effective professional development leads to effective implementation of new knowledge and skills in professionals' unique educational contexts. The fourth level of his framework (Guskey, 2002) suggests the collection of data that provides evidence of the degree and quality of implementation. New teachers' mean evaluation scores provided evidence that RISE Learning Walks was successful in encouraging implementation of new knowledge and skills. It is noteworthy that participants' answer to "My learning in this session/course has prompted me to shift or change my practice" remained the lowest average at 4.2, even though the answer to "The session/course will improve my instructional leadership and/or teaching skills" was one of the higher scores at 4.8. Perhaps this result suggests that participants felt RISE Learning Walks facilitated an incremental shift in their teaching practice rather than transformation.

Guskey (2002) and others (Darling-Hammond et al., 2017; Learning Forward, 2022; Murray, 2014) argue that the ultimate goal of effective professional development is increased student learning. In evaluating the effectiveness of professional learning in impacting student learning, Guskey (2002) suggests that instructors or facilitators gather data that evaluates the impact of the professionals' learning on their students' learning. While RISE Learning Walks does not explicitly address or evaluate this link, quantitative and qualitative evidence gathered from participants suggests their learning would impact their students' learning. When asked to rate the accuracy of "My learning in this session/course will affect students' learning," participants rated this statement at an average of 4.6, which translates to "strongly agree." Qualitative data suggests that multiple participants pointed at "improved classroom management" as a takeaway from RISE Learning Walks that may directly lead to better student outcomes. When participants were asked what they would transfer to practice and how it would affect student learning, they stated:

"I will use what I learned today by guiding my class through transitions and establishing goals".

"I will use the tools and resources that the group and facilitators have provided to make my classroom management better, lesson planning and instruction better, and overall, be able to give my students all they need to be academically successful."

"Better classroom management and student engagement."

While improving classroom management was not a primary focus of RISE Learning Walks, it is not a surprising takeaway for first-year teachers observing more experienced teachers. It may be beneficial to consider ways the NNRPDP and ECSD can provide more direct and personalized coaching to new teachers following RISE Learning Walks so that participants may consider ways to change practice in areas beyond mere management of a classroom.

As district leadership and NNRPDP consider ways to support new teachers next year, they plan to make RISE Learning Walks even more accessible and available to teachers in the district. Since research-based recommendations point to the importance of continuing to directly support new teachers beyond their first year (see: National Institute for Excellence in Teaching, 2021), ECSD and NNRPDP plan to make RISE Learning Walks available to first-year and second-year teachers. Additionally, ECSD leadership and NNRPDP plan to continue to take a more proactive approach by strengthening the partnership with administrators and ensuring all stakeholders understand the benefits of RISE Learning Walks before, during, and after.

Overall, findings suggest RISE Learning Walks were successful in accomplishing and achieving (1) a culture of inquiry, collaborative learning, and reflective practice, and (2) creating a shared understanding of effective practice by examining teaching and learning. This should be celebrated and perhaps replicated in future professional learning. However, both celebration and replication must be done in conjunction with the same qualities of critical reflection and corresponding changes in practice recommended for participants, by professional learning leaders, using the data collected, in order to increase the effectiveness and success of future teacher induction opportunities.

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APPENDICES

Appendix A NNRPDP Evaluation Form

Participant Name: _____ Training Title: _____
Training Date: _____ District: _____ Presenter: _____

Please rate the following characteristics of the training.

#	Statement	Not at all	Not at all	To some extent	To some extent	To a great extent	N/A
1.	The content provided in this session/course matched my needs.	1	2	3	4	5	6
2.	The session/course provided opportunities for interactions and reflections.	1	2	3	4	5	6
3.	The facilitator's experience and expertise enhanced the quality of the session/course.	1	2	3	4	5	6
4.	The facilitator efficiently managed time and pacing of the session/course.	1	2	3	4	5	6
5.	The facilitator modeled effective teaching strategies.	1	2	3	4	5	6
6.	This session/course added to my knowledge of standards and/or my skills in teaching subject matter content.	1	2	3	4	5	6
7.	The session/course will improve my instructional leadership and/or teaching skills.	1	2	3	4	5	6
8.	I will use the knowledge and skills from this session/course in my classroom or professional duties.	1	2	3	4	5	6
9.	This session/course will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL/MLL, special ed., at-risk students).	1	2	3	4	5	6
10.	My learning in this session/course has prompted me to shift or change my practice.	1	2	3	4	5	6
11.	My learning in this session/course will affect students' learning.	1	2	3	4	5	6
12.	From today's learning, what will you transfer to practice?	Qualitative Answer					

13.	How will implementation affect students' learning?	Qualitative Answer
14.	Reflections and Feedback	Qualitative Answer

Appendix B Teachers Sense of Efficacy Scale Short Form (TSES) Short Form

Teachers Sense of Efficacy Scale (TSES) Short Form *Tschannen-Moran & Hoy (2001)*

**These short form surveys were produced based on the work of Megan Tschannen-Moran, College of William and Mary and Anita Woolfolk Hoy with drafting support from Magic School AI.*

Participant Email: _____ School: _____ Role: _____

Directions: Please indicate your opinion about each of the questions below by marking any one of the nine responses in the columns on the right side, ranging from (1) "None at all" to (9) "A Great Deal" as each represents a degree on the continuum. Please respond to each of the questions by considering the combination of your current ability, resources, and opportunity to do each of the following in your present position.	**Response Scale (1 = None at all, 3 = Very Little, 5 = Some Degree, 7 = Quite a Bit, 9 = A Great Deal)**								
Disposition for Praxis	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**
How much can you do to control disruptive behavior in the classroom?									
How much can you do to motivate students who show low interest in school work?									
How much can you do to calm a student who is disruptive or noisy?									
How much can you do to help your students value learning?									
To what extent can you craft good questions for your students?									
How much can you do to get children to follow classroom rules?									
How much can you do to get students to believe they can do well in school work?									
How well can you establish a classroom management system with each group of students?									
To what extent can you use a variety of assessment strategies?									
To what extent can you provide an alternative explanation or example when students are confused?									
How much can you assist families in helping their children do well in school?									
How well can you implement alternative teaching strategies in your classroom?									