

Southern Nevada Regional
Professional Development Program



Annual Report 2024-2025

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Investing in Excellence

Standards-based professional learning enhances educators' knowledge and skills, leading to improved teaching practices and better student outcomes, thereby fostering a continuous cycle of improvement.

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

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

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

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

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

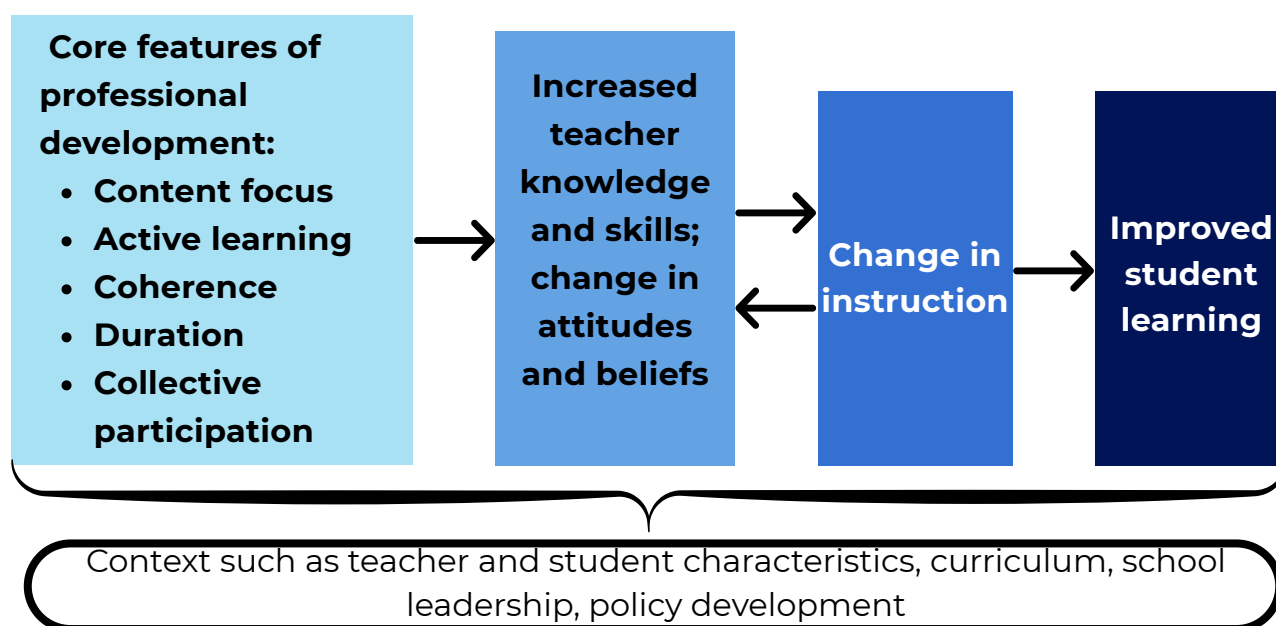


Figure 1. Conceptual Framework for Studying Effects of Professional Development on Teachers and Students

The 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 with 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 1: Evaluation of Regional Training Program

*Providing Effective
Professional
Learning for
Nevada's Educators*



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:

- Requests for services from district personnel or principals based on School Performance Plans (SPP) and the 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. *NRS 391A.190 1c ...submit an annual report... that includes, without limitation: (8) An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a); and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:*

SNRPDP Activity Evaluation Questions	Average 2024-2025
1. The activity matched my needs.	4.77
2. The activity provided opportunities for interactions and reflections.	4.83
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.86
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.85
5. The presenter/facilitator modeled effective teaching strategies.	4.80
6. This activity added to my knowledge of standards and subject matter content.	4.77
7. This activity will improve my teaching skills.	4.76
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.80
9. This activity will help me meet the needs of diverse student populations.	4.76

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Instructional	767	252	1	18	11	44	70	371
Observation & Mentoring	399	224	1	42	5	88	35	4
Consulting & Collaboration	164	93	1	3	1	34	25	7
Total Trainings	1,330	569	3	63	17	166	130	382

Note: The "Other" category includes events conducted at a regional level (multiple districts and/or charter schools involved in a single event).

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Teachers	5,550	4,061	8	73	44	213	1,038	113
Duplicated Teachers	8,444	7,002	5	88	52	540	711	46
Unduplicated Administrators	539	417	1	14	6	28	69	4
Duplicated Administrators	1,355	983	0	86	21	185	78	2
Total Trained	15,888	12,463	14	261	123	966	1,896	165

Note: The “Other” category includes participants at schools not in a district (retired, not currently employed, etc.). Other Licensed Education Professionals (OLEP) are not included.

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Administrators	502	404	1	14	6	28	46	3
Duplicated Administrators	1,285	944	0	86	20	182	52	1
Total Trained	1,787	1,348	1	100	26	210	98	4

Note: The “Other” category includes participants at schools not in a district (retired, not currently employed, etc.).

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Teachers, Admin, OLEP	40	32	0	6	1	0	1	0

Note: The “Other” category includes participants at schools not in a district (retired, not currently employed, etc.).

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Teachers	118	27	0	6	3	19	59	4
Duplicated Teachers	1	0	0	0	0	0	0	1
Total Trained	119	27	0	6	3	19	59	5

Note: The “Other” category includes participants at schools not in a district (retired, not currently employed, etc.).

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Paraprofessionals	136	54	2	2	0	15	63	0
Duplicated Paraprofessionals	28	12	1	1	0	0	14	0
Total Trained	164	66	3	3	0	15	77	0

Note: The “Other” category includes participants at schools not in a district (retired, not currently employed, etc.).

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
NVACS	1,191 (89.5%)	540 (94.9%)	3 (100%)	55 (87.3%)	9 (52.9%)	164 (98.8%)	117 (90.0%)	303 (79.3%)
NEPF	1,233 (92.7%)	547 (96.1%)	3 (100%)	60 (95.2%)	17 (100%)	159 (95.8%)	108 83.1%	339 88.7%
Culturally Relevant Pedagogy	1,257 (94.5%)	534 (93.8%)	3 (100%)	59 (93.7%)	13 (76.5%)	164 (98.8%)	124 95.4%	360 (94.2%)
Total Trainings	1,330	569	3	63	17	166	130	382

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

391A.190 1c (12) The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year. 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. NRS 391A. 175 1d (1,2) The governing body of each regional training program shall (d) prepare a 5-year plan for the regional training program for review by the Statewide Council, which includes, without limitation: (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; and (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.

FIVE YEAR PLAN



The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of 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 is 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). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or their designee, and several legislatively appointed members.

The RPDPs target three broad categories of professional learning: 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).

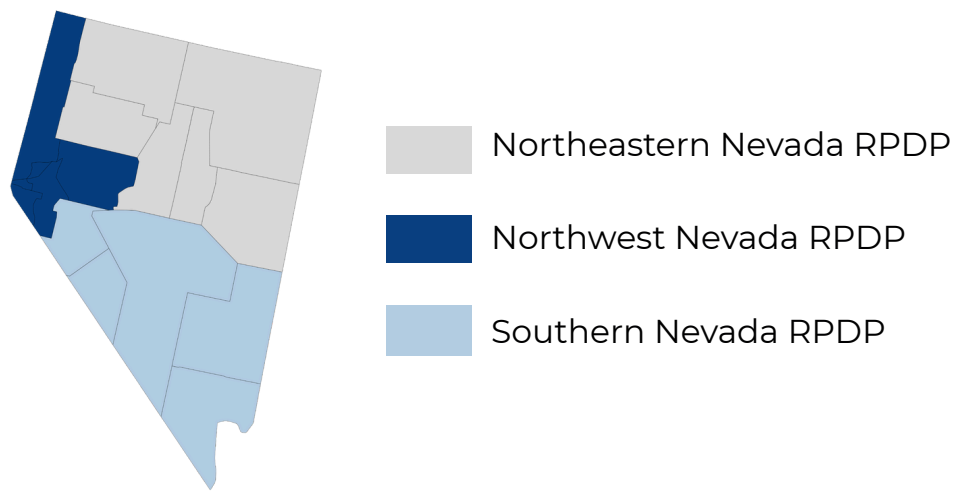


Figure 2. Map of counties serviced by each regional program.

Service Areas of Each Region

The **Northeastern Nevada Regional Professional Development Program** (NNRPDP) serves approximately 1,200 teachers and administrators in schools across six counties in northeastern Nevada, an area of 51,385 square miles. Districts range in size from 300 students in Eureka County to over 9,000 students in Elko County; schools range in size from fewer than 10 students to over 1,600 students. The NNRPDP serves Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts, as well as schools governed by the State Public Charter School Authority.

The **Northwest Regional Professional Development Program** (NWRPDP) serves over 4,900 teachers and administrators in schools across six counties in northwestern Nevada, an area of 14,489 square miles. Districts range in size from 445 in Storey County to over 61,000 in Washoe County; schools range in size from 203 students to over 2,200 students. The NWRPDP serves Carson City, Churchill, Douglas, Lyon, Storey, and Washoe County School Districts, as well as schools governed by the State Public Charter School Authority.

The **Southern Nevada Regional Professional Development Program** (SNRPDP) serves approximately 21,000 teachers and administrators in schools across five counties in southern Nevada, an area of 44,299 square miles. Districts range in size from 85 students in Esmeralda County to over 304,000 in Clark County. Schools range in size from fewer than 10 students to over 3,500 students. The SNRPDP serves educators in Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts, as well as schools governed by the State Public Charter School Authority.

Mission

The RPDPs provide 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 RPDP 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.

Statewide RPDP Goals

The mission and governance structure of the RPDPs guide the goals of the organization by providing a framework around which services are provided. The goals meet the broad organizations' directives while continuing to honor and respect individual regional districts' initiatives, strategic plans, and identities.

- Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.
 - Develop and maintain positive relationships and trust with teachers
 - Create robust professional learning opportunities with specific outcomes
 - Communicate opportunities for professional learning to teachers
- Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.
 - Develop positive relationships and trust with administrators
 - Create robust professional learning opportunities with specific outcomes
 - Participate in district level planning as appropriate
 - Communicate opportunities for professional learning to administrators
- Partner with stakeholders in Nevada.
 - Collaborate with organizations and businesses wherein partnerships benefit educators in Nevada
 - Exchange resources and services within and across RPDPs statewide
 - Create and maintain programs with the Nevada System of Higher Education
 - Liaise with Nevada Department of Education
- Sustain and Continue Growth as a Learning Organization.
 - Provide professional learning opportunities for RPDP professional learning leaders in order to maintain a high level of expertise
 - Undertake rigorous review of research to drive best practices and continuous improvement
- Provide leadership in national and statewide educational priorities.
 - Develop and provide professional learning including, but not limited to, interactive and integrative technology, equity and diversity, and science of reading

Measurement

In order to demonstrate progress of the five-year plan, multiple measures will be applied. The NRS-mandated statewide RPDP evaluation form will be collected and reported in Part I of each RPDP's annual report. Additional means to demonstrate effectiveness of goals within this plan can be found in Part II of each RPDP's annual report. These measures may include educator and/or student assessments aligned to professional learning outcomes, surveys, alignment to the five-level evaluation of professional development framework (Guskey, 2002), impact reports of professional learning provided, and/or in-depth case studies of specific projects. The measurements in Part II are not mandatory but provide stakeholders a more robust description of the return on investment.

Assessment of Training Needs

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

- Request for services from district personnel 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 learning 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.

Two-Year Focus

RPDP provides professional learning opportunities to districts and schools within their respective regions and works collaboratively statewide to provide consistent and equitable opportunities for educators in Nevada. Training programs offered each year vary depending upon the needs and requests of the districts each RPDP serves; RPDPs do not solely determine those training programs without significant input from their respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpd.net, nwrpd.com, and nnrpd.com.

Total Biennial Budget FY24 & FY25

Collective RPDP Budget - \$15,134,786

SNRPDP \$8,060,814.00

NWRPDP \$4,542,684.00

NNRPDP \$2,531,288.00

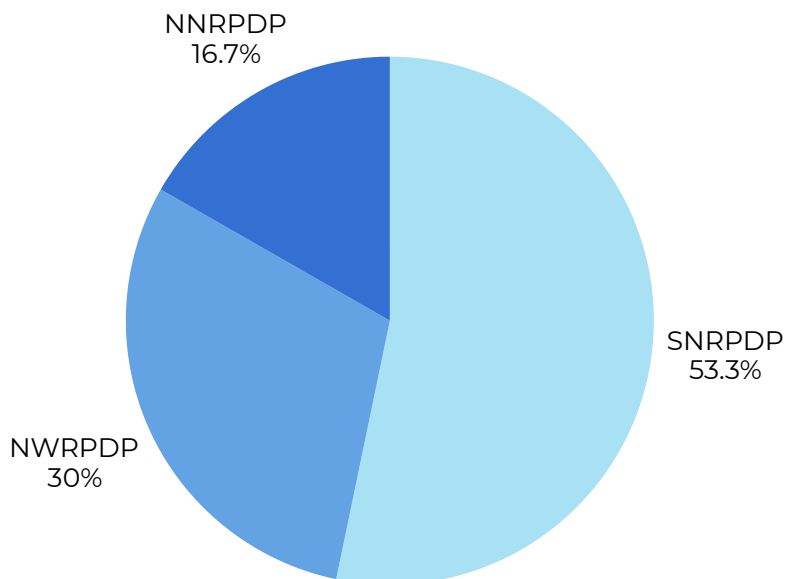


Figure 3. Pie chart showing percentages of the total RPDP budget allocated to each region

Part 2: Individual RPDP Information



“

This course has given me a great deal to consider about my instructional practices. I have already implemented changes within my classroom and in the course of the class have started to see improvement in my students.

-Elementary Educator

EMPOWERING EDUCATORS:

A Letter from Our Directors

A Message to Educators:

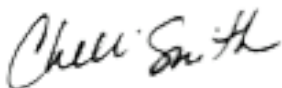
As the leaders of the Southern Nevada Regional Professional Development Program (SNRPDP), we are incredibly proud to share the impact of our work with educators across the state of Nevada. In today's rapidly evolving world, the role of an educator is more critical than ever. You are the architects of the future, shaping minds, fostering curiosity, and instilling the values that will guide generations. Our organization exists to support you in this profound endeavor.

We believe that exceptional teaching is the foundation of a thriving community. That's why we are deeply committed to providing professional development that is not just insightful, but also truly impactful and relevant to the daily realities of your classrooms. We understand the challenges you face – the ever-changing curriculum, the diverse needs of your students, and the constant demand to innovate. Our professional learning events are designed with these in mind, offering practical strategies, cutting-edge research, and collaborative opportunities that ignite your passion and enhance your craft.

Our mission is driven by a profound respect for the dedication and tireless effort you pour into your work. We see ourselves as partners in your journey, committed to fostering a community where knowledge is shared, best practices are celebrated, and every educator feels supported, inspired, and valued. When you grow, your students flourish, and ultimately, our communities benefit. This ripple effect is what fuels our passion and defines our purpose.

Thank you for your commitment to education. We are honored to be a part of your professional growth, and we look forward to continuing to serve you with integrity, innovation, and an unwavering belief in the power of every educator.

Chelli Smith, Ed.D.
Director



Jerrad Barczyszyn
Assistant Director



EXECUTIVE SUMMARY

Director Chelli Smith, Ed.D., and Assistant Director Jerrad Barczynsyzyn lead a staff of 23 regional trainers to provide professional learning (PL) experiences rooted in scientifically based research and strategies to improve student achievement in Clark, Esmeralda, Lincoln, Mineral, and Nye counties. The trainers design and implement professional development, as defined by 20 U.S.C. § 7801(42), to support teachers in acquiring and refining pedagogical and instructional skills. The responsive nature of the work reflects current educational research and addresses district and school Continuous Improvement Plans. The trainers respond to requests made by district and school site administrators to provide a continuum of professional development (PD) services and link these experiences to the individual schools' identified goals from their School Performance Plans. The experiences offered by the Southern Nevada Regional Professional Development Program (SNRPDP) staff aim to address learner competencies by impacting teacher efficacy through various modalities.

In partnership with local universities, SNRPDP offers eight endorsement programs that are continually updated to reflect current evidence-based practices. These programs enhance specialized content and pedagogical competencies, addressing the growing demand for teacher endorsements in Nevada. The trainers, working with state education departments and university partners, ensure the highest quality instruction and support for educators pursuing these endorsements.

As an organization, the SNRPDP developed goals to guide the support they provide that address key areas of concern outlined in each district's strategic plan and the overarching goals of the Nevada Department of Education. The SNRPDP staff developed and refined goals based on state initiatives, achievement data, and trends in the data for individual districts. They also considered areas of concern identified by teachers and administrators in the schools they supported. The professional learning experiences for educators in Southern Nevada are structured around four priority goals:

1. Professional Learning Development and Delivery
2. Support for State and District Initiatives
3. Job-Embedded Professional Learning
4. Educator Engagement and Collaboration

Trainers regularly reported benchmark achievements based on each of the goals. The reflective nature of this goal-driven work resulted in a collective effort across content areas and grade-level bands.

The program's director and assistant director assist regional trainers in crafting projects tailored to meet the professional learning needs of administrators and educators in Nevada and driven by the goals of the SNRPDP. These comprehensive projects include a range of implementation structures reflective of the seven features of effective professional development (Darling-Hammond et al., 2017). Regional trainers employ innovative approaches to deliver content, model instructional strategies, and facilitate experiences to address students' access to effective educators. Trainers use qualitative and quantitative data to evaluate the effectiveness of the programs.

The SNRPDP remains committed to its mission of offering effective professional development, ensuring that educators are equipped to enhance student achievement across Nevada.

EVIDENCE OF PROGRAM EFFECTIVENESS

The Southern Nevada Regional Professional Development Program (SNRPDP) is committed to offering professional learning opportunities focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement. Led by experienced educators, SNRPDP delivers learning experiences for educators in Clark, Esmeralda, Lincoln, Mineral, and Nye counties.

This report offers a comprehensive overview of the professional learning experiences, grounded in research-based practices, designed, developed, and delivered by SNRPDP for teachers in Southern Nevada. A research-focused approach ensures professional learning offerings are both current and relevant. When educators attend professional learning from SNRPDP, they can receive up-to-date training rooted in research to hone their pedagogical strategies and optimize their use of technology. This equips teachers with effective, evidence-based strategies applicable to the content areas they teach and developmental levels of their students, which can be utilized regardless of the curricular materials adopted by the specific district or site. To maximize the impact of professional development initiatives, SNRPDP trainers are focused on prioritizing current educational concerns, including teacher retention, addressing declining literacy rates in the state, improving teacher efficacy, cultivating positive working relationships with families, and addressing systemic inequities in education.

The work of SNRPDP aligns with the objectives outlined in the Nevada Department of Education's Statewide Goals. These include access to early care and education, access to effective educators, continued academic growth for all students, ensuring students graduate future-ready, and promoting safe and inclusive learning environments.

The professional learning experiences detailed in this report include:

- Descriptions and impact of the various endorsement programs offered by SNRPDP in conjunction with local universities
- Workshops for educators, at all stages of their careers, offered outside their instructional day
- Collaboration and professional learning designed to address the unique needs of districts and statewide initiatives
- On-site and virtual professional learning opportunities
- Job-embedded professional learning, including instructional coaching, mentoring, classroom visits, observations, debrief meetings, co-teaching, and lesson modeling
- Research driving the development of professional learning experiences.



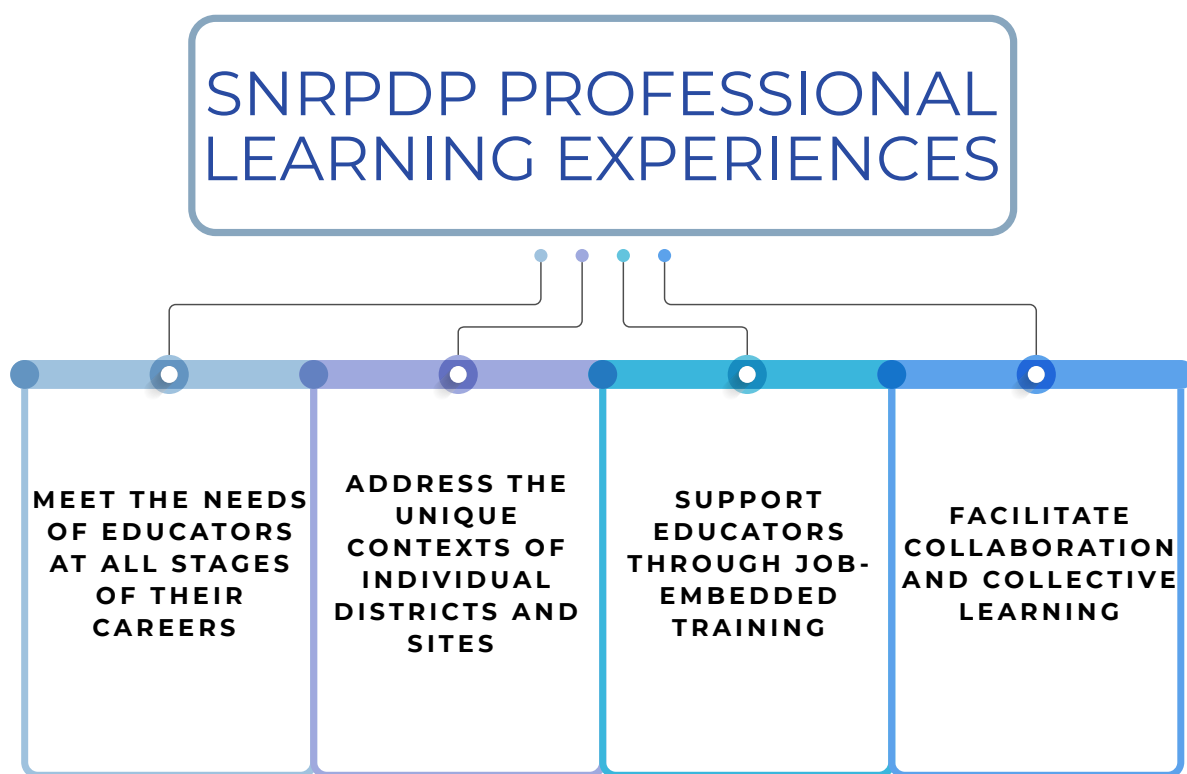


Figure 3. Features of SNRPDP Professional Learning Experiences.

A central focus of SNRPDP's work is on professional learning development, achieved through the ongoing creation, delivery, and refinement of educator workshops and coursework. This involves trainer development, ensuring that regional trainers remain current with relevant educational research and best practices to inform all professional development offerings. Trainer-generated professional learning pathways are comprehensive and responsive, and they address sustainability with continued support for educators, rather than one-time experiences lacking follow-up. SNRPDP is dedicated to job-embedded professional learning, enhancing educators' content knowledge, pedagogical understanding, and instructional practices through comprehensive classroom support. Finally, SNRPDP prioritizes support for state-mandated initiatives, facilitating professional learning aligned with state standards, the Nevada Educator Performance Framework (NEPF), and legislative requirements to assist educators in meeting licensure requirements.

This report addresses critical needs in educator professional development, such as teacher effectiveness, retention, and student achievement. It highlights the program's responsive approach to designing professional learning, which includes classroom observations, co-planning, and lesson modeling. By providing ongoing, relevant professional development both inside and outside the classroom setting, SNRPDP aims to improve teaching practices and student learning outcomes, ensuring that every student is in a classroom taught by highly skilled, informed, and effective teachers.

This report is intended for stakeholders in Southern Nevada with a vested interest in optimizing educational outcomes for students in pre-kindergarten through twelfth-grade public and public charter schools. It provides insights into how SNRPDP addresses the challenges and needs in educator professional development, aligning its efforts with state goals and strategic plans.

PRIORITY GOALS

01

Professional Learning: Development and Delivery

Trainers will develop, deliver, and continually refine current and relevant professional learning through endorsement pathways, workshops, and coursework for educators at all stages of their professional journey. Professional learning offerings will be updated regularly to reflect the latest research, pedagogical strategies, and instructional technology available to Nevada educators.

02

Support for State and District Initiatives

SNRPDP's work will support state, district, and public charter school initiatives, policies, and legislative requirements by providing high-quality professional learning opportunities responsive to the individual district's unique considerations. The program will assist educators in meeting state requirements, including instruction aligned with the Nevada Academic Content Standards (NVACS), preparation for the state assessments, practices outlined in the Nevada Educator Performance Framework (NEPF), required courses for license renewal, effective instruction for multilingual learners, and development of effective early childhood educators.

03

Job-Embedded Professional Learning

Trainers will design and implement job-embedded, comprehensive professional learning that enhances educators' content knowledge, pedagogical understanding, and instructional practices. This will be achieved through non-evaluative classroom observations with targeted feedback, lesson modeling and co-teaching opportunities, and structured collaboration among teachers to share best practices and foster a culture of continuous learning at school sites.

04

Educator Engagement and Collaboration

The SNRPDP will strengthen teacher engagement and collaboration through ongoing, supportive professional learning that reflects SNRPDP's commitment to continuous professional development through conferences, follow-up sessions, coaching, and collaboration. This will ultimately enhance sustainability, bolster teacher retention efforts, and build capacity among educators and administrators in Nevada to ensure every student has access to effective educators.

PRIORITY GOAL 1

Endorsement Programs

The Southern Nevada Regional Professional Development Program offers multiple endorsement programs in collaboration with various universities, designed to enhance educators' skills and knowledge in specific areas. These programs aim to promote effective teaching practices, address systemic inequalities, and support the diverse needs of students across Nevada. These endorsement programs include graduate-level coursework, research-based methodologies, and practical experiences. The ultimate goal is to equip educators with the tools and knowledge necessary to create inclusive, transformative learning environments and to improve student outcomes throughout Nevada. Teachers who complete a program will obtain the requirements to earn an endorsement for their current license, per NRS 391.019.

Endorsement Program	University Partner	Credits Required	Enrolled Educators
School Library Media Specialist	University of Nevada, Las Vegas	21	55
K-12 Reading	University of Nevada, Las Vegas	18	25
English Language Acquisition and Development (ELAD)	Southern Utah University	12	42
Early Childhood Education	Southern Utah University	12	43
Cultural Competency	University of Nevada, Las Vegas	12	16
Gifted and Talented Education (GATE)	Southern Utah University	12	24
Introductory Computer Science	Southern Utah University	9	82
Advanced Computer Science	Southern Utah University	12	

Table 9. Nevada Educators Enrolled in Endorsement Programs through RPD

SCHOOL LIBRARY MEDIA SPECIALIST



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

Required Coursework

- RPDP 572: Reference Methods and Resources
- RPDP 574: Organization of School Libraries
- RPDP 571: Materials Selection for the School Library
- RPDP 573: Technology in the School Library
- RPDP 575: Administration of the School Library
- RPDP 580: Children's and Young Adult's Literature
- RPDP 576: Supervised Library Practice

340

*educators have
completed the
endorsement
since 2014*

135

*are currently
working as
librarians in
CCSD*

Reflective Insights and Future Goals

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

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

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

K-12 READING

The K-12 Reading Endorsement program, offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada, Las Vegas (UNLV), is an 18-credit program designed to enhance teachers' knowledge and skills in reading and writing instruction. The program aims to equip teachers with research-based practices to effectively teach reading to all students and fulfills the requirements by the Nevada Department of Education for a K-12 Endorsement to Teach Reading.



Coursework

The coursework focuses on areas such as:

- Foundations of literacy learning
- Elementary and secondary methods and materials
- Diagnosis of reading disabilities
- Practicum in reading remediation
- Early literacy instruction
- Contemporary literature for children and young adults

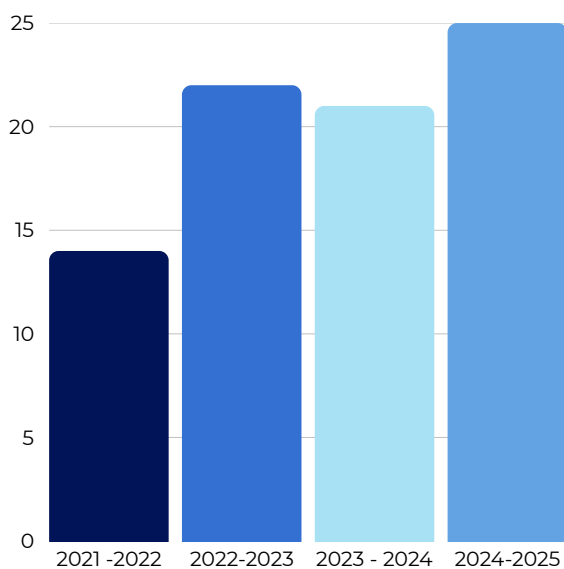


Figure 4. Number of teachers completing the program over the last four years

The program has three main objectives:

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



The endorsement pathway is a comprehensive approach to enhancing literacy instruction, rooted in its key features and proven success. By emphasizing research-based instruction, the program ensures that educators are equipped with the latest methodologies and best practices. It integrates theory with practical application, providing courses that allow participants to apply strategies directly with students. An integral part of the program is its field experience component, where teachers gain invaluable hands-on experience in a practicum focused on diagnosing and tutoring struggling readers. This practical exposure is often highlighted by participants as particularly impactful. Additionally, the program fosters a collaborative learning environment, enabling teachers to share ideas and learn from one another, thereby enriching their professional growth. Feedback from participants underscores the significant pedagogical and instructional advancements they achieve, as well as the positive effects the program has on their students' learning outcomes.

2025-2026 Goals

- Increase program awareness and enrollment
- Improve communication to encourage more participants to continue their course of study to pursue a master's degree at UNLV

ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT (ELAD)

Participant Testimonials:

"The program gave me a mission. I now feel ready to support multilingual learners with confidence, compassion, and a real appreciation for the diversity they bring to our schools."

"This structure has already made a noticeable difference in my students' learning outcomes."

"Sharing ideas with fellow teachers has made me feel more connected to my team and inspired to create a more inclusive classroom environment."

The Southern Nevada Regional Professional Development Program, in partnership with Southern Utah University, is dedicated to empowering Nevada's K - 12 educators with the specialized knowledge and pedagogical skills necessary to effectively support their multilingual learners through the English Language Acquisition and Development (ELAD) Endorsement program. This comprehensive program delivers crucial, graduate-level training to teachers across the diverse landscape of Nevada's education system, reaching educators in both urban centers and more remote rural districts, as well as public charter schools. This widespread reach ensures that educators statewide are equipped to meet the linguistic and academic needs of their multilingual students.

During the 2024-2025 academic year, the unwavering commitment and expertise of the English Language Development Team (ELDT), skillfully led by full-time trainer Valerie Seals and supported by four experienced part-time instructors, resulted in 42 committed educators successfully earning their ELAD Endorsement. A cornerstone of this impactful program is its practicum experience. This enhanced experience involves teachers recording and engaging in self-reflection, followed by a debrief with the instructor. This approach encourages educators to critically analyze their instructional practices and identify opportunities for growth in supporting their multilingual learners.



Practical Application:

Emphasizes applied learning strategies in real classroom settings.



Reflective Practice:

Incorporates self-reflection and feedback on instructional practices.



Evidence-Based Strategies:

Focuses on frameworks including the SIOP model and WIDA Can Do Descriptors.



Collaborative Learning:

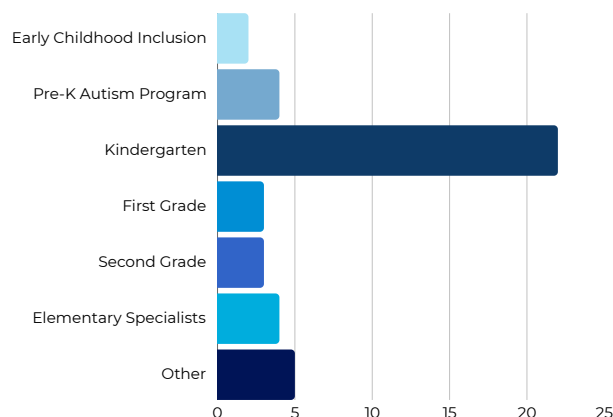
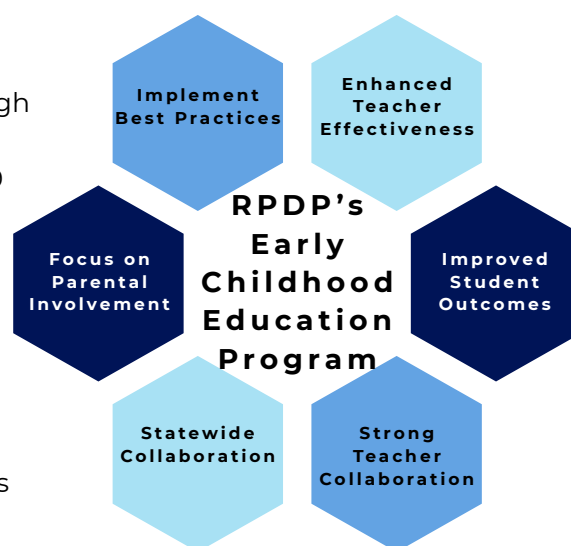
Fosters a community of educators learning together.

The transformative impact of the ELAD Endorsement Program is clearly evident in the evolution of the educators' instructional practices and their underlying beliefs about teaching multilingual learners. This shift directly contributes to enhanced academic outcomes for students and the cultivation of more inclusive and equitable learning environments within Nevada's schools.

EARLY CHILDHOOD EDUCATION

Recognizing the distinct expertise required for effective early childhood education, the Nevada Department of Education (NDE) established a pathway in 2021 for experienced K-8 licensed educators with at least one year of teaching students under the age of six to earn an Early Childhood Education Endorsement. Suzie Hinrichsen was the trainer spearheading this work for Southern Nevada. SNRPDP, in collaboration with the Northwest Regional Professional Development Program (NWRPDP) and Southern Utah University, proudly offers a 12-credit program to facilitate this endorsement for educators across the state. As mandated by NDE, this endorsement requires the completion of four focused university courses, equipping teachers with specialized knowledge in early childhood development and learning.

The Early Childhood Education Endorsement pathway ran successfully from August 2024 through May 2025, supporting a cohort of 62 dedicated educators (43 within SNRPDP's service area and 19 from NWRPDP's). These teachers have demonstrated a deep understanding and passionate application of best practices and developmentally appropriate practices in their classrooms. This is evident in the thoughtful adjustments they have made to their daily schedules, instructional strategies, and overall classroom design to better meet the unique needs of young learners. Moreover, these endorsed educators are actively sharing their enhanced knowledge with families, colleagues, and school administrators, amplifying the program's positive influence. The Early Childhood Education Endorsement program is demonstrably strengthening the foundation of early childhood education in Southern Nevada, fostering a cadre of informed advocates dedicated to the youngest learners.



Note: The "Other" category includes administrators, strategists, multi-grade teachers, and special education facilitators

Figure 5. Number of educators enrolled in program by current role.

Looking toward the future, a key objective of the Early Childhood Education Endorsement program is to ensure its vitality. Through proactive outreach, leveraging positive word-of-mouth referrals, and collaborating with the NDE Office of Early Learning, interest in this program at the end of the 2023-2024 school year was incredible, with 150 educators expressing interest. To ensure equitable access to the program, interested teachers attended an informational session and completed a brief application, with specific consideration given to educators in rural districts and areas with a critical need for early childhood expertise.

CULTURAL COMPETENCY

The Cultural Competency Endorsement Pathway (CC) is a 12-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada, Las Vegas (UNLV). The CC program consists of four, 3-credit courses that fulfill the requirements by the Nevada Department of Education for an Endorsement to Cultural Competency. Jennifer Loescher serves as the full-time regional trainer designated for this project, and four part-time trainers teach the classes. The overall goal of this endorsement program is to develop culturally competent educators who analyze and address systemic inequities in education. Through courses focused on multicultural education, the school-to-prison pipeline, and the experiences of historically marginalized communities, educators will gain the knowledge and tools needed to challenge existing power structures, advocate for equity, and create inclusive, transformative learning environments that honor the diverse cultural wealth of all students.



The CC program is new to SNRPDP. Its main objective is to equip educators with the knowledge and skills to critically examine systemic inequities, advocate for justice, and create inclusive learning environments that honor and uplift diverse student identities and experiences. This is accomplished with graduate-level coursework in four, 3-credit courses focused on the following areas: equity, justice, power, and identity.

Required Coursework

- **Multicultural Education:** Examines academic content across subjects, focusing on practices that address systemic educational inequities.
- **Analysis of the School-to-Prison Pipeline:** Explores policies that lead marginalized students from schools to the criminal justice system, emphasizing the prioritization of incarceration over education.
- **Critical Multicultural Education:** Investigates the dynamics of power influencing public education and curriculum in sociopolitical contexts.
- **Teaching About Latina/Latino Experiences in Education and Practicum:** Analyzes factors affecting Latina/Latino youth in education, using a community cultural wealth lens to understand their challenges.

Part-time trainers are responsible for developing and leading all classes, incorporating current, research-backed methodologies and best practices. Additionally, the program aims to create opportunities for culturally responsive community engagement within an organization that serves a high-need area.



Sixteen teachers completed the CC program in the 2024-25 school year, providing reflections that highlighted the course's positive impact on their teaching and offered suggestions for improvement. For the 2025-26 school year, the main goal is to enhance advertising efforts to raise awareness and encourage more teacher enrollment.

GIFTED AND TALENTED EDUCATION

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

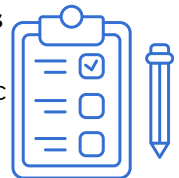


Characteristics and Needs of Gifted and Talented Students

This course focuses on introducing the characteristics and social-emotional needs of gifted students, as well as providing teachers of gifted students with procedures to assist these students in maximizing their talents both independently and collectively.

Assessment of Gifted and Talented Students and Programs for Gifted Learners

Educators define giftedness and explore the culture and ability levels which may impact gifted students, analyze a variety of assessments used to evaluate linguistic and non-verbal behaviors and classroom performances, and look at design considerations for gifted programs.



Methodology and Strategies for Teaching Gifted and Talented Students

This course focuses on the methods and strategies, including how brain research relates to giftedness and the milestones of brain development as well as optimizing giftedness.

Curriculum in Content Areas for Gifted and Talented Students

Educators are provided with frameworks and models to develop curriculum for students identified as gifted and talented while incorporating research-based strategies and 21st Century skills to help students reach a deeper level of learning.



- Participant Voices**
- "Very informative course that provided information and strategies that I can use to improve my instruction. The instructor was very knowledgeable and offered insight to our gifted students and how to best meet their needs."
 - "Great class, thanks to a great teacher who provided lots of supplemental reading and activities... helping us to 'see' the students who need extra support."
 - "The papers and presentations required for the class challenged me to understand the Gifted and Talented student population as well as my own biases or lack of understanding when it comes to GATE."



COMPUTER SCIENCE

There is a growing demand across Nevada for computer science education and for teachers equipped to effectively teach the Nevada Academic Content Standards (NVACS) for Computer Science. To address this need, the Southern Nevada Regional Professional Development Program, in collaboration with Southern Utah University, offers two distinct endorsement pathways: Introductory Computer Science Endorsement (K-12) and Advanced Computer Science Endorsement (6-12). SNRPDP full-time trainers Jason Lillebo and Danielle Krempp, along with a trainer from the Northeastern Nevada RPDP and one part-time trainer, developed and teach the courses for educators across the state.

Introductory Computer Science Endorsement (K-12)

This endorsement prepares K-12 teachers to effectively integrate computer science concepts and applications into their classrooms, laying a strong foundation for students' computational thinking skills.

Required Coursework:

- Concepts in Computer Science
- Methods for Teaching Computer Science
- Methods to Teach Computer Applications

Advanced Computer Science Endorsement (6-12)

This endorsement provides in-depth training for 6-12 teachers to teach advanced computer science courses, including programming languages.

Required Coursework:

- Concepts in Computer Science
- Methods for Teaching Computer Science
- Python Programming
- Java Programming

The Introductory and Advanced Computer Science Endorsement programs are available to educators across the state. These statewide pathways are continually updated, integrating current trends, such as Artificial Intelligence (AI). The instructors utilize breakout rooms during synchronous sessions to facilitate collaborative learning and assignment review, while offering differentiated assignments to accommodate varying levels of prior knowledge. The programs incorporate resources like "Computer Science in K-12: An A-Z Handbook on Teaching Programming."



"I appreciated the instruction on all the various applications. I also thought the instruction on how to evaluate technological incorporation in the classroom was particularly useful. It showed that one doesn't need to just strive for pure integration where every experience is completely novel. Any integration assists students with better familiarizing themselves with the technology and the computer science standards."

-Participant in Methods to Teach Computer Applications

PRIORITY GOAL 1: EDUCATOR WORKSHOPS

High-quality teaching improves student outcomes; thus, effective professional development is a crucial tool for developing teacher quality. Effective professional development is a multifaceted endeavor requiring careful design focused on both the content teachers teach and the key instructional practices to deliver the content. In a 2017 Learning Policy Institute brief, effective professional development is defined as “structured professional learning that results in changes in teacher practices and improvements in student learning outcomes” (Darling-Hammond, 2017, p.1). Professional development (NRS 391A.345) is effective when teachers make changes to their practice that ultimately improve student learning. This is the primary aim of the workshops offered to teachers during their non-instructional time (evenings, weekends, and during school breaks). Teachers choose to enroll in workshops based on the content and grade level(s) they teach. Theories of learning and adult development should guide professional learning for teachers, particularly by allowing them to choose experiences that align with their own classroom contexts and requirements (Trotter, 2006). To meet the demand for high-quality professional learning, SNRPDP offered 366 workshops during the 2024-2025 school year.

Trainers aim to enhance educator effectiveness by offering a variety of workshops and courses focused on developing teachers' content knowledge and sound pedagogy for instructional practices.

The SNRPDP's focus on providing high-quality and relevant professional learning directly supports the Nevada Department of Education's (NDE) goals. Specifically, NDE Goal 2 emphasizes “all students have access to effective educators.” SNRPDP workshops are designed with the same goal in mind. Trainers aim to enhance educator effectiveness by offering a variety of workshops and courses focused on developing teachers' content knowledge and sound pedagogy for instructional practices. Nevada law also mandates standards for professional development training. Existing law requires the State Board of Education to adopt regulations prescribing standards for the professional development training provided to teachers and administrators employed by a school district or charter school. SNRPDP holds these standards in high regard when designing professional learning. These regulations emphasize that in developing, implementing, and evaluating professional development, regional programs must “integrate theories, research, and models of human learning to achieve the outcome intended” and “apply research on change and sustain support for implementation of learning by teachers and administrators for long-term change” (NAC § 391A.300). SNRPDP Goal 1, with its emphasis on continually refining offerings based on the latest research, aligns directly with these state requirements and the need for professional learning to be grounded in evidence-based practices. The regional trainers spent over 1,380 hours designing new workshops for teachers based on the most current and sustaining research.

1,380+
NUMBER OF HOURS
SNRPDP TRAINERS
SPENT
RESEARCHING AND
DESIGNING
WORKSHOPS FOR
TEACHERS

SNRPDP trainers dedicated extensive hours to researching and designing these workshops, ensuring they enhance educator effectiveness by developing teachers' content knowledge and sound pedagogical practices. SNRPDP prioritizes adherence to Nevada law (NRS 391A.345) which mandates standards for professional development training. SNRPDP's commitment to continually refining offerings based on the latest research directly aligns with these state requirements.

Effective professional development, as identified through rigorous research, has several key features that necessitate the development and delivery of current and relevant learning opportunities. In a 2017 report on Effective Teacher Professional Development published by the Learning Policy Institute, researchers identify seven characteristics of effective professional development. For professional development to be efficacious, it must:

1. Focus on content
2. Incorporate active learning (with consideration made to adult learning theory)
3. Support collaboration within job-embedded contexts
4. Utilize models and modeling of beneficial instructional practices

(Darling-Hammond et al., 2017)

Content-Focused

Content-focused professional development is centered around teaching strategies related to specific curriculum standards as outlined in the Nevada Academic Content Standards. These experiences support teacher learning within their classroom context. SNRPDP offers content-specific training in literacy, mathematics, science, social studies, technology and computer science. Teachers must be provided with content-relevant professional development. Middle and high school teachers rely on content-specific professional learning experiences, while elementary teachers depend on grade-level-specific content across a variety of subject areas. When professional development is explicitly connected to classroom contexts, students experience greater learning gains (Roth et al., 2011).

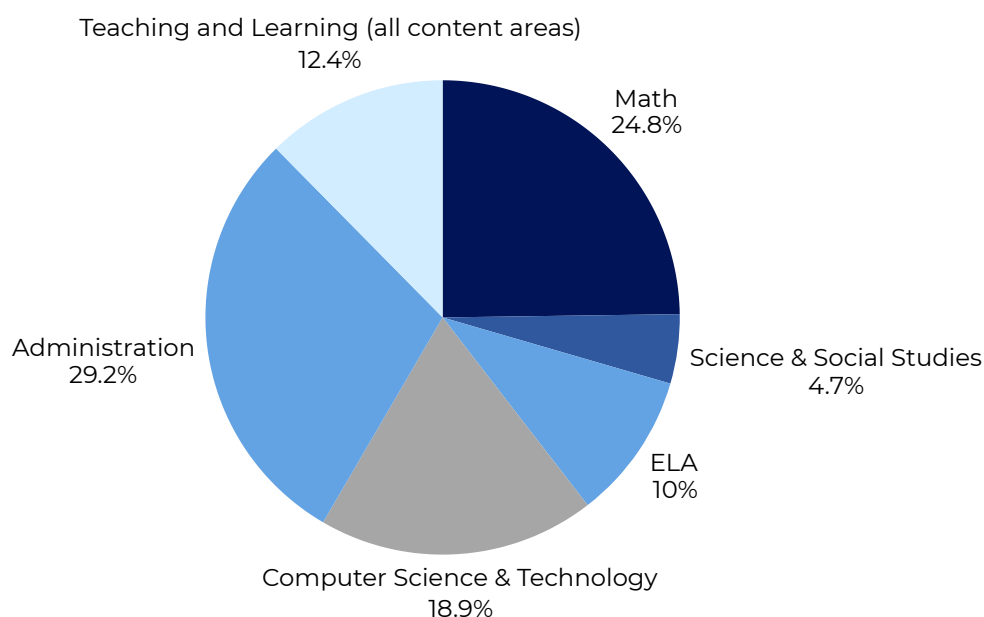


Figure 6. Percentage of workshops offered in each content area.

Computer Science

The Southern Nevada Regional Professional Development Program (SNRPDP) plays a crucial role in supporting teachers' understanding and implementation of the Nevada Academic Content Standards for Computer Science. Jason Lillebo and Danielle Krempp, the dedicated computer science/technology trainers, lead this effort by providing a range of professional learning opportunities. A key component of their work involves delivering workshops focused on the Code.org curriculum, including *CS Fundamentals*, *CS Discoveries*, *CS Principles*, and *AP Computer Science A (CSA)*. These workshops are specifically designed to enhance teachers' content and pedagogical knowledge, ensuring they are well-equipped to teach computer science.



The program offers a comprehensive series of workshops, with sessions held throughout the school year and summer. Additionally, *CS Connections* workshops and *Elementary CS Professional Learning Communities (PLCs)* are provided. These PLCs offer teachers timely updates and a platform for collaboration. To ensure relevance and effectiveness, the workshops are regularly revised and updated to incorporate curriculum changes.

The impact of these offerings is significant. Teachers gain enhanced preparedness to support student learning in computer science. Feedback from participants reflects increased confidence and appreciation for the practical and collaborative nature of the workshops.

SNRPDP's role as the Code.org Regional Partner for the state of Nevada is pivotal. With dedicated funding from Tesla, these workshops are made possible, recognizing the critical link between computer science education and workforce development. These sessions are essential in equipping Southern Nevada's teachers with the necessary knowledge and skills to effectively teach computer science, ultimately benefiting students and contributing to the state's workforce needs.

Mathematics

The Southern Nevada Regional Professional Development Program Mathematics Department is dedicated to providing content-focused workshops for K-12 teachers, meticulously designed to build and deepen educators' math content knowledge and amplify instructional practices. These workshops move beyond procedural understanding, focusing on the conceptual foundations essential for effective instruction aligned with the Nevada Academic Content Standards (NVACS).

The SNRPDP math trainers, including Nicole Jawhari, Kathy Dees, Sue Dolphin, David Janssen, Jennifer Loescher, Candice Meiries, and Doug Speck, develop and deliver experiences that immerse educators in mathematical concepts. These sessions equip educators with strategies to effectively model mathematical ideas and elicit student thinking, leading to a profound impact on classroom practice. Educators consistently report increased comprehension of their students' mathematical development after implementing strategies gained from these professional learning opportunities. SNRPDP math trainers' commitment lies in ensuring teachers gain a deeper understanding of how students solve problems, enabling them to observe learning trajectories and enhance their comprehension of NVACS including Standards for Mathematical Practice (SMPs).

The following table provides a sampling of the over 75 workshops offered by SNRPDP's Mathematics Department, illustrating their diverse and impactful content-specific professional learning opportunities:

Workshop Title	Trainer(s)	Content Focus
<i>Number Talks (various grade levels)</i>	Nicole Jawhari, Kathy Dees, Sue Dolphin, David Janssen, Jennifer Loescher	Develops computational fluency by focusing on properties of operations, base-ten number system structure, and number relationships; understanding student mathematical thinking.
<i>Becoming the Math Teacher You Wish You'd Had</i>	Kathy Dees, Nicole Jawhari	Leverages teacher reflection in light of current research in mathematics education supporting a conceptual approach to instruction.
<i>Developing Number Concepts (multiple workshops - grade-band specific topics)</i>	Nicole Jawhari, David Janssen, Sue Dolphin	Examines tasks for developing foundational mathematical concepts in counting, cardinality, addition, subtraction, place value, multiplication, and division.
<i>Effective Tier II Math Support (various grade levels)</i>	Sue Dolphin, Nicole Jawhari, David Janssen	Focuses on foundational mathematical concepts for Tier I success, including counting, addition, subtraction, place value, multiplication, and division.
<i>Fraction Fundamentals: Unlocking Understanding with Hands-On Tools</i>	Jennifer Loescher	Deepens understanding of fraction concepts through manipulatives, modeling, and eliciting student thinking.
<i>Language Tools for Math</i>	Jennifer Loescher	Deepens understanding of math literacy and integrates language comprehension into instruction.
<i>Understanding and Teaching the Foundations of Algebra</i>	Doug Speck	Explores variables, evaluating expressions, and solving equations.
<i>Understanding and Teaching Transformations</i>	Doug Speck	Covers graphing transformations and geometric transformations.
<i>Understanding and Teaching Operations with Integers</i>	Doug Speck	Examines positive and negative numbers and their interaction with the four basic operations.
<i>Teaching Algebra 2: Planning and Preparation</i>	Doug Speck	Supports content knowledge in trigonometric functions and statistics.

Table 10. Table of Mathematics Workshops and Their Content Focus

Social Studies

Jennifer Loescher's "Indigenous Voices - We are still here" (Parts One and Two) enriches educators' content knowledge of Nevada's Great Basin Native Tribes through direct engagement with Native guest speakers and elders. This provides culturally responsive teaching strategies and relevant tools to incorporate Indigenous voices and traditions into classrooms. Participants appreciated "getting to hear from women of the Indigenous community. It was very powerful to hear them tell their own stories." This workshop directly supports NDE's efforts, aligning with the Nevada State Board of Education's adoption of the History and Contemporary Lifestyles of the Northern Paiute, Southern Paiute, Washoe, and Western Shoshone Curriculum Guide.

Literacy

Literacy trainers at SNRPDP design workshops to provide teachers with a comprehensive range of curricular and instructional models, directly enhancing their content and pedagogical knowledge to improve student literacy outcomes. These offerings are grounded in current research and best practices, ensuring educators are equipped with the most effective strategies for all learners, including multilingual students and struggling readers.



Valerie Seals has developed workshops that significantly impact educators' content and pedagogical knowledge, particularly in the realm of English Language Development (ELD). Her Advancing Academic English Language Development for Nevada's Multilingual Learners workshop equips educators with practical tools and evidence-based strategies rooted in the NDE ELD Standards Framework. Key areas covered include embedding ELD practices in lesson design, adopting asset-based approaches, implementing culturally and linguistically sustaining practices, and scaffolding for content and language development. Similarly, her Language-Rich Classroom: A Framework for Teaching ELLs helps educators gain a thorough understanding of language acquisition processes and apply language-rich strategies within their content areas. Participants consistently appreciate the flexibility and reflection opportunities, noting, "I liked being able to pace my readings and my learning. I also liked being able to have opportunities to reflect on the strategies presented in the book." Furthermore, the Moving Beyond WIDA: Strategies for Accelerating EL Growth workshop deepens understanding of WIDA data and its application for differentiated instruction, emphasizing data analysis, scaffolding techniques, and effective strategies for language growth across all domains.

Christine Mecham's *Sound Walls* workshops are steeped in the tenets of the science of reading and incorporate best practices from experts like Dr. Louisa Moats and Dr. Mary Dahlgren. These workshops build educators' knowledge of phoneme-grapheme connections and equip them with practical, research-based strategies to implement Sound Walls effectively. A participant commented, "This course gave me a little research, but then lots of practical hands-on ideas. I loved all the samples of sound walls." Additionally, the *Supporting Struggling Readers* workshops are grounded in the IES Practice Guide and aim to build educator knowledge of effective reading strategies, leading to improved instructional practices.

The *SNRPDP Literacy Speaker Series* provides rural educators with access to expert-led, research-based strategies across key areas of literacy instruction, deepening their content knowledge and offering practical, immediately applicable tools. In the *Shifting the Balance 3-5 Book Study*, Christine Mecham aims to further deepen educators' understanding of aligning reading instruction with current research and applying concrete strategies. One teacher noted, "I have already implemented changes within my classroom and in the course of the class have started to see improvement in my students." Shan Pullan's new *Reading Foundational Skills* workshops focus on phonics, decoding, and fluency instruction, directly aligned with NVACS and recent science of reading research. These workshops provide practical, evidence-based strategies to strengthen foundational reading instruction, increasing teachers' confidence and equipping them with tools for diverse learners.

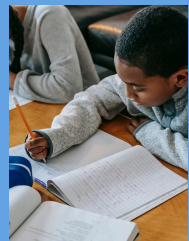
The SBAC series of workshops, developed by Julie Cooper, including *Writing - Short Responses: Grades 3-8*, *Reading - Rigorous Questioning: Grades 3-8*, *Writing - Extended Response: Grades 3-8*, and *Listening - Listen With a Purpose: Grades 3-8*, provide educators with knowledge and understanding of how NVACS are assessed on standardized tests. Teachers gain strategies and tools that not only raise the rigor of instruction but also align directly with the assessment structure.

Workshop Title	Trainer(s)	Content Focus
<i>Reading Foundational Skills Workshops (Phonics Instruction, Developing Decoding Skills, Fluency Instruction)</i>	Shan Pullan	Focuses on phonics, decoding, and fluency instruction, grounded in NVACS and recent science of reading research, providing practical, evidence-based strategies.
<i>Shifting the Balance 3-5 Book Study Christine Mecham</i>	Christine Mecham	Deepens understanding of how to align reading instruction with current research and apply concrete, research-based strategies.
<i>SNRPDP Literacy Speaker Series</i>	C. Mecham, J. Cooper, S. Hinrichsen, S. Ohman, S. Pullan	Provides access to expert-led, research-based strategies across key areas of literacy instruction, deepening content knowledge and offering practical tools.
<i>Moving Beyond WIDA: Strategies for Accelerating EL Growth</i>	Valerie Seals	Deepens understanding of WIDA data and its application for differentiated instruction, including data analysis, scaffolding techniques, and strategies for language growth across all domains.
<i>Sound Walls The Why, The What, The How</i>	Christine Mecham	Builds knowledge of phoneme-grapheme connections and provides practical, research-based strategies for implementing Sound Walls, grounded in the science of reading.
<i>The Language-Rich Classroom: A Framework for Teaching ELLs</i>	Valerie Seals	Provides a thorough understanding of language acquisition processes and the specific needs of English Learners, and how to apply language-rich strategies within content areas.
<i>Supporting Struggling Readers</i>	Christine Mecham	Builds educator knowledge of effective reading strategies grounded in the IES Practice Guide.

Table 11. Table of Literacy Workshops and Their Content Focus

Engaging Educators in Active Learning

In addition to emphasizing content knowledge, the workshops offered to teachers incorporate a variety of active engagement and learning strategies that can be replicated in school and classroom settings. SNRPDP workshops utilize active learning, engaging teachers in the design and experience of instructional strategies that mirror effective student-centered learning. This approach moves away from traditional lecture-based models by employing methods that directly involve teachers with the practices they are learning. SNRPDP trainers foster active learning by using authentic artifacts, facilitating interactive activities, and guiding discussions to provide educators with opportunities to conceptualize the application of these practices within their classroom context. The design of these active learning opportunities aims to empower educators to transform their instructional practices. By immersing teachers in the learning experiences comparable to those they will create for their students, trainers provide participants with a comprehensive understanding of implementation considerations.



Specific examples of active learning in SNRPDP workshops include:

- In Literacy, Valerie Seals' workshop on language development engaged educators through hands-on activities, case studies, simulations, and role-playing.
- In the *RPDP Brain Learning Workshop Series*, trainers Saralyn Lasley and Julie Cooper emphasized skills like listening, focusing, goal setting, reflection, chunking material, using intrinsic motivators, and fostering a growth mindset. Participants both reflected on their own experiences and actively discussed the current brain-focused research presented.
- In Computer Science, the *AI 101* class was self-paced and included several choice options for exploration. The *Using Google Apps* classes incorporated a choice board. The *No Fear Coding Book Study* and *How to Host an Hour of Code 2024* classes used discussion groups and breakout rooms. The *Physical Computing Using Micro:bits*, *Virtual Robotics Using VEXcode VR*, and *Using Scratch to Take CS to the Next Level* classes included practical lesson planning and discussions surrounding those plans.
- In Mathematics, Jennifer Loescher's *Language Tools for Math* workshop involved breakout room discussions and interactive reading guides. For *Debate Math*, participants engaged in breakout room discussions and activities centered on argumentation principles.
- *Executive Function in the Classroom*, also led by Jennifer Loescher, equipped educators with strategies to teach executive function skills and improve focus and behavior in students.

Collaborative Experiences to Enhance Learning

SNRPDP trainers regularly provide professional learning opportunities that enable educators to collaborate, as high-quality professional development creates space for teachers to share ideas and learn together. The trainers prioritize opportunities for educators to collaborate by deploying activities that allow participants to share ideas and work together, potentially leading to positive changes in the culture and instruction at various levels within the educational setting. This approach is likely to yield changes that improve instruction and bring about positive changes in instructional practices.

Professional Learning Workshops for School Teams

The Southern Nevada Regional Professional Development Program offers workshops to administrators and teacher leaders to take as school teams. One such opportunity includes a series of professional learning workshops designed and delivered by Mendy Henry, a Teacher Leadership Trainer, and Karen Stanley, an Administrator Trainer. These workshops were provided to school teams consisting of teacher leaders and administrators to enhance school-wide instructional practices and pedagogy. The workshops offered include:



- *Empowering Students Beyond Labels:* This workshop presented a variety of strategies and research applicable to both teacher leaders and administrators. It was focused on fostering a positive emotional climate in classrooms and addressing students' feelings of connectedness and belonging to cultivate more meaningful learning environments. The trainers prioritized differentiation by providing a range of strategies school teams could select from that would address the contextual considerations for their site, from easily implemented classroom strategies to more time-intensive, school-wide implementation of structures.
- *Must-Have Skills for Powerful Presentations:* This workshop was tailored to the needs of teacher leaders and assistant principals responsible for planning and delivering professional development within their schools. The content emphasized effective planning and delivery of presentations, considering group dynamics, building rapport with the audience, establishing presenter credibility, and effectively balancing content and tasks to create psychologically safe spaces that maximize adult learning.
- *Fostering Student Belonging in Schools:* Administrators and teachers enrolled in this workshop used reflective questions and success criteria ratings to evaluate current practices and structures that support belonging within their schools and classrooms. Strategies shared were intended to guide administrators in developing the Student Connectedness component of the School Performance Plan (SPP) and to equip classroom teachers with simple strategies to create inclusive environments.
- *Breaking Down Barriers: Building Collective Equity for Students:* This workshop facilitated reflection among administrators and teachers on current practices and structures that present barriers to students' feelings of connectedness to school and impede academic growth. The workshop aimed to enable educators to articulate aspects of collective equity and utilize tools and resources to develop improved school systems that support collective equity.

Other Collaborative Opportunities:

- *Elementary Computer Science PLCs* offer teachers timely updates and a platform for collaboration, where teachers gain knowledge by "talking with other colleagues and hearing about how they do things in their classroom."
- Jennifer Loescher's *Indigenous Voices* workshop included breakout rooms and application slide decks, fostering collaboration through shared learning.
- In Literacy, Valerie Seals' *Moving Beyond WIDA* workshop fostered differentiated discussions within small groups.
- Karen Stanley and Pam Salazar utilize breakout rooms to facilitate discussion in their administrator workshops such as *Collective Learning for Teacher Growth* and *How Leaders Can Guide More Innovation in Their Schools*.
- Carrie Howren structured breakout rooms in her workshop *Strategies for the Early Career Teacher* to match experienced teachers with early-career teachers or to evenly disperse strategists and instructional coaches, fostering peer collaboration and support.

The Power of Modeling in Professional Learning

Models of effective practice enhance educator learning and support student achievement. When teachers view, analyze, and discuss examples of effective instruction, they develop a vision of effective practice that bolsters their own learning and growth. Collins and Smith (2021) explain, "Learning from these worked examples provides opportunities for teachers to observe problems and their solutions before they face them themselves." SNRPDP trainers actively address this critical component of effective professional learning through various practices, such as using in-practice videos of teachers demonstrating the desired action, case studies, unit and lesson study analysis, and lesson demonstrations.



Mathematics workshops emphasize hands-on tools and visual models. Jennifer Loescher, a secondary mathematics trainer, utilizes manipulatives such as Cuisenaire Rods, Clothesline Math, and pattern blocks to help teachers develop a strong conceptual understanding of fractions and enhance their ability to model fractional concepts, including division. Educators highlight the value of these hands-on tools and the modeling of effective teaching strategies, noting subsequent increases in student engagement. The impact is evident: after seeing the effectiveness of manipulatives, one administrator purchased sets of Cuisenaire Rods for each classroom teacher. Similarly, in Ms. Loescher's *Number Talks* courses she uses models and questions to guide teachers in understanding students' mathematical thinking and applying these strategies daily. Teachers gain knowledge on how to maximize Number Talks through various models, including videos that highlight teacher moves and student thinking examples. Elementary math trainers Sue Dolphin, Kathy Dees, and Nicole Jawhari, in their *Number Talks* series, use models and questions to guide teachers in understanding students' mathematical thinking and applying these strategies daily. These courses enable teachers to notice how students are solving problems rather than just focusing on the correct answer, observing the learning trajectory to deepen their understanding of NVACS and Standards for Mathematical Practice (SMPs). David Janssen's *Putting the Practices into Action* workshop involved participants sharing classroom work samples and assignments via Google Meet and Google Slides, and reviewing and responding to other participants' work, providing concrete examples of effective practices.

In Literacy, regional trainers design workshops to provide teachers with a range of curricular and instructional models. For instance, Valerie Seals developed a workshop that engages educators in learning through hands-on activities, case studies, simulations, and role-playing. Participants also utilize documented strategy frameworks from resources like WIDA's "The Go-To Strategies" which provide concrete approaches for differentiation and language development. Julie Cooper and Shan Pullan designed and delivered workshops to teachers focusing on curriculum models of assessment. *Smarter Balanced Assessment Consortium (SBAC) Series* workshops for teachers embed the opportunity to analyze assessment blueprints and sample assessment questions. This approach enables teachers to check for alignment of their instructional materials with assessment targets using a tangible method. When designing the *Sound Wall* workshops, Christine Mecham prioritizes using samples of Sound Walls and models utilizing tools and routines for effective instruction grounded in the science of reading.



Utilizing models and modeling helps teachers and administrators deepen their pedagogical knowledge by engaging participants in viewing, analyzing, and discussing videos of effective instruction. Nathalie Brugman capitalizes on videos, classroom vignettes, and practical examples. These resources help build educator understanding in the asynchronous *Nevada Educator Performance Framework (NEPF) Standards Learning Program*. Consequently, teachers praised the opportunity to view and analyze best practices for classroom application that enhanced their ability to implement them with ease. Ms. Brugman selected models that illustrate the instructional standards for teachers, making them transferable to their own teaching practice. Mendy Henry's *Powerful Lesson Planning* workshop provided enrolled participants with supplemental resources, including video examples highlighting high-quality teaching moves. Carrie Howren guides participants in the *Novice Teacher Workshop Series* to view, analyze, and discuss exemplars of effective instruction. In one session they identify key considerations in classroom design by engaging in a virtual "Ghost Walk" protocol, observing the intentionality of furniture arrangement and the use of visual displays to reinforce student understanding of content. Additionally, instructors demonstrate engagement strategies that teachers can immediately replicate in their own classrooms. These vicarious experiences help novice teachers increase their confidence and develop pedagogy around high-leverage instructional moves.

Supporting Educators Across the Career Continuum

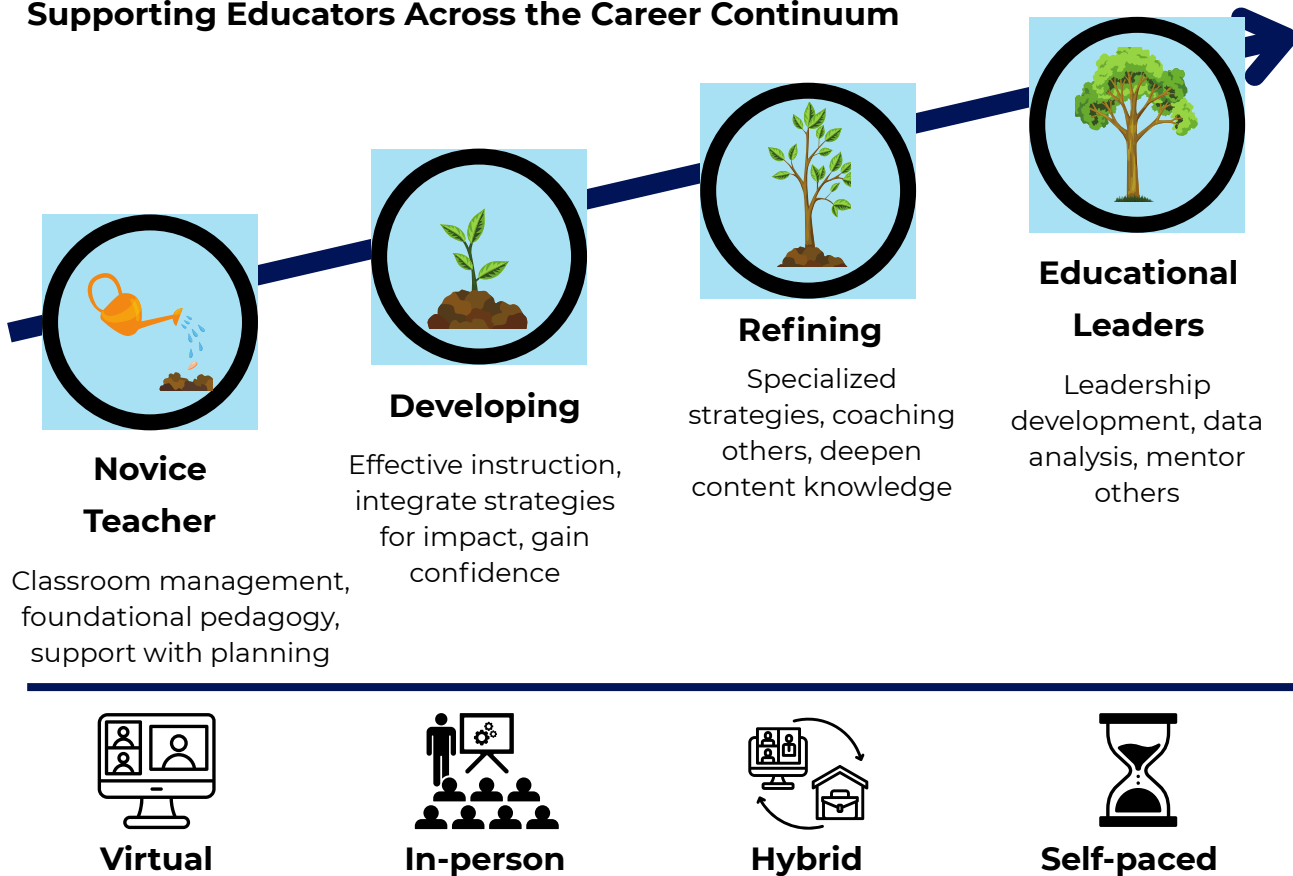


Figure 7. Phases of teacher development over the course of a career and PD delivery methods Southern Nevada Regional Professional Development Program trainers acknowledge that effective professional learning takes into account the diverse needs and developmental stages of educators across their careers. Given that a “one-size-fits-all” approach is insufficient, the program designs differentiated experiences grounded in adult learning theories. These experiences prioritize relevance, build upon prior knowledge, and offer opportunities for active engagement and reflection, ultimately aiming to increase educator engagement, improve instructional practices, and enhance student outcomes.

To effectively support teachers as they enrich the content and pedagogical knowledge, SNRPDP workshops incorporate distinct activities tailored to varying needs and experience levels. In the *Learn by Doing Google Series*, for instance, Jason Lillebo and Danielle Krempf intentionally provide scaffolded instructions to empower teachers to learn new tools regardless of their entry-level abilities. The *AI 101* class was self-paced and included several choice options for exploration. The *Using Google Apps* classes incorporated a choice board to cater to diverse learning styles. Furthermore, the *Google Certified Educator* courses were specifically differentiated to allow educators to choose what they most needed to learn to prepare for certification exams. This intentional variation ensures that professional learning is accessible and relevant for all participants, from novice users to those seeking advanced skills.

SNRPDP trainers also implement multiple strategies within workshops to meet the diverse learning needs present in any group of educators. Mendy Henry's asynchronous *Powerful Lesson Planning* workshop illustrates this by offering tiered questions and resources specifically formulated to meet the particular needs of instructional coaches and novice teachers. In the *RPDP Brain Learning Workshop Series*, Saralyn Lasley and Julie Cooper utilize participant reflections to determine background knowledge, enabling them to form differentiated breakout groups for more targeted discussions. Valerie Seals' workshop, *Moving Beyond WIDA*, further highlights this approach by including specialized content and fostering differentiated discussions within small groups to serve educators with varying levels of experience and expertise. Her *Managing Emotions and Behaviors with Focus, Self-Control & Self-Regulation* session included a mix of activities and discussion groups allowing participants to reflect on their own triggers and self-regulation strategies, making material accessible to all experience levels through simulations, role-playing, and practical classroom tools. Also, Ms. Seals' *Go To Strategies for English Learners*, K-5 course was intentionally designed with flexible, interactive components such as breakout rooms for peer collaboration, scaffolded strategy analysis, and differentiated tasks to meet diverse teacher needs. Nicole Jawhari, Sue Dolphin, and David Janssen's *Developing Number Concepts Series* included optional asynchronous coursework for targeted coaching and support, with feedback varying widely for administrators and teachers of different experience levels.

Considering teachers have different preferences and logistical constraints, SNRPDP delivers its workshops in a variety of formats. These include in-person and virtual formats, encompassing synchronous sessions, asynchronous workshops, self-paced structures, and hybrid approaches. Furthermore, some workshops incorporate follow-up activities that encourage practice application and reflection. For example, the Elementary Math Department's *Number Talks* workshops include an asynchronous component where teachers plan and practice Number Talks with their own students, followed by reflection on their experiences. The *NEPF Instructional Standards Program* also emphasizes self-reflection and applying the standards to individual teaching contexts. Teachers found the explicit feedback and support from the instructor invaluable, noting that the course was engaging, easy to follow, and improved their understanding of teaching mathematics. They appreciated that the course was broken into "bite-size, doable pieces" that involved using strategies with students, reflecting on what they learned, and planning next steps.

Elementary Number Talks Workshop Participant Feedback:

"I found all of the information on Number Talks very useful and very valuable. It is different from the version that I learned several years ago and the improvements make a lot of sense for the students."

"This was a great refresher! Thank you for making it fun, and real, with the Saturday opportunity. Hearing the revisions and updates to Number Talks was essential to how I do them."

Empowering Novice Teachers Through Targeted Professional Learning

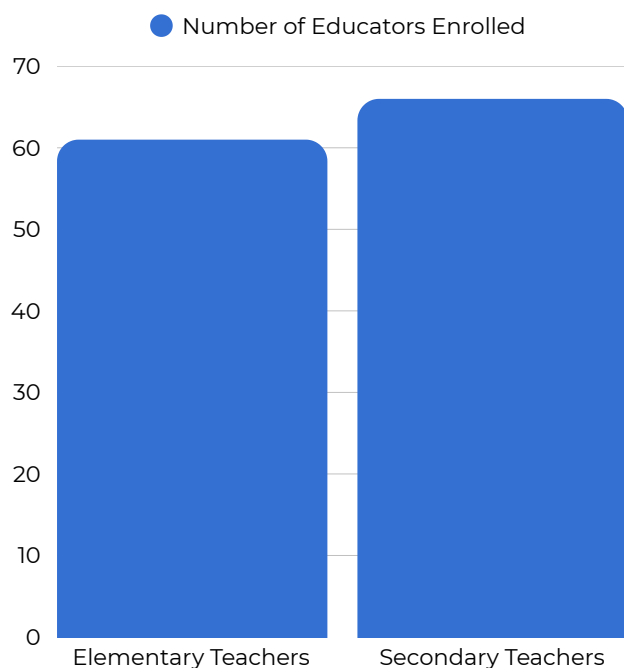


Figure 8. Number of secondary and elementary teachers enrolled in one or more workshops for early career teachers.

Participant Testimonials:

"This course was expertly designed to enhance the practice of both novice teachers as well as their coaches/mentors. Carrie's content delivery was masterful in modeling effective teaching practices. Assignments were relevant and differentiated depending on teacher role: novice teacher or coach. Her feedback on assignments was greatly appreciated and demonstrated Carrie's commitment to teacher success. This course offered a comprehensive learning experience that was both intellectually rewarding and highly engaging."

"The whole class was amazing and beneficial as a novice teacher!"

To combat the current teacher shortage and foster highly effective educators, SNRPDP offers a comprehensive *Novice Teacher Workshop Series*. This series is specifically designed to equip early-career teachers with the foundational skills and confidence needed for sustained success in the classroom.

The series includes the following workshops:

- *Prerequisites for Effective Instruction:*
Focuses on establishing strong classroom management and building student relationships, crucial for rigorous instruction and engagement.
- *Developing Clarity for the Novice Teacher:*
Guides educators in planning high-quality, standards-based lessons by unpacking academic content standards and designing impactful learning experiences.
- *Teaching with Intent for Novice Teachers:*
Explores the Gradual Release of Responsibility instructional model, enhancing teaching practices to maximize student growth.
- *Assessment and Feedback for the Novice Teacher:*
Helps teachers utilize formative and summative assessment tools to make informed decisions and respond to student needs.

Complementing this series, the *Strategies for the Early Career Teacher* workshop further hones instructional and relational skills for novice teachers while empowering mentors with effective coaching techniques. This holistic approach ensures new educators receive robust support, leading to increased teacher effectiveness, improved student outcomes, and greater retention in the profession.

Number of workshop hours offered specifically to teachers in years 0-4.

84

PRIORITY GOAL 2: SUPPORTING STATE AND DISTRICT INITIATIVES



The Southern Nevada Regional Professional Development Program (SNRPDP) actively pursues its second core goal: supporting state, district, and public charter school initiatives, policies, and legislative requirements through providing high-quality, responsive professional learning opportunities. This commitment ensures that educators across Southern Nevada's diverse school districts (including Clark, Esmeralda, Lincoln, Mineral, and Nye Counties, as well as public charter schools under the Charter School Authority) are equipped with the knowledge and skills necessary to meet evolving educational demands. This section of the report details the extensive work undertaken by SNRPDP trainers and consultants to align with state goals, provide essential professional learning for educator licensure, and deliver tailored support addressing the unique considerations of each serviced county. Through targeted professional development on topics such as the Nevada Academic Content Standards (NVACS), state assessment preparation, the Nevada Educator Performance Framework (NEPF), effective instruction for multilingual learners, and early childhood education, SNRPDP demonstrably enhances educator effectiveness and directly contributes to improved student outcomes across the region. These collective efforts not only elevate the quality of education in Southern Nevada but also actively build a highly skilled and adaptable educator workforce, essential for the region's continued growth and academic success.

SNRPDP's Reach Across Southern Nevada



368,000 +

Students Impacted

*Benefiting from enhanced instruction
and improved student outcomes.*

Figure 9. Number of students in SNRPDP's service area. Each figure equals 10,000 students.

SNRPDP plays a pivotal role in advancing the educational goals of the Nevada Department of Education (NDE) by actively collaborating on and supporting statewide initiatives. Through direct professional learning, curriculum development, and collaborative partnerships, SNRPDP trainers ensure alignment with NDE priorities and contribute to the successful implementation of key educational reforms.



Supporting Nevada’s State Literacy Plan and Science of Reading Implementation

One significant area of collaboration involved the ongoing development and implementation of the Nevada State Literacy Plan. Christine Mecham, SNRPDP trainer and member of the Nevada State Literacy Plan Advisory Council, played an integral role in the development of the state’s plan, which provides guidance to “local education agencies (LEAs) and charter organizations as they develop policies and practices necessary to improve literacy outcomes in Nevada” (Nevada Department of Education, 2025). As schools refine literacy instruction across all grade levels, this document serves as a foundational roadmap for comprehensive literacy components. Ms. Mecham further contributed by recommending improvements to the state’s Canvas course designed to familiarize educators with the literacy plan, ensuring its widespread adoption. SNRPDP’s continued partnership with the NDE in this crucial endeavor remains a high priority for the upcoming school year.

SNRPDP trainers have also been instrumental in developing professional learning specifically related to the Science of Reading (SOR), a core component of the state’s literacy efforts (Nevada Department of Education, 2025). Eight SNRPDP regional trainers collaborated with state, regional, and district leaders to develop comprehensive courses for both administrators and teachers. These courses aim to build capacity by providing a deep understanding of the SOR framework and its components, enabling school leaders to effectively support teachers in implementing research-based reading practices. The NDE will track administrator participation and feedback, demonstrating its commitment to scaling effective literacy instruction statewide and strengthening literacy skills across all grade levels (Nevada Department of Education, 2024).

Facilitating the Nevada Kindergarten Entry Assessment (KEA)



In addition to literacy initiatives, SNRPDP has provided extensive support for the Nevada Kindergarten Entry Assessment (KEA), a comprehensive tool designed to provide a “whole child understanding of kindergarteners by evaluating social-emotional, physical, language, cognitive, literacy, and mathematics objectives (Nevada Department of Education, 2020). Suzie Hinrichsen, an SNRPDP trainer, delivered multiple training sessions to teachers and administrators within the Doral Charter School system and collaborated with the Nevada State Public Charter School Authority to provide additional training.

Furthermore, SNRPDP, along with the Northwestern Nevada Regional Professional Development Program (NWRPDP), facilitated statewide informational meetings for district leadership regarding the KEA, ensuring broad awareness and understanding of this critical assessment. Ms. Hinrichsen has also offered direct support to individual districts, such as Nye and Clark Counties, and proactively reached out to Esmeralda, Lincoln, and Mineral counties to assess their specific KEA implementation needs. This ongoing support, particularly during the critical first 45 days of school, highlights SNRPDP’s commitment to ensuring successful statewide implementation of NDE initiatives. The continuous refinement of training based on teacher feedback, focusing on practical application and data input, underscores a responsive and adaptive approach to professional learning.

Supporting Nevada’s Developmentally Appropriate Practices in Kindergarten

SNRPDP trainer Suzie Hinrichsen is a key member of Nevada’s Developmentally Appropriate Practices in Kindergarten (DAP-K) Leadership Team, a statewide initiative fostering research-based changes in early education. Ms. Hinrichsen promotes DAP-K through state and national efforts, including participating in leadership retreats and observing leading models at institutions like the Playful Learning Institute.

Through her ongoing collaboration with educators across Nevada, Ms. Hinrichsen has significantly contributed to a strategic plan for implementing DAP in kindergarten. Supported by a state grant awarded to the Northwestern RDP, the DAP-K team is developing innovative resources, including a video series showcasing playful learning in real classrooms to inspire and guide teachers and school leaders.

DAP-K Impact and Outreach Highlights

- National & State Engagement: Participation in P-3 Leadership Retreat and Playful Learning Institute visits.
- Resource Development: Contributed to statewide strategic plan; part of team developing classroom video series.
- Professional Development: Provided sessions at SNRPDP’s Early Childhood Conference (featuring expert Eva Phillips, distributing books); led numerous classroom visits.
- Advocacy & Integration: Consistently integrates DAP-K policy and playful learning principles into all courses and PD sessions, providing real-world examples.

This work directly builds educators' shared understanding of DAP in kindergarten. By offering professional learning, high-quality resources, and practical classroom examples, Ms. Hinrichsen helps teachers deepen their understanding of how young children learn best. She models strategies like Storytelling and Story Acting, aligning instructional methods with early childhood best practices to create environments that support the whole child—cognitively, socially, emotionally, and physically. Engaging administrators in this effort fosters a supportive culture, enabling teachers to confidently implement effective, research-based practices that benefit early learners.

Ultimately, equipping educators with this deep understanding of DAP ensures student growth and equitable, high-quality early learning experiences that lay the foundation for lifelong success. As a statewide project, SNRPDP anticipates impacting every district, school, classroom, and student.

This critical work will continue in the 2025-2026 school year. The DAP-K team will produce and distribute the video series on Storytelling and Story Acting. Ms. Hinrichsen and other team members will continue promoting playful learning and DAP through various collaborations, strengthening their ability to support administrators, teachers, students, and stakeholders by connecting child development, instructional strategies, and long-term student success.

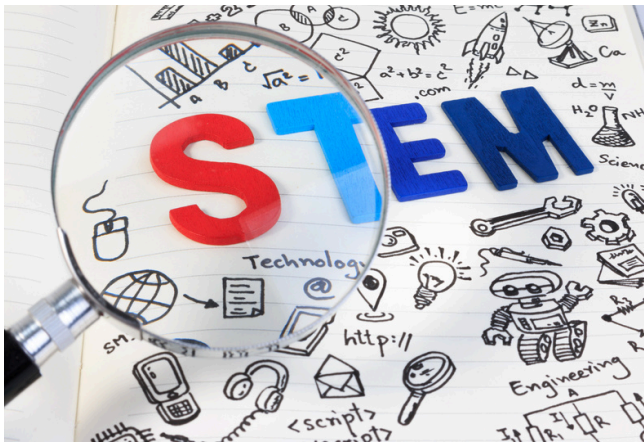
Contributing to the Nevada Family Engagement Framework

Beyond literacy and early childhood assessment, SNRPDP trainers actively contribute to other pivotal NDE initiatives, such as the comprehensive Nevada Family Engagement Framework. Nathalie Brugman, a full-time SNRPDP regional trainer, served on the Advisory Committee for NDE Family Engagement and the Family Engagement Framework, contributing significantly to the revision of Nevada's Family Engagement Framework: Birth Through Grade 12 (Nevada Department of Education 2025). Her contributions included expertise and pedagogical knowledge rooted in research-based family engagement best practices and historical context on Nevada's policy for Parent Partnerships and the Framework's original draft. The support provided by Ms. Brugman will enhance educators' pedagogical knowledge by offering clear, role-specific descriptors that define the responsibilities of teachers, counselors, administrators, and families within the context of effective family engagement. Additionally, curated resources aligned with the Framework will equip educators with practical tools and strategies to foster meaningful partnerships with families, ultimately strengthening student outcomes. By strengthening educators' understanding of family engagement best practices and providing clear role expectations and targeted resources, this support fosters more effective and collaborative school-family partnerships. When educators and families work together with clarity and purpose,

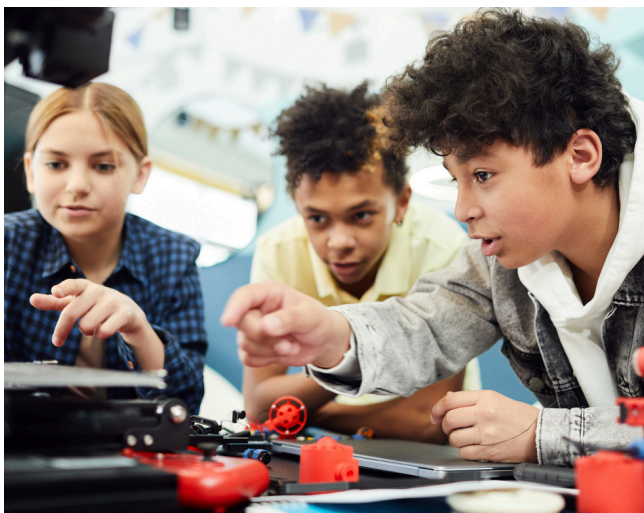


students benefit from more consistent support, increased engagement, and improved learning environments, ultimately promoting student growth. Furthermore, by equipping educators with practical strategies, this support enhances their effectiveness and ensures more students have access to high-quality instruction and guidance. Evidence of impact involves the inclusion of key contributions, such as “How We Got Here,” clearly defined Partnership Roles, and curated resources within the statewide Family Engagement Framework. Additionally, a direct request for continued support from the Nevada Department of Education (NDE) reflects the value of this work. In their words, “You are the person who came top of mind when we were discussing our needs and actions related to completing the work we have started. Thank you for your dedication, energy, and ideas.” This feedback underscores both the quality and relevance of the contributions provided. As the NDE actively secures additional funding, SNRPDP remains committed to this collaboration.

Developing a STEM Certificate Program for Endorsement



SNRPDP trainer Stacy Bird served on a collaborative committee tasked with developing and designing a Science, Technology, Engineering, and Math (STEM) certificate pathway for educators seeking the elementary STEM endorsement from the Nevada Department of Education (NDE). This collaborative effort involved the University of Nevada, Las Vegas (UNLV), the Clark County School District (CCSD), and all three Regional Professional Development Programs (RPDPs). Ms. Bird specifically worked with UNLV and CCSD on determining the course outlines for the certificate program, including descriptions and a pathway that aligns with UNLV's offerings. The three RPDPs collaborated to develop a specific course pathway and all four required courses in a cohort-style manner. The groundwork laid this year provides the pathway for designing and implementing the four collaborative RPDP STEM certificate programs that will be launched during the 2025-2026 school year. The scope of this program is designed to impact teachers in all seventeen counties across Nevada. This initiative is crucial for building a robust pipeline of STEM-qualified educators across the state, ultimately enhancing instruction and bolstering student achievement.



The collaborative efforts between SNRPDP and the NDE are essential for the successful execution of statewide educational initiatives. By providing targeted professional development and direct support, SNRPDP trainers directly contribute to the NDE's overarching goals of improving student achievement and educator effectiveness (Nevada Department of Education, 2024).

Enhancing Culturally Responsive Teaching in Southern Nevada

The Southern Nevada Regional Professional Development Program (SNRPDP) offers *Multicultural Education: Culturally Responsive Teaching Across Contexts*, a crucial course for educators in Nevada. This course specifically addresses state requirements for teacher licensure, ensuring educators meet the professional learning mandates set forth by NRS 391.0347 and NAC 391.067. These regulations, effective July 2019, require initial licensees to complete at least 3 semester hours or 45 continuing education hours of coursework in Multicultural Education.

The course was offered nine different times during the 2024-2025 school year to accommodate educators seeking to renew their initial teaching license. The course enhances educators' content and pedagogical knowledge by fostering critical self-awareness of implicit and explicit biases, building cultural competency, and equipping participants with evidence-based best practices for culturally responsive pedagogy.

Led by instructors Jennifer Loescher and Dr. Sarah Negrete, and managed by Nathalie Brugman, participants delve into theoretical exploration and applied practice, developing skills to select diverse instructional materials, utilize equitable assessment strategies, and integrate culturally responsive pedagogy to create more inclusive and effective learning environments. This training ensures students have access to educators equipped with strategies to address diverse needs, establish positive cross-cultural relationships, and provide equitable opportunities for learning, ultimately enhancing engagement and achievement.

Beyond license renewal, participants demonstrated significant growth in their dispositions toward culturally responsive pedagogy. Analysis of pre/post-assessment data and qualitative feedback indicates that educators developed and strengthened their diversity-related beliefs, values, and attitudes which are foundational to effective multicultural teaching practices.

100%
**of the participants
met license
renewal
requirements**

Educator Feedback Highlights:

"I'm excited to implement a more inclusive curriculum that reflects my students' diverse cultural backgrounds. I also look forward to building stronger relationships with students and their families to support both their academic and personal growth."

"The course was insightful and practical, with clear connections to real classroom situations. I appreciated the focus on equity and culturally responsive teaching.

The instructor was supportive and fostered a welcoming, reflective environment."

This course directly supports the NDE's strategic priorities for 2024-2025, which include enhancing educator effectiveness. By focusing on culturally responsive teaching, the program aligns with NDE's emphasis on equity and inclusivity, ensuring that all students are valued, respected, and see themselves reflected in their curriculum and instructional materials.

Supporting the Critical Role of Family Engagement Professional Learning

The Southern Nevada Regional Professional Development Program (SNRPDP) supports educators in meeting critical licensure requirements and enhancing their professional practice. Central to this effort is compliance with NRS 391.019 and Regulation 008-24, which mandate required coursework on parental involvement and family engagement for initial licensees.

Nathalie Brugman, a dedicated full-time regional trainer with SNRPDP, plays a pivotal role in this initiative. She designed and continually updates the *Parental Engagement: Introduction to Effective Family Engagement* course, providing educators with research-based strategies and practical tools to cultivate meaningful family partnerships. To meet the high demand from educators needing this course for provision removal, Ms. Brugman offered the course four times during the 2024-2025 school year. This responsive scheduling demonstrates her commitment and adaptability in addressing statewide mandates.

Targeted professional development focused on effective family engagement plays a critical role in fostering relationships where both educators and families collaborate to enhance student learning and well-being. By empowering educators with strategies rooted in research-based practices, Ms. Brugman helps build their capacity to meaningfully engage families, ensuring equitable learning opportunities to all students. As demonstrated by the significant improvement in educators' confidence and practices, increased family engagement directly contributes to greater student growth, as stronger home-school partnerships lead to better academic outcomes and overall student success.

In addition to quantitative improvements, qualitative feedback consistently highlights the transformative nature of Ms. Brugman's course. Educators frequently praise the practical strategies and real-world tools, reporting a deeper understanding of diverse family backgrounds and a renewed commitment to collaborative approaches. This reinforces that the course not only builds confidence but also cultivates a more inclusive and effective mindset towards family partnerships.

“Ms. Brugman did an excellent job of guiding us through this course and providing us opportunities to engage with peers as we learned the curriculum. When I had to take this class, I thought it was going to be a monumental waste of time. However, it was the opposite of that. It made me truly reflect on my practices and how I could improve our family engagement practices.”
-Secondary Administrator

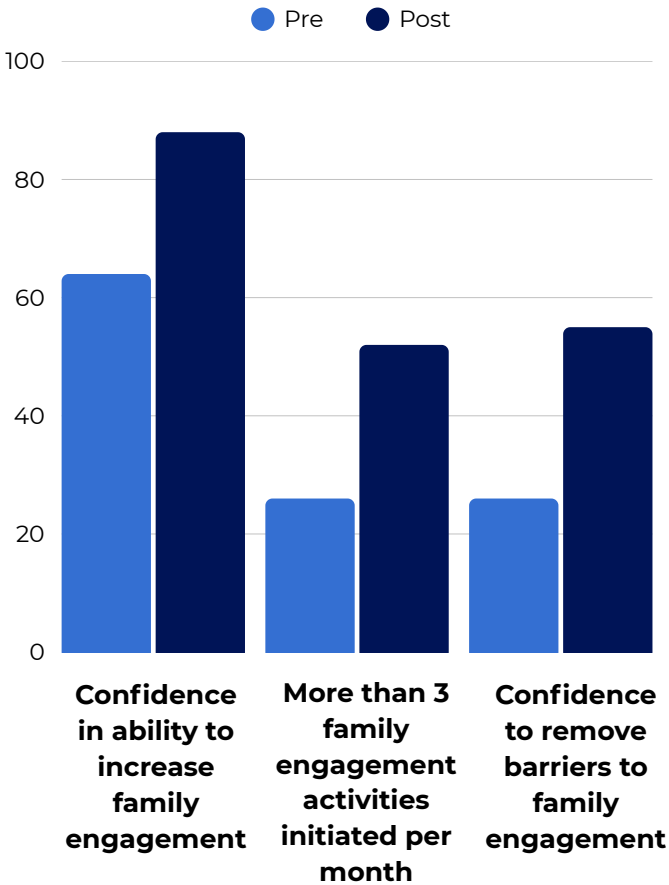


Figure 10. Analysis of pre/post-assessment data for family engagement course

Meeting the Unique Needs of Individual Districts in Southern Nevada

SNRPDP trainers engage in extensive collaboration with district and school leaders to design and deliver professional learning experiences that are directly aligned to each district's specific goals. This collaborative model ensures that professional development is not a “one-size-fits-all” approach but rather a tailored design that addresses the most pressing needs of the educators and students in each unique context.

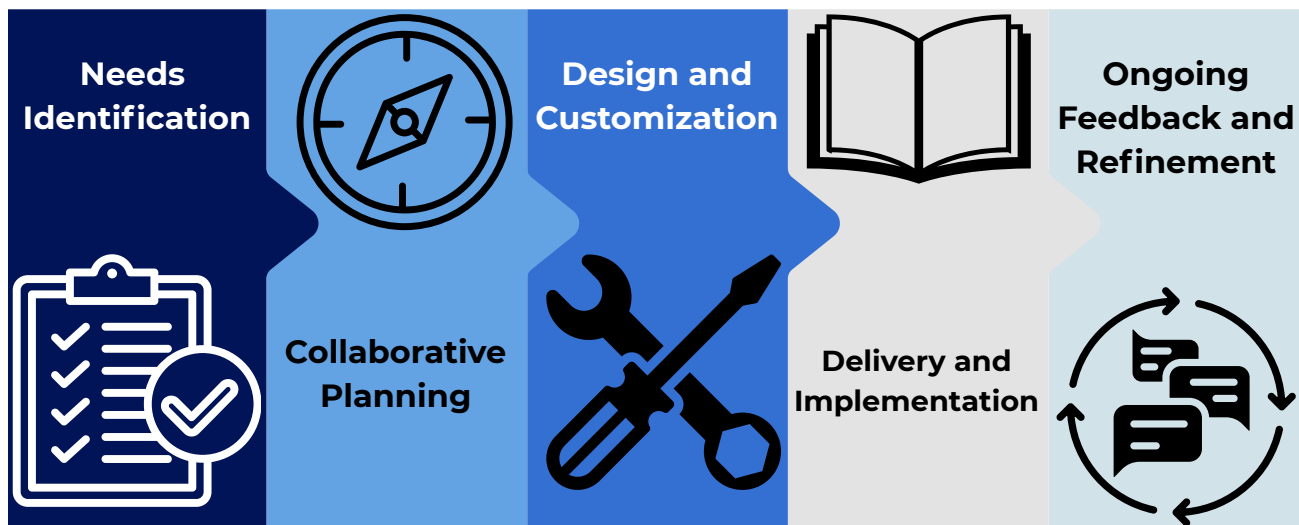


Figure 9. Diagram of SNRPDP method for designing supports for individual districts

Computer Science and Technology Initiatives

SNRPDP computer science and technology trainers Jason Lillebo and Danielle Krempf demonstrate a strong commitment to supporting districts in integrating computer science education. In Clark County School District (CCSD), they maintain frequent contact with CCSD's K-12 computer science and CTE coordinators to address issues impacting educators teaching computer science and the administrators who support the teachers. This ongoing communication allows for the planning of workshops, Professional Learning Communities (PLCs), and staff development days that support both content and pedagogical knowledge in computer science. The ultimate goal of these sessions is to enhance the quality of computer science instruction students receive.

For Lincoln County School District (LCSD), trainers collaborated directly with the superintendent and district leaders to design professional learning that built upon previous introductory computer science training for elementary teachers. This included a week-long visit to all four elementary schools where computer science lessons were modeled in every K-5 classroom. Following these modeled lessons, trainers conferred with each teacher to discuss observations and ensured students were set up for the curriculum. After-school training sessions on physical computing using micro:bits were also provided, leaving attendees with class sets of devices. This intensive support provided teachers with solid knowledge of curriculum and lesson plans and pedagogical understanding for correct implementation, aiming to positively impact student growth. There were 23 K-5 teachers who honed their computer science instructional skills during these opportunities. Feedback from attendees emphasized appreciation for the hands-on support. Kathleen Keene, a district leader, expressed gratitude for the informative and engaging training, noting its benefit in aligning teachers with correct lessons. Superintendent Pam Teel also thanked SNRPDP for the “great right work for Lincoln County Empower students.”

In Mineral County, Jason Lillebo provided two 90-minute *AI 101 for Educators* sessions for teachers and administrators. This session involved 16 teachers from four schools and provided a great deal of learning and discussion around the benefits and pitfalls of using AI in their schools. With teachers understanding more about AI, students will be able to leverage it in ways that enhance their learning. Additionally, support was provided to the elementary computer science teacher in the county to ensure students are receiving the most up-to-date information in their technology-focused classroom.

For Nye County School District (NCSD), trainers collaborated with district-level leaders to learn about the computer science needs of elementary teachers. As a result, they provided a *CS Fundamentals* workshop for southern Nye County teachers who were either computer science or GATE specialists. Plans for the next year already include working with northern Nye County teachers. The workshop aimed directly at increasing content and pedagogical knowledge of teachers in using the Code.org computer science curriculum. This ensures students will have teachers who are well prepared to support them in their computer science learning. Participant feedback included positive comments such as, “I loved the model lessons and being able to go in and do a lesson myself and also being able to dissect different components of a lesson.” Another participant stated, “This man is superhuman. I hope one day to be an amazing teacher like him.”

Teacher Leadership Development

Mendy Henry and Karen Stanley, SNRPDP full-time trainers, provided crucial support to both Charter Schools and Mineral County School District. For Charter Schools, a session on *Teacher Clarity and Learner Engagement* was delivered in response to a specific request to connect research with the NEPF and classroom practice. This session impacted both content and pedagogical knowledge by discussing various types of success criteria and how to align those to grade-level standards. Pedagogical



knowledge was impacted as examples of how success criteria are used to address NEPF Instructional Standards 4 and 5 were discussed and shown. The goal was to improve metacognition and feedback, enabling students to assess their levels of learning and give and receive feedback around criteria aligned to learning goals. Many participants indicated appreciation for the “specific ways in which they could set success criteria.”

In Mineral County School District, a professional development session titled *Empowering Students to Drive Their Learning* connected to formative assessment, feedback, and student goal setting. This session was offered as it was directly connected to the NEPF, specifically Instructional Standards 4 and 5. Explicit connections to NEPF standards and indicators were made as strategies and research-based practices were shared and discussed. The aim is for students to have opportunities and conditions provided during instruction to take ownership of their learning and make metacognition practices a habit, enabling them to have agency in learning rather than merely being passive recipients. Educators participated in this session and expressed that their learning was enhanced through the use of videos, information about integrating feedback, and helpful resources for continued learning.



Instructional Excellence Across Content Areas

SNRPDP trainers provide extensive, multifaceted support for enhancing instructional practices across various content areas. Saralyn Lasley, along with trainers Stacy Bird, Julie Cooper, Suzie Hinrichsen, Candice Meiries, and Sandi Ohman, dedicated extensive time to Lincoln County School District (LCSD) to support their transition to standards-based scoring. This involved presenting, coaching, and writing proficiency scales for K-12 ELA and math. The training addressed understanding state standards, unpacking them, writing learning targets, and collaborating on teaching strategies and assessment development. This work has the potential to impact all students in LCSD. Saralyn Lasley also worked with LCSD administration to identify secondary teachers' professional development needs, focusing on NEPF standards 4 and 5, particularly formative assessment, after two rounds of observations. This enabled teachers to better gauge and respond to learning, and learn ways to pre-assess, address findings, assess during learning, and use exit tickets. The goal was to lead to student growth from regular formative assessment and feedback.

Sandi Ohman and Stacy Bird provided *Seven Simple Secrets of Classroom Management* workshop to 108 educators in Clark County School District (CCSD). This initiative responded to an expressed need from CCSD leadership. Trainers participated in initial planning meetings to solidify a vision for supporting teachers in developing classroom management skills. This work began as workshops open to any teacher. Following the development of a new CCSD initiative, the Tiered Support Framework for targeted schools, trainers participated in fact-finding and specific planning meetings with district and school leadership and follow-up meetings. Training was developed according to requests from each individual site, ranging from workshops delivered by trainers to sharing information and materials through a train-the-trainers model. This initiative support started in the 2024-2025 school year and is slated to continue through the 2025-2026 school year. Educators are encouraged to connect their learning to current practices through self-reflection and subsequent incorporation of new learning into their teaching practices. The goal is to improve instruction and increase learning and achievement through well-managed classrooms and carefully planned lessons. Qualitative data indicated that participants found the training helpful, appreciating opportunities for reflection and reminders to know their students and work with them.

Classroom Management Approach

Acquire rationale and strategies and reflect on current practices

Incorporate new learning into subsequent lessons

Demonstrate improved instruction and increased student engagement



In Esmeralda County School District (ECSD), Sandi Ohman, Suzie Hinrichsen, and Christine Mecham provided year-long, research-based literacy support for all teachers and instructional support staff throughout the entire district. This included modeled lessons, helping them apply effective strategies in real classroom settings. Regular collaboration with district leadership reinforced alignment with instructional goals and encouraged reflection and growth. As a result, educators deepened their understanding of literacy content and improved their ability to deliver high-quality, evidence-based instruction. This work will improve Tier 1 instruction in all classrooms, resulting in increased literacy achievement for all students across the district. This marks the third consecutive year of collaborative work with ECSD, with district leadership and teachers expressing gratitude and requesting continued support with a focus on writing.

Christine Mecham also provided comprehensive support to Nye County School District at Johnson Elementary School. The purpose of the support was to strengthen classroom instruction by first focusing on key foundational practices: classroom management, purposeful use of time, academic discussion, and the Gradual Release of Responsibility. In the second half of the school year, individualized observations, debriefs, and coaching were provided to help teachers reflect on and refine their implementation of these strategies to enhance student engagement and growth. By providing clear practical strategies, particularly those applying the Gradual Release of Responsibility model, teachers' ability to plan and deliver effective instruction was strengthened. This support will impact student growth by helping teachers create more structured, engaging, and intentional learning environments. Teachers discussed the connection between the content and the Nevada Educator Performance Framework Instructional Standards.

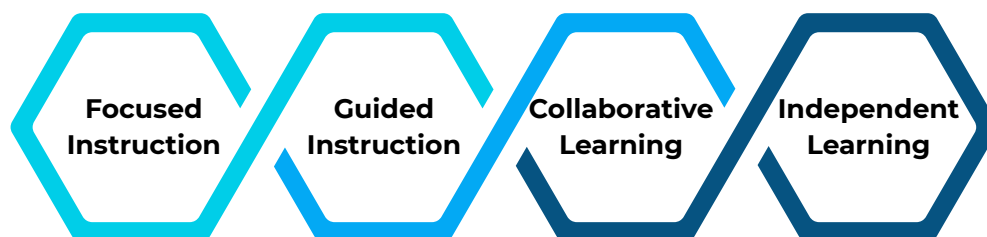
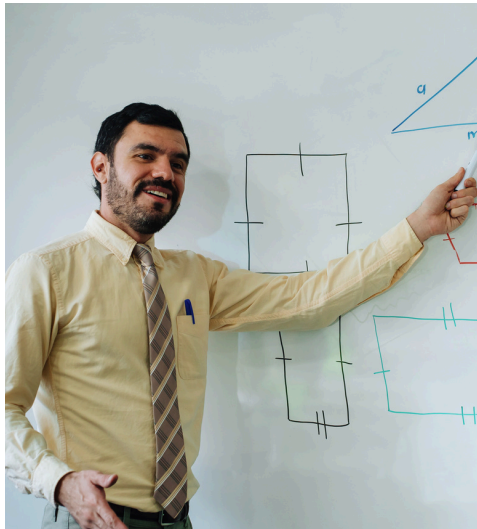


Figure 11. Phases of the Gradual Release of Responsibility Instructional Model

In Lincoln County School District, Christine Mecham provided year-long support in the use of academic language and the gradual release model to 100% of the teachers in this small rural community. This involved professional development sessions to introduce concepts, followed by monthly classroom observations and individual debriefs. These coaching cycles allowed teachers to reflect on their instruction and make targeted improvements. As a result, they developed stronger skills in scaffolding lessons, using academic language more effectively, and gradually shifting responsibility to students, leading to more intentional and effective instruction. This equips students with clearer instruction and greater opportunities for independent learning, leading to improved comprehension, engagement, and overall academic achievement. Feedback from teachers highlighted increased confidence and noticeable improvements in student engagement and independence.

Nicole Jawhari provided extensive support to charter schools, specifically Doral Academies, focusing on *Connecting Assessment to Instruction* at five campuses. For several years, Ms. Jawhari has worked with Doral Academies, modeling Tier 1 math workshops and assessments. This year's support focused on bringing experienced and new teachers together to learn additional assessments that meet the needs based on NVACS, and working with each grade level team to align what they learned from students with assessments to instructional practices for Tier I and Tier II instruction. This involved assessing students, observing teachers performing assessments and coaching them, and then creating groups based on results to model small group instruction. After modeling, discussions focused on what was learned about the students and what instructional steps to take next based on formative assessment. This allowed educators to connect the assessment, based on how children learn number concepts, to their practice, enabling real-time observation of what instruction students could experience next based on what was learned about them. When students receive the support they need, they grow. Participant feedback indicated the presenter did a wonderful job explaining the new concepts. Administrators see the assessment work as so important that they requested SNRPDP help to create assessments for grades 3-5 and be influential in writing and implementing a new fluency initiative with them.



David Janssen provided in-service training to K-5 teachers in both Clark County School District (CCSD) and charter schools, focusing on the critical work of each grade level as stated in the Nevada Academic Content Standards. This in-service fostered alignment both within and across grades, allowing teachers to collaborate on the vertical and horizontal alignment of critical work. Teachers who know their standards know how to use curriculum wisely and make decisions on best practices that will support learners' mastery of grade-level standards. Participant feedback included appreciation for the emphasis on teaching in a way that addresses different learning abilities and a breakdown of priority clusters for lesson planning. This is ongoing work with a continuous focus on standards-driven instruction.

Stacy Bird provided instructional support to secondary science charter school teachers. The support addressed effective implementation of pedagogical strategies in their science curriculum and enhanced their content knowledge. They worked on strategies for student engagement, discourse, and sound pedagogical practices for science instruction. Individual observations were conducted, and feedback and resources were provided for specific strategies teachers were working on. The strategies and practices explored were implemented in their classrooms. Teachers provided feedback on how the strategies worked with their students, asked for advice on adjustments, and reported success in making lessons more engaging and student-centered.



Novice Teacher Development and Support

Carrie Howren, SNRPDP's Novice Teacher Development and Support trainer, works closely with CCSD's Employee Onboarding Department (EOD) to provide comprehensive support for early career educators. Ms. Howren met monthly with a project facilitator from the EOD. During these meetings, the trainers kept each other updated on the supports offered to novice teachers. These meetings also focus on possible areas where SNRPDP could support CCSD as they design support for teachers in years 1 and 2 of their careers. This collaboration has resulted in SNRPDP outreach to administrators at schools with high numbers of novice teachers for targeted small-group and individual professional learning. Working with novice teachers in three CCSD middle schools, Ms. Howren provided in-depth support, which consisted of professional learning sessions offered to the teachers during their contract day and staff development days.

Cost of Teacher Turnover
Replacing a single teacher can cost nearly
\$25,000
in large districts.

Coaching cycles were designed to focus on specific aspects of instruction identified by the teacher and administrator. These meetings ensure consistent messaging for novice teachers supported by the CCSD EOD and SNRPDP's Teacher Development and Support Program. The partnership allows for a more comprehensive system of support, providing the opportunity to align priorities for professional development when CCSD (EOD) and SNRPDP look for trends in the needs and success of provided support. Therefore, the support provided can target current needs. The educational pathway for students benefits from well-prepared teachers who exhibit efficacious qualities, and teacher retention is positively impacted. Students need to see their teachers as credible (Fisher and Frey, 2023). Likewise, teachers who feel more prepared to design and deliver instruction will lead to the inclusion of more effective instructional practices and greater student growth.

For Nye County School District (NCSD), Carrie Howren met with a district leader to discuss possible support for NCSD novice teachers. Based on the particular needs indicated as essential in NCSD for early career educators, Ms. Howren designed and provided an introductory session to novice educators during their onboarding process. Participants in the session explored ideas for building effective student-teacher relationships and ways to establish effective classroom management practices that will sustain the school year. Cultivating a classroom community initially will optimize the time spent engaged in learning due to increased levels of student engagement. Due to the pedagogical knowledge the teachers gain from this session, teachers reported feeling more prepared for their first day of classes. This session also included the range of support SNRPDP can provide through the school year. There were 36 new educators in attendance from across NCSD. Participant feedback included, "I loved the level of support given. I walked away with new ideas and strategies. The physical activities that we did helped engage my thinking. I appreciated the content that focused on students. It gave a different perspective to view these concepts and implementation from."

Administrator Support and NEPF Implementation

Karen Stanley and Dr. Pam Salazar provide targeted support to administrators in Mineral County School District (MCSD) and Lincoln County School District (LCSD), focusing on the Nevada Educator Performance Framework (NEPF). In MCSD, administrator workshops titled *Leveraging the NEPF to Launch the School Year for a Strong Start*, *Leveraging the NEPF to Focus on Learning and Continuous Improvement*, *NEPF: Focus on Learning and Continuous Improvement*, and *Strengthening Instructional Practice through the NEPF* were provided.

These workshops provided targeted support to deepen leaders' understanding of the NEPF, fostering consistent implementation of instructional standards and evidence-based practices. These sessions equip administrators with the tools and knowledge needed to lead meaningful feedback conversations and support teacher growth aligned to NEPF expectations. By strengthening administrators' understanding of the NEPF, these workshops ultimately improve the quality of instructional leadership, resulting in more effective teaching practices. This leads to greater student engagement, clearer learning expectations, and improved academic outcomes. All three Mineral County schools and administrators participated.

In LCSD, Karen Stanley and Dr. Pam Salazar provided support focused on leveraging the NEPF. Administrative support, specifically through the NEPF Teacher and Leader Standards, aims to build a shared understanding of high-quality instructional and leadership practices. This ensures alignment between evaluation and daily practice, empowering school leaders to use the NEPF for continuous improvement and student success. This support enables



administrators to lead with clarity, strengthen instructional systems, and create the conditions for equity, engagement, and achievement across their schools. The NEPF-focused administrative support deepened administrators' knowledge by clarifying expectations for effective instruction, promoting consistent use of evidence-based strategies, and fostering reflective practice aligned to standards. This strengthened instructional leadership and teaching practices, resulting in more focused, standards-aligned instruction and improved student engagement, factors that contribute to measurable growth in student achievement. Administrator feedback included appreciation for the practical tools and clarity provided around the NEPF. They indicated increased confidence in conducting observations and coaching conversations and a stronger sense of alignment between leadership practices and instructional goals.

Karen Stanley also provided administrator workshops for the charter schools, including *Better Conversations: Facilitating Crucial Conversations Successfully* and *The Power of Reflective Coaching*. This administrator workshop focused on strengthening communication and instructional leadership by exploring strategies from the text, "Better Conversations: Coaching Ourselves and Each Other to Be More Credible, Caring, and Connected," to navigate difficult dialogues and applying reflective coaching practices to foster continuous educator growth. The support deepened administrators' knowledge by enhancing their ability to engage in meaningful instructional dialogue, provide reflective feedback, and guide teacher growth aligned with best practices in teaching and learning. The workshop indirectly promoted more effective instruction, leading to increased student engagement, deeper learning, and measurable growth in academic achievement. Administrators appreciated practical communication strategies and shared that they had increased confidence in facilitating reflective conversations with teachers. They recognized the value of a collaborative conversation versus providing direction.

Impact Across All Districts

This comprehensive and tailored professional learning provided by SNRPDP trainers significantly impacts educators across all supported districts. The program's commitment to supporting district initiatives, policies, and legislative requirements ensures that professional development is relevant, timely, and directly contributes to improved student outcomes.

PRIORITY GOAL 3: JOB-EMBEDDED PROFESSIONAL LEARNING

The Southern Nevada Regional Professional Development Program (SNRPDP) is committed to enhancing educators' content knowledge, pedagogical understanding, and instructional practices. This commitment is primarily realized through targeted, job-embedded professional learning. In addition to educator professional development through coursework and workshops and other professional learning opportunities designed for specific districts, SNRPDP also bolsters educator knowledge and instructional skills through job-embedded, comprehensive professional learning. The program's approach includes non-evaluative classroom observations with targeted feedback, lesson modeling and co-teaching opportunities, and structured collaboration among teachers. These strategies are designed to facilitate the sharing of best practices and foster a culture of continuous learning at school sites, directly enhancing educator effectiveness and student outcomes.

The Efficacy of Job-Embedded Professional Learning

Job-embedded professional development (JEPD) is a highly effective approach to improving teacher and student outcomes. JEPD is a continuous, integrated process rooted in daily classroom practice, fostering a culture of collective inquiry and improvement. Research indicates that JEPD significantly improves both teaching quality and student achievement. A meta-analysis of studies involving 2,062 teachers and 21,425 students revealed a significant effect size at the teacher level ($ES=0.699$, $SE=0.092$) and a significant effect at the student level ($ES=0.523$, $SE=0.137$) (Balta et al., 2023). This evidence illustrates the power of the JEPD approach to drive tangible improvements in educational settings that are directly aligned with curriculum and school improvement goals.



Effect size of JEPD on teacher outcomes (0.699)



Effect size of JEPD on student outcomes (0.523)

Figure 12. Impact of Job-Embedded Professional Development

Understanding this robust research, SNRPDP specifically designs its professional learning to integrate these proven JEPD principles. This approach, which requires careful consideration of factors such as context understanding, fostering a culture of trust and collaboration, allocating time for planning and debrief, and cultivating a continuous learning mindset, ensures sustained support and deeper implementation. SNRPDP trainers provide context-specific, recursive, and comprehensive support over extended periods that foster deeper learning and implementation of new practices. By leveraging these systemic factors, school leaders observe continuous teacher development that fuels quality instruction and, ultimately, leads to significant student growth and achievement.

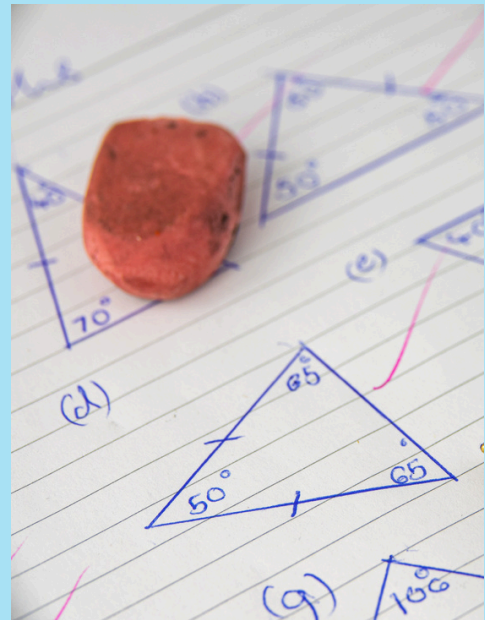
Classroom Observations and Targeted Feedback

Non-evaluative classroom observations with targeted feedback are a cornerstone of SNRPDP's professional learning model, directly supporting teachers in identifying strengths and areas for growth within their specific teaching contexts. Timely, helpful, and clear feedback empowers teachers to implement changes that improve student achievement.

SNRPDP trainers provide individualized and constructive feedback, leading to shifts in instructional practices. For example, Jason Lillebo's work in computer science and technology involved classroom observations with targeted feedback. He noted this was "critical in helping teachers who desperately needed support in setting up successfully for their school year, as well as ongoing support in teaching lessons correctly." This direct support led to immediate application, as evidenced by a teacher's email stating, "I started giving them time to process the lesson. Thanks for all the great advice." These types of comments were common in Mr. Lillebo's post-conference conversations with the educators he coached.

Jennifer Loescher, a middle school mathematics trainer, also extensively utilized classroom observations with targeted feedback, dedicating over 160 hours to this method. Her anecdotal evidence reveals significant shifts in teacher practices:

- Teachers reported 'chunking assignments into segments' to maintain student engagement and 'being more deliberate about vocabulary' in lesson planning.
- Teachers implemented active learning strategies, such as reducing teacher talk, asking students what they know, and encouraging deeper thinking when students responded with 'I don't know'.
- Participants noted increased clarity and focus in instructional goals, including using the Hess Cognitive Rigor Matrix for discussions and creating a common summative review process.
- Teachers expressed appreciation for the coaching process, which helped them develop skills in building relationships, analyzing data, and thinking differently about teaching and learning.



These examples from Mr. Lillebo and Ms. Loescher powerfully illustrate how SNRPDP's non-evaluative classroom observations and targeted feedback directly translate into enhanced teacher practice and measurable student growth. The direct impact on teaching strategies fostered meaningful shifts in student learning, including improved vocabulary development, increased engagement and participation, and enhanced higher-order thinking. Quantitative evidence from Ms. Loescher's work includes growth in MAP scores across classrooms, with overall class RIT scores improving from fall to spring, directly aligning enhanced teacher practices with student learning outcomes. She supported a middle school that significantly improved its SBAC math performance by 31 points. This notable gain allowed the school to achieve a 5-star rating for the first time.

Sandi Ohman, a literacy trainer, similarly employed classroom observations with targeted feedback. She used coaching cycles to support teachers' instructional skills, focusing on effectively integrating listening and writing strategies.

SNRPDP trainers also conduct observations to gather insights into classroom dynamics and teacher needs. For example, in an observation in a kindergarten classroom, a trainer noted, "I saw how an experienced teacher adapts the Houghton Mifflin Harcourt (HMH) curriculum to meet the needs of her students." This observation also highlighted areas for the trainer's professional growth, such as the need for "tools to help teachers reflect more carefully on their teaching."

The successful cycle of our professional learning model is visually represented in the chart below, illustrating how observations lead to targeted feedback, which drives implementation, and ultimately results in improved student outcomes.

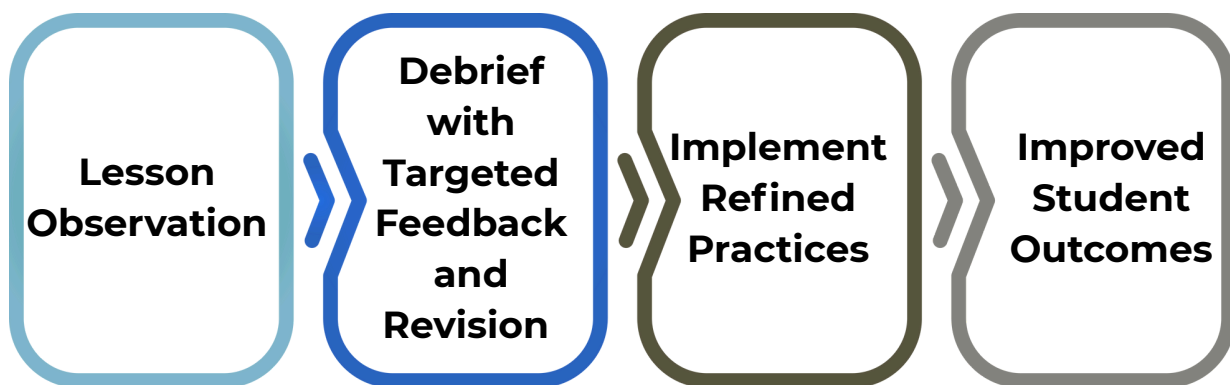


Figure 13. Instructional Support Model for Professional Learning Observations and Debrief

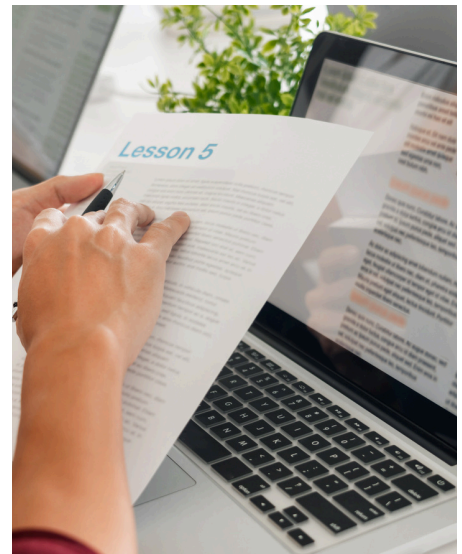
Lesson Modeling and Co-Teaching

SNRPDP trainers model and co-teach lessons, providing teachers with practical demonstrations of effective instructional strategies. Lesson modeling is a mechanism used to deliver clear and focused instruction to educators on specific techniques they will employ independently in their classrooms. When SNRPDP trainers model lessons, they provide observing educators with an example of effective instruction that encourages critical reflection and adaptable application. Co-teaching involves the trainer and classroom teacher sharing responsibility for instruction, a structure that allows the classroom teacher to engage in the practice through a gradual release model with embedded, immediate feedback from the trainer. Co-teaching also includes a co-planning phase prior to the lesson, during which the trainer and classroom teacher determine the pacing and major lesson components, and time to reflect after the lesson. These hands-on approaches allow educators to observe and directly apply effective instructional strategies in a supportive, non-evaluative environment. Through lesson modeling and co-teaching, educators develop their pedagogical strategies. Trainers support educators by providing explicit demonstrations of effective instruction, followed by discussions to distill the key features of the instructional technique or strategy. This structured debrief period with the classroom teacher engages them in reflection and action planning, ensuring sustainability of the instructional method that was modeled. These methods enhance collaboration, promote inclusivity, and lead to increased student engagement and improved academic performance due to the teachers' increased self-efficacy.



Jason Lillebo's work included lesson modeling, which was crucial for teachers who needed support to accurately teach the Nevada Academic Content Standards for Computer Science. He apprenticed the teacher to expert thinking required for effective lesson planning and delivery. This critical work was done at the beginning of the year and included ongoing support to ensure follow-through and successful implementation. Mr. Lillebo leveraged lesson modeling to demonstrate appropriate pacing that accounts for time for the learners to process the instruction.

To enhance support for novice and struggling educators, Mendy Henry, a specialized pedagogical expert, conducted a structured workshop for teacher leaders and administrators. This workshop focused on practical strategies, including effective lesson modeling, co-teaching, classroom observations, and collaborative planning sessions. Instructional leaders from multiple schools participated, working with Ms. Henry and selected teachers to adjust lesson pacing, embed questions, design formative assessments, and refine scaffolding techniques. By doing so, Ms. Henry empowered participants to drive continuous professional growth within their school communities. One participant noted, "I have already seen improvements in the teacher I was working with in terms of lesson delivery and the use of gradual release. This has impacted the engagement in her classroom."



Nicole Jawhari utilized lesson modeling and co-teaching as a professional learning approach in multiple schools across several grade levels. Structured collaboration often involved her modeling Tier 1 lessons, followed by debriefs with teachers to discuss successes, challenges, and next steps. Ms. Jawhari meticulously planned the professional learning experience. She begins by providing professional learning intended to establish shared language about the pedagogy and instructional approaches she will demonstrate. In one instance, after initial professional development on Number Talks, Ms. Jawhari modeled a Number Talk in every classroom at Alamo Elementary School. This comprehensive modeling, coupled with subsequent Professional Learning Community (PLC) meetings, allowed teachers to refine their practice and receive asynchronous feedback specific to their instruction. Teachers praised these efforts, noting that learning "how to effectively use Number Talks to open a math lesson and engage students right from the start" activated prior knowledge and prepared students for deeper learning.

Crucially, these direct teaching experiences also serve to inform and elevate the trainers' pedagogical prowess, ensuring SNRPDP's offerings remain cutting-edge. Lesson modeling and co-teaching serve as a route for SNRPDP trainers to refine their instructional craft, deploy a variety of approaches to optimize student engagement, and articulate the methods for effective lesson design and delivery. For instance, Suzie Hinrichsen taught both a phonics lesson and literacy lesson in a kindergarten classroom. This direct engagement allowed her to “see what kindergarten teachers are required to teach” and learn “a few tricks to make the lessons more engaging.” Jason Lillebo taught a 1st-grade computer science algorithms and debugging lesson at an elementary school in Lincoln County, which helped him realize the need to modify the lesson plan to be more developmentally appropriate, reconnecting him “with first graders and make me think about how to modify the coding lesson to work better for students.” Danielle Krempp similarly taught computer science algorithms to 2nd-grade and kindergarten students, which helped her anticipate student struggles and develop “different strategies/modifications to the lesson to share with other teachers.” These direct teaching experiences provide invaluable insights that inform and amplify the effectiveness of SNRPDP’s professional learning offerings.

The tangible benefits of SNRPDP's lesson modeling and co-teaching approaches are summarized in the infographic below, highlighting their role in increasing student engagement, improving instructional strategies, and enhancing teacher confidence.

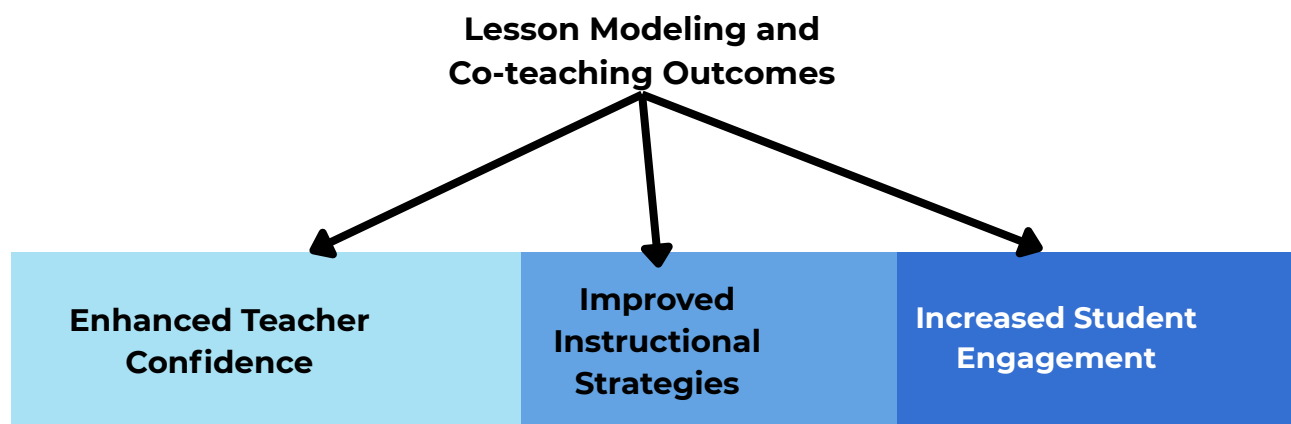


Figure 14. Outcomes of utilizing a lesson modeling or co-teaching approach to teacher professional learning

Structured Collaboration: Fostering a Culture of Continuous Learning

Structured collaboration, through Professional Learning Communities (PLCs), content teams, and grade-level meetings, is a foundation to SNRPDP's approach. These collaborative spaces provide dedicated time for educators to analyze student data, plan lessons aligned with Nevada Academic Content Standards, discuss and refine instructional strategies, and share best practices. This fosters a culture of continuous learning by creating regular opportunities for reflection, feedback, and the implementation of high-impact instructional strategies. When school staff embrace collaborative approaches to instructional excellence, they cultivate collective efficacy and contribute to systemic improvement.

Mendy Henry's work in Teacher Leadership highlights the impact of structured collaboration. She designed and delivered sessions supporting charter school fine arts specialists in the PLC process, focusing on data-driven conversations, the fine arts framework, and anchor standards. When asked to indicate how well the PLC professional learning fostered a sense of community and shared responsibility for student learning, 100% of the participants indicated "well" or "very well." In another instance, Ms. Henry led teachers, coaches, and administrators through a lesson study cycle. Lesson study is a collaborative, inquiry-based, professional learning structure which entails teacher teams collaboratively planning a lesson designed to achieve a specific teaching and learning goal. The lesson study approach then calls for one team member to teach the lesson as the others observe and document what they see. Educator teams then engage in discussions about the strengths and suggested improvements that could be made to the lesson. Ms. Henry's professional development experience ensured that lessons were co-planned, observed, and debriefed, with an emphasis on student response to instruction and acquired teacher pedagogy. Qualitative data from participants in her workshops demonstrate the profound impact:

- "I work with teachers of all levels and understanding their different needs and the why behind some of their skills is beneficial so I can work with their individual needs to help get them to mastery."
- "This workshop helped me dissect the different components of becoming a master teacher. How to help teachers who have different skill levels so that I can best meet them where they are and provide targeted support."
- "It has helped change my mindset about my struggling teachers. I had completely given up on one of them, but this workshop helped me to change my perspective."



These testimonials highlight how Mendy Henry's structured collaboration initiatives cultivated a culture of continuous learning and collective efficacy among educators, directly contributing to improved instructional practices. Mendy Henry also facilitated discussions where teachers collectively planned for student misconceptions, a process they found "helpful to discuss this with my grade level and pre-plan for these areas." This collaborative planning also helped newer teachers with pacing, allowing them to be "strategic about getting to the guided practice part of the lesson."

Valerie Seals supported high school educators in Nye County in analyzing multilingual learners' data and developing targeted, discipline-specific scaffolding strategies beyond general EL strategies. This structured collaboration encouraged reflection, promoted shared expertise, and aimed to enhance student outcomes and build a supportive community.

Sandi Ohman facilitated structured collaboration sessions at a charter school for secondary English Language Arts (ELA) teachers. During these transformative sessions, educators created long-range plans, using backward planning and incorporating specific strategies for listening and writing standards. Teachers reported that this backward planning was "very helpful for them" in making instructional decisions. Informed decision-making about pacing and lesson design was achieved through rich discussion focused on the Nevada Academic Content Standards (NVACS).

Job-Embedded Professional Learning for Middle School Math Teachers

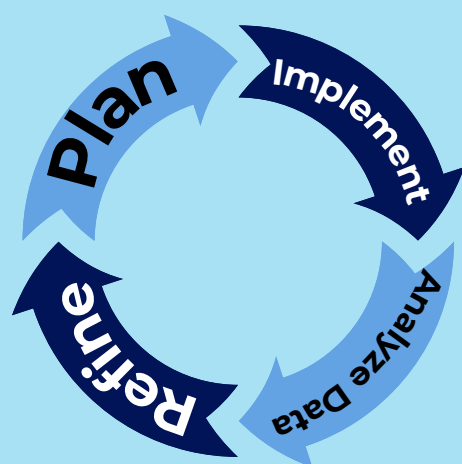
Candice Meiries, a dedicated middle school mathematics trainer, exemplifies her commitment to transformative professional growth through her impactful work with 69 teachers across six middle schools. Her comprehensive approach provided consistent, recursive, and context-specific support, directly aligning with SNRPDP's goals.

Strategic Approaches to Professional Learning

Ms. Meiries implemented two primary approaches to foster continuous learning and improve instructional outcomes:

Collaboration for Continuous Improvement:

At the foundation of Ms. Meiries' work was fostering structured collaboration, primarily through twice-monthly Professional Learning Communities (PLCs), content teams, and grade-level meetings. These collaborative spaces provided dedicated time for educators to analyze student data, engage in standards-aligned lesson planning, discuss and refine instructional strategies, and share best practices. This approach cultivated a culture of continuous learning, encouraging teachers to reflect, receive feedback, and implement changes directly within their classrooms.



Deepening Content Knowledge for High-Stakes Assessments:

Ms. Meiries also led a focused professional learning pathway for 38 math teachers from three middle schools, specifically addressing the Smarter Balanced Assessment Consortium (SBAC). This initiative deepened teachers' content and pedagogical understanding of this critical assessment, supporting them in aligning instruction with Nevada Academic Content Standards (NVACS). The six-session pathway included:

- *SBAC Blueprints and NVACS Connections;*
- *Interim Assessments and Tools for Teachers;*
- *Depth of Knowledge (DOK) Alignment;*
- *Understanding SBAC Claims 1–4;*
- *Data Analysis for Instructional Planning;* and
- *Performance Tasks Review and Scoring Criteria.*

Through these sessions, teachers enhanced their ability to interpret content standards and assessment design. As one teacher noted, it provided "in-depth discussion of SBAC information" and helped with "diving deeper into SBAC questions and finding how to incorporate them into everyday lessons."

Ms. Meiries' job-embedded support directly led to significant enhancements in teacher content knowledge and pedagogical understanding alongside measurable improvements in student learning. Teacher reflections consistently demonstrated an increase in their capacity to interpret and apply content standards and assessment design. They gained clarity on instructional goals and the effective use of strategies. For instance, teachers reported:

- "The skills she taught us benefit students of all grade levels and abilities. I was able to use the material she covered with my special education students of varying abilities."
- "It is good to be able to not only observe what other teachers are doing but also to see how students honestly react to the teacher's demeanor and methods."

The Overarching Impact: Enhanced Practice and Student Growth

The comprehensive and job-embedded professional learning provided by SNRPDP trainers and consultants leads to significant enhancements in teacher content knowledge, pedagogical understanding, and instructional practices. This, in turn, directly affects student achievement and growth.

Nathalie Brugman further exemplified this impact through her professional learning session on Family Home Visits for pre-kindergarten teachers. Participant feedback indicated significant enhancements in teacher content knowledge and pedagogical practice related to family engagement. Educators reported a deeper understanding of the value and purpose of home visits, specifically how these visits contribute to student success in Pre-K settings. One participant shared, “The course helped me to understand many good reasons for home visits and why they are important in the success of the children coming into Pre-K.” Another noted, “The information given to us in the presentation was very helpful in getting us started in initiating home visits of the students in our classes,” highlighting the practical relevance and immediate applicability of the training. Additionally, educators appreciated the focus on best practices and actionable solutions to common challenges, which increased their confidence in conducting effective, meaningful home visits. This shift in mindset

and preparedness reflects a clear enhancement of pedagogical knowledge in culturally responsive and relationship-based teaching strategies. This support, aligning with the district's initiative to strengthen family-school connections through effective home visits, equipped educators with tools to build trust and meaningful relationships with families. Stronger family engagement, particularly in early childhood, is linked to increased student readiness, improved attendance, and stronger social-emotional development. Initial teacher feedback reflected increased confidence in conducting home visits, expected to result in stronger relationships with families and positive student outcomes.

Valerie Seals' support for multilingual learners using WIDA data directly enhanced teacher content and pedagogical knowledge. Educators reported a deeper understanding of the value of home visits and how they contribute to student success. In phonics instruction, teachers are expected to gain a clearer understanding of K-2 phonics standards and implement explicit phonics routines, leading to increased decoding accuracy, improved word recognition, and greater confidence in applying phonics patterns.



In the 2023-2024 school year, the SNRPDP Literacy Team designed professional learning focused on improving students' abilities to write. Teachers across all grade levels were reporting a significant decline in students' written expression. During the previous year, the team developed and refined job-embedded professional development (JEPD) to address this critical need. The impact of the learning on student achievement was drastic, and administrators from the schools the Literacy Team worked with shared their success with their peers, attributing it to SNRPDP's JEPD. Subsequently, an administrator reached out to Literacy Trainer Christine Mecham and requested support for the teachers and students at her site. As a result of this collaboration, Christine designed and delivered a transformative, year-long professional learning session titled *Writing in Response to Reading*, aimed at enhancing students' comprehension while simultaneously increasing students' abilities to express ideas coherently and effectively through writing. The training was a huge success and was described by participants as the "best, most useful professional development I have ever had." Teachers reported immediate implementation of strategies and "incredible" gains with their students, including writing more complex sentences without reminders. The profound effect of this training is powerfully captured by one administrator's reflection:

We were speechless today! Writing was our focus this year. We had our ELA Performance Task, and I wish I could have taken pictures of their scratch paper this year compared to last year. Across grade levels, the scratch paper was incredible! We are so excited to see the results. We had so many kids left over still trying and doing their best until the last possible second. You were a big part of this!

This directly demonstrates a strong link between enhanced teacher practice and student outcomes. Quantitative data further validates the success of this initiative; an end-of-year survey revealed that over 92% of respondents found this professional development "most effective" in improving their understanding and instruction of sentence-level writing.

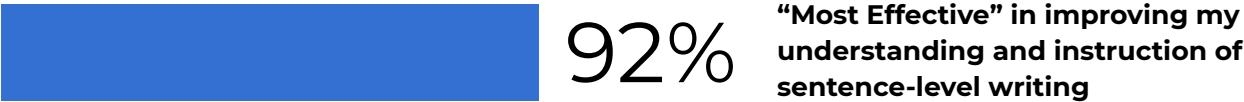


Figure 15. Percentage of educators who reported the training was “most effective” in improving their understanding and instruction of sentence level writing

School and district administrators often attribute significant student growth and achievement resulting from increased educator effectiveness to SNRPDP's Elementary Math Department. Trainer Nicole Jawhari's work at one CCSD elementary school provides compelling evidence of student growth. The principal, who was new to the school, aimed to improve its 1-star ranking. The administrator noted that other successful schools with similar demographics credited SNRPDP for their growth. Ms. Jawhari's carefully designed job-embedded professional learning included structured collaboration in Professional Learning Communities (PLCs), lesson modeling, and classroom observations with feedback. She modeled small group instruction as the teachers observed and took note of high-leverage instructional strategies, such as strategic questioning, student discourse, and using student performance to identify students' current levels of understanding. Ms. Jawhari designed multiple sessions rooted in the Nevada Academic Content Standards for Mathematics, the Standards for Mathematical Practice, and the Instructional Standards outlined on the Nevada Educator Performance Framework. The innovative sessions, *Meaningful Math Intervention* and *Building and Implementing Effective Tier 1 Math Instruction*, directly contributed to this school's improvement. Students showed increased engagement, collaborative learning, and deeper conceptual understanding.

Classroom Connections as Job-Embedded Professional Learning

Southern Nevada Regional Professional Development (SNRPDP) trainers provide job-embedded professional development to educators using various methods. One key strategy, "Classroom Connections," involves trainers modeling lessons, observing teaching, co-teaching with educators, or engaging in structured collaborative activities to enhance educator skills. These interactions also ensure that trainers remain connected to the daily realities of classroom teaching. SNRPDP trainers have reported a significant positive impact on their own professional growth through these experiences. By participating in activities such as lesson modeling and observation, trainers gain valuable insights into the practical challenges and diverse needs of teachers and students across different grade levels and subject areas. Consequently, trainers have noted making adjustments to lesson plans for developmental appropriateness, recognizing the importance of hands-on activities, developing strategies for differentiation, improving assessment practices, and refining techniques for managing classroom dynamics. These experiences have promoted self-reflection and a deeper understanding of how to effectively support teachers and enhance student learning. This, in turn, has led to refinements in the trainers' own professional learning approaches and the creation of new resources for educators. In the 2024-2025 academic year, SNRPDP trainers completed 165 Classroom Connections. The breakdown of these activities by type is detailed in the following pie chart.

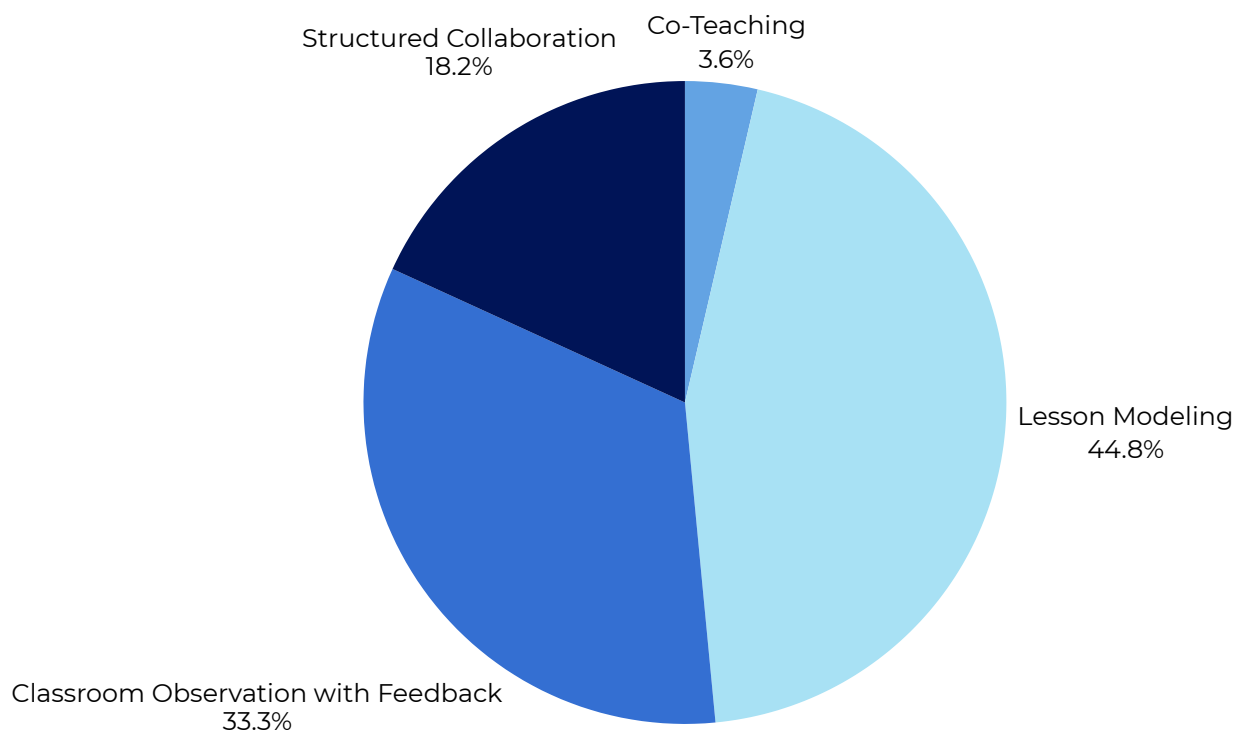


Figure 16. Percentage of each type of "Classroom Connection" reported by SNRPDP trainers

The collective data from SNRPDP trainers demonstrate that investing in job-embedded professional development (JEPD) directly translates into improved teacher effectiveness and measurable gains in student learning. Trainers dedicate extensive time and commitment to job-embedded, collaborative, and highly relevant professional learning, which is instrumental in fostering a culture of continuous improvement across Southern Nevada schools. This ongoing commitment ensures SNRPDP remains a vital partner in elevating education standards and fostering lasting academic success throughout the region.

PRIORITY GOAL 4: EDUCATOR ENGAGEMENT AND COLLABORATION

The Southern Nevada Regional Professional Development Program (SNRPDP) is dedicated to achieving Priority Goal 4, which emphasizes strengthening teacher engagement and collaboration through continuous, supportive professional learning. This commitment directly enhances sustainability, bolsters teacher retention, and builds capacity among educators and administrators throughout Nevada, ultimately ensuring equitable access to effective educators for all students. SNRPDP's multifaceted approach—encompassing conferences, follow-up sessions, and coaching—aligns with national and international best practices in professional development.

High-performing education systems prioritize a “Culture of Collaborative Inquiry,” embedding professional learning deeply within the daily work of educators to foster continuous improvement. SNRPDP actively cultivates this culture, recognizing that collective responsibility and mutual support expand learning opportunities for every student. This approach moves beyond fragmented, sporadic professional development to consistent, data-driven, and collaborative efforts. This cyclical process, crucial for continuous improvement, is illustrated in the graphic below.

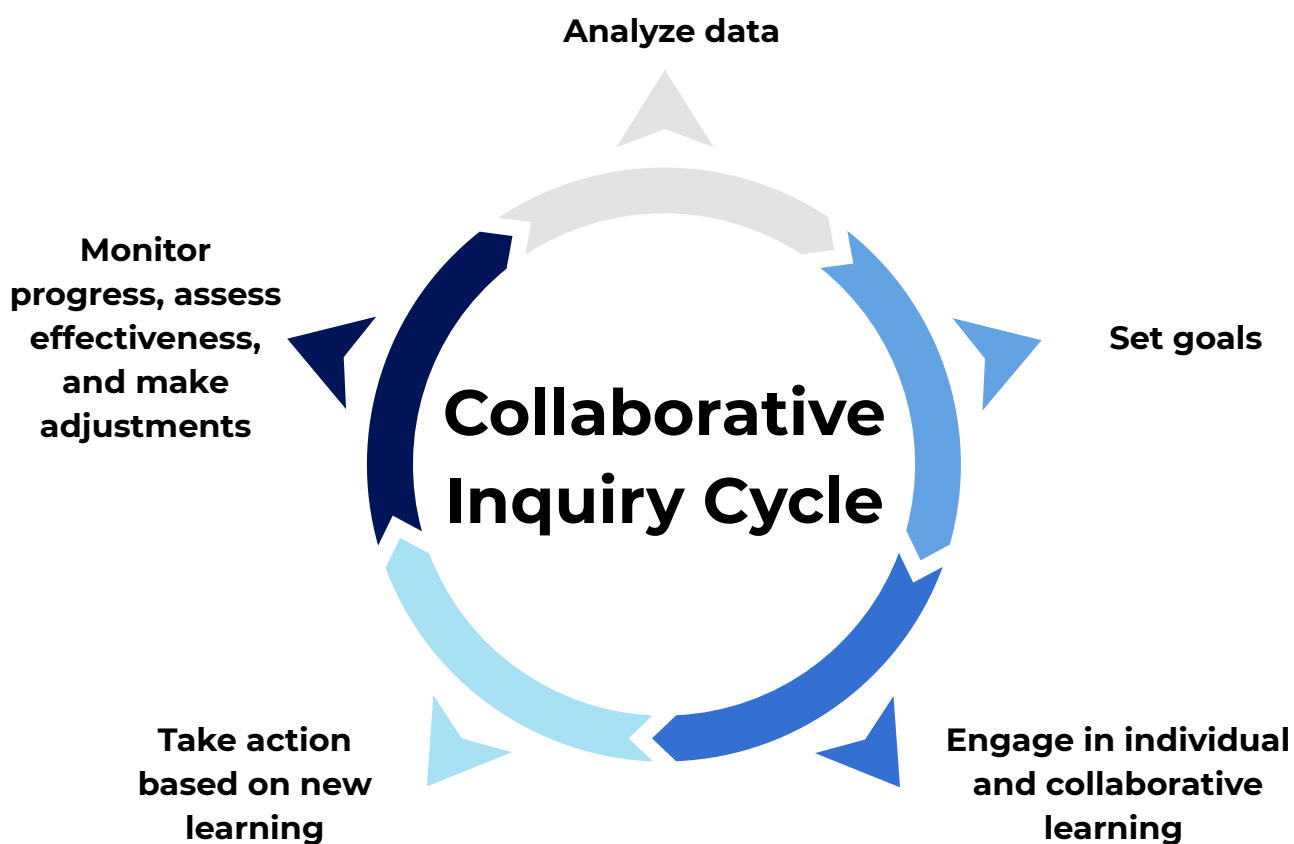


Figure 17. The cycle of Collaborative Inquiry as defined by *Learning Forward* (2022)

Diverse Pathways to Expertise

Southern Nevada Regional Professional Development Program trainers implement a variety of professional learning opportunities to support teachers across the region, recognizing that a comprehensive system of support for educators integrates different approaches to maximize impact. This range of opportunities ensures that initial learning translates into sustained, refined classroom practice. Conferences and workshops are offered to educators to both raise awareness and introduce innovative instructional strategies for classroom practice. Trainers provide specific learning opportunities to instructional coaches and strategists to leverage site-specific and ongoing professional learning. By providing teachers with follow-up sessions, SNRPDP trainers bridge the gap to sustained implementation. The comprehensive and effective professional learning ecosystem integrates various approaches. The following table outlines the contributions to teacher practice and examples of each approach.



Approach	Contribution to Teacher Practice	Implementation Example
Conferences & Workshops	Raise awareness of new practices and introduce innovations	Presentations, large-group training sessions, introduction to new tools and methods
Coaching & Mentoring	Provide structured, individualized support for skill development and practice refinement	Classroom observation and feedback, co-teaching, content knowledge building, development of action plans
On-going and Follow-up Sessions	Bridge the gap between initial learning and sustained implementation	Reinforcement activities, troubleshooting, collaborative problem-solving, individual and collective reflection

Table 12. Contributions and implementation examples of diverse professional learning approaches used by SNRPDP trainers to cultivate improvement in teaching practices

Building Collective Awareness in Conferences and Workshops

Conferences and workshops serve as vital platforms for introducing new educational practices and innovations. However, SNRPDP recognizes that these standalone events are insufficient for deep, sustained change, as practice requires reinforcement in the “real” classroom setting. Therefore, SNRPDP’s approach integrates these initial awareness-building opportunities with robust follow-up.

Early Childhood Conference: Growing Young Learners

Suzie Hinrichsen’s facilitation of the Early Childhood Conference focused on propelling the statewide Developmentally Appropriate Practices in Kindergarten (DAP-K) initiative of the Nevada Department of Education. The conference featured national experts, such as Eva Phillips, who presented on teaching standards through play. Teachers noted the immediate applicability of strategies and the value of hands-on activities and peer discussions. This event reached teachers and administrators from Clark, Elko, Esmeralda, Lander, Lincoln, Mineral, Nye, and Washoe Counties, including charter schools, demonstrating statewide impact. Furthermore, the conference supported the implementation of the new Kindergarten Entry Assessment (KEA) and the state DAP-K policy statement, with Nevada Department of Education leaders presenting and attending the event.

“Most of the sessions I attended addressed play and play based activities. The most useful aspect of the conference was getting ideas and strategies to help add more play into my classroom.”
-conference attendee

191

Educators from across the state were in attendance

NVTESOL/SNRPDP Conference Unlocking Potential: Strategies for Empowering ELs in K-12 Education

Valerie Seals’ efforts in this conference significantly expanded professional relationships among educators and increased NVTESOL (Nevada Teaching English to Speakers of Other Languages) membership from 12 to over 100 individuals. This significant growth in membership fostered a broader network for collaborative professional learning and resource sharing. This conference also inspired the creation of a committee to support the NVTESOL board, fostering continued collaboration with community partners and charter schools. Experts in the field served as presenters for the conference with the aim of enriching and deepening the professional learning experiences of the conference attendees.

Middle School Math Summit 2024: Math Rocks

Jennifer Loescher facilitated this summit to provide participants the opportunity to select breakout sessions relevant to their instructional settings. Guest presenters shared actionable practices teachers could apply to their individual educational contexts. Attendees gained valuable strategies for making math engaging and increasing student “buy-in.” While participation decreased, leading to the sunsetting of this event, the quality of feedback was high. Participants highlighted the value of relevant and customizable learning experiences.

SBAC Alignment & Instructional Strategies Workshops for K-8 Teachers

Focusing on the SBAC (Smarter Balanced Assessment Consortium) assessment, workshops were conducted to foster collective awareness of the assessment's structure, alignment with Nevada Academic Content Standards (NVACS), and effective instructional strategies. Shan Pullan conducted this in-service with teachers from 14 elementary schools. Participants appreciated the information shared regarding the design of the ELA assessment and acknowledged that the instructional strategies would be very beneficial for their students, ultimately giving them a better chance for success on the summative assessment. Candice Meiries facilitated a focused professional learning pathway for 38 teachers across three middle school math departments. This ongoing learning deepened teacher understanding of the SBAC's structure and intent, aligned instruction with the Nevada Academic Content Standards (NVACS), and supported effective instructional practices to improve student outcomes. Educators reported increased capacity to interpret and apply content standards, assessment design, and mathematical practices, and to design instruction reflecting SBAC complexity. Job-embedded support led to immediate application in classrooms, fostering student participation, critical thinking, and deeper learning. David Janssen facilitated sessions focused on examining SBAC item specifications and connecting their rigor to classroom instruction. Teachers in grades 3-5 met weekly to assess students using their understanding of SBAC and curriculum resources, such as the enVisions Mathematics program for Clark County School District teachers. Participants gained insights and strategies to better align instruction, introduce new strategies, and understand how the test is structured, helping them plan more effectively.

Cascading Expertise Through Coaching and Mentoring



Figure 18. Diagram illustrating the cascade of expertise to effect systemic changes

Effective coaching and mentoring are essential for professional growth, moving beyond basic support to significantly improve teaching quality and student outcomes. Through regular classroom observation and focused feedback, these relationships enable teachers to assess the impact of their instructional methods on student learning. SNRPDP utilizes a cascading model for expertise transfer, a key characteristic of successful education systems. This involves master teachers and subject leaders systematically building and sharing advanced, subject-specific knowledge throughout the system. This layered approach, combined with coaching that guides teachers in setting and adjusting strategies for student-centered objectives, guarantees thorough skill development and ongoing refinement of their practice.

Secondary Instructional Coaches and Strategists Professional Learning

Julie Cooper, Jennifer Loescher, Candice Meiries, and Sandi Ohman design professional learning for learning strategists and instructional coaches in middle and high schools. The trainers optimize a cascade model, delivering professional learning to instructional leaders (strategists and coaches). These leaders then disseminate the content, tailoring it to the specific needs of their individual sites. This ensures that instructional practices are rigorously supported through follow-up mechanisms at schools.

Julie Cooper and Sandi Ohman used needs assessments to determine the focus for their quarterly meetings with strategists and coaches. The responsive nature of their work in researching, planning, and delivering professional learning to strategists results in professional learning connected to the immediate needs of educators. Participants expressed the immense value of training on how to be an effective coach, noting the lack of formal training for their roles and the applicability of the tips and tricks learned.

Jennifer Loescher implemented a *Guest Speaker Series for Strategists and Instructional Coaches*, enriching their professional development through expert insights. Pedagogical leaders led these sessions, offering in-depth explorations of content knowledge, instructional and coaching techniques, and strategies for improving school climate and culture. The strategists and coaches then applied these learnings to refine their coaching approaches and instructional methods. As a result, educators across their schools benefited from the ripple effect of their learning. They appreciated the fresh viewpoints and concepts for fostering positive school environments and effectively supporting diverse students and educators.

Ms. Loescher applied the cascade of expertise by dedicating extensive time and effort to develop and deliver workshops for mathematics strategists and instructional coaches. The *Secondary Mathematics Strategists and Instructional Coaches Workshop Series* fostered a culture of continuous learning by highlighting curiosity and growth. The sharing of strategies among attendees led to improved instructional expertise and reduced feelings of isolation through peer connections. Participants especially valued the collaborative discussions and the helpful feedback she provided.

As an additional layer of support, Jennifer Loescher also spent 70 hours planning for and facilitating individualized coaching sessions with instructional coaches, empowering them as leaders, strengthening professional relationships, building long-term capacity, and fostering a culture of learning. She coached these educators to design peer observation opportunities, revise professional development sessions, foster collegial relationships, and build collective efficacy in their buildings.

SNRPDP trainers served as coaches to educators providing in-depth support that addresses specific content and pedagogical challenges. Trainers address these impactful components of professional learning through structured approaches such as coaching interactions, collaborative discussions, and peer observations. For instance, Sandi Ohman dedicated 155 hours to research and preparation for her coaching and mentoring of teachers. Teachers reported significant benefits from learning to incorporate the Gradual Release of Responsibility and student-to-student discourse strategies. Ms. Ohman also spent time engaging educators in goal setting and reflection during the debrief period and conducted follow-up observations to confirm the implementation of the strategies.

Saralyn Lasley delivered professional learning experiences to teachers in Lincoln County. Over the last four years, Ms. Lasley has worked extensively with these educators, designing opportunities to enhance their practice. Through classroom observations, coaching, and modeling lessons, Ms. Lasley directly supported teachers in implementing performance tasks and developing proficiency scales. Survey feedback from participants consistently rated the program highly for its relevance and alignment with student needs. By guiding and facilitating educators' learning in the context of their practice, Ms. Lasley has been able to continually elevate the quality of instruction across Lincoln County School District.

Southern Nevada Regional Professional Development Program trainers often design experiences with deliberate collaborative opportunities for teachers to cultivate strong collegial relationships. They achieve this by providing a supportive environment where educators feel comfortable discussing challenges, sharing successes, and receiving feedback. Valerie Seals utilized a collaborative approach with secondary content area teachers to leverage best practices for instruction for multilingual learners. Ms. Seals provided planning tools, scaffolded resources, modeled lessons focused on these practices, and co-taught lessons. Teachers were open to feedback and demonstrated self-reflection and improvement. Hence, the administrative team would like to continue this structure into the 2025-2026 school year.



Candice Meiries and Jennifer Loescher designed and delivered a staff development series for middle school math educators in Clark County School District with the goal to increase educator engagement and collaboration about middle school math instruction. The series supported 114 educators from 14 middle schools in enhancing instructional practices and deepening understanding of assessments and standards. Educators applied strategies such as integrating rigorous assessment items, utilizing the SBAC blueprint and Depth of Knowledge (DOK) frameworks, and leveraging Tools for Teachers for formative assessment. Participants also implemented “Building Thinking Classrooms” strategies and adjusted their fraction instruction to include conceptual models. The sessions intentionally included structured collaboration, fostering professional relationships and a sense of community among educators. This sustained engagement contributed to long-term capacity building, with teachers reporting increased leadership confidence and sharing replicable strategies with colleagues.

Bridging the Gap to Sustained Implementation Through Follow-Up Sessions

The Southern Nevada Regional Professional Development Program understands that consistent follow-up sessions are crucial to bridge the gap between initial awareness and sustained, effective classroom implementation. As a result, trainers design opportunities for educators to receive necessary reinforcement, practical guidance, and opportunities for feedback and refinement. Research clearly indicates that for significant instructional change to occur, teachers need the opportunity to integrate newly acquired knowledge and strategies into their daily routines. SNRPDP trainers strategically design professional learning experiences that are ongoing and sustained. The chart to the right shows the number of “one-off” inservice sessions compared to the number of sessions in which follow-up was included.

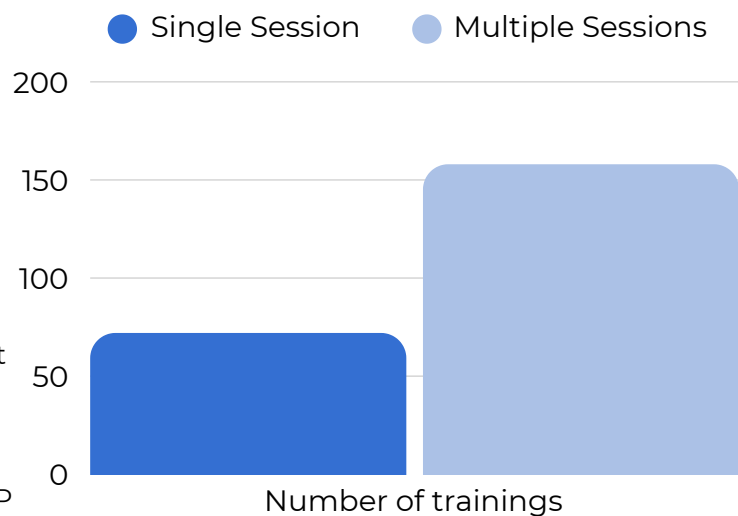
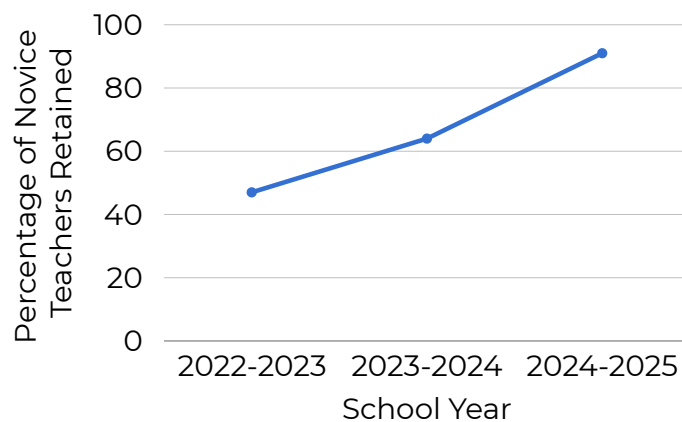


Figure 18. Bar graph illustrating the number of in-service events that were single session events versus the number of sessions that included follow-up through multiple sessions

Carrie Howren's *Empowering Early Educators: Strategies for Impactful Teaching* job-embedded professional development designed for novice middle school teachers was delivered as an ongoing in-service to teachers in two middle schools. She met with building instructional leaders to understand the unique characteristics of the site and the students it serves. With these considerations in mind, Ms. Howren provided monthly inservice training to early career teachers across content areas. During these sessions, she provided teachers with instructional methods and impactful proactive practices to ensure high-quality instruction, guided teachers through reflection on their current practices, and supported them in action planning. In between sessions, she coached individual teachers to implement the strategies using observation, feedback, lesson modeling, and collaborative problem-solving as mechanisms to reinforce learning from the whole-group sessions. Through this multifaceted approach,



Ms. Howren directly addressed factors contributing to novice teacher retention. This goal was achieved, with 91% of the novice teachers at one school returning in the following year and 100% at the other school. This is in stark contrast to the retention rates for novice teachers in previous years, as shown in the graph to the left for one of the schools.

Figure 19. Historical novice teacher retention percentages for one middle school

Sandi Ohman, Stacy Bird, and Suzie Hinrichsen provided sustained, intensive professional development in classroom management for new teachers in Nye County. This included instruction on planning, classroom management, and high-impact instructional strategies. To enhance the acquisition of knowledge in the instructional sessions through follow-up, the team offered monthly, virtual “office hours.” Individual teachers met the trainers virtually to problem-solve and celebrate successes. Qualitative data was collected from teachers’ reflection logs and demonstrated the immediate and positive impact of implementing instructional practices, such as creating intentional seating charts to improve classroom dynamics.



Nicole Jawhari employs a highly effective, sustained, and multimodal approach to professional learning design, significantly enhancing elementary mathematics instruction and contributing to student achievement and growth. Her methodology extends beyond traditional one-off workshops by incorporating strategic follow-up sessions that build teachers' pedagogical and content knowledge. A key component of her design involves collaborative lesson development, leveraging teachers' existing curricular resources. This collaborative planning is followed by live classroom modeling conducted by Ms. Jawhari, providing teachers with a clear example of effective implementation. Immediate post-observation debriefs facilitate analysis of successes, address challenges, and promote collaborative planning of next steps. The insights gained from these discussions directly inform subsequent learning sessions and Professional Learning Community (PLC) meetings facilitated by Ms. Jawhari, ensuring a continuous cycle of refinement and a deeper understanding of high-impact instructional strategies at each grade level. This sustained, iterative approach has fostered a notable shift in instructional practice at partner schools, transitioning educators from a procedural approach to a more adaptable, student-centered methodology. This shift has directly correlated with increased overall mathematics achievement. The graph below illustrates the distribution of sessions planned and delivered by Ms. Jawhari at 11 schools in Southern Nevada, demonstrating her prioritization of follow-up sessions to solidify teachers' understanding and support implementation.

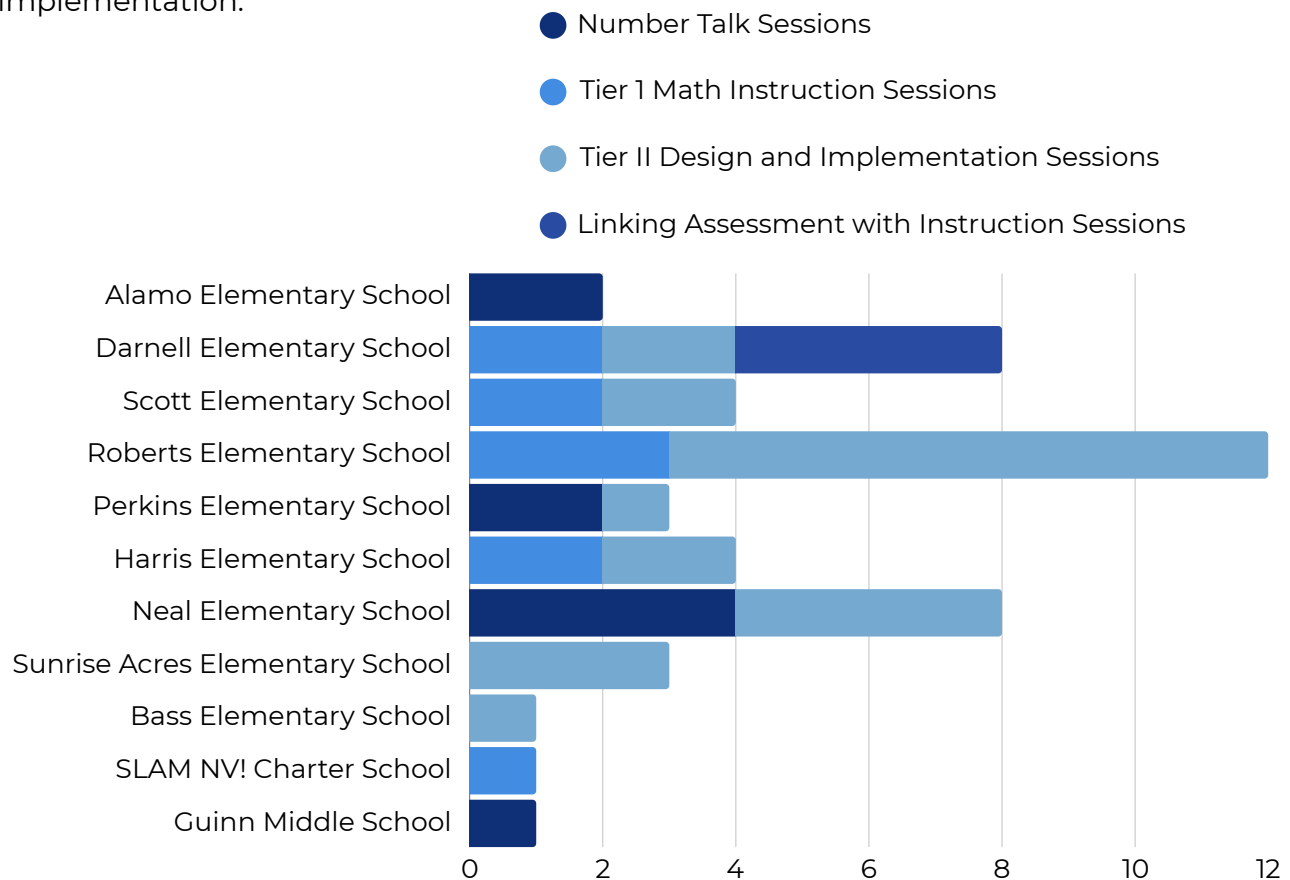


Figure 20. Inservice sessions presented by Nicole Jawhari by school and topic

Building Long-Term Capacity and Enhancing Sustainability

SNRPDP's comprehensive approach to professional learning directly contributes to bolstering teacher retention and building capacity within the Nevada educational system. High-quality collaboration fosters relational trust and cultivates collective teacher efficacy, leading to increased teacher satisfaction and reduced turnover rates.

Elementary Literacy Trainer Christine Mecham is committed to ensuring every elementary teacher in Southern Nevada has access to resources aligned with state goals for effective, growth-producing literacy instruction. She has designed SNRPDP's Science of Reading Website to disseminate professional learning and resources connected to the current research driving effective literacy instruction.

Additionally, Ms. Mecham designed, marketed, and maintained the *Google Classroom Gatherings for Preschool and Kindergarten; First and Second Grade; and Third, Fourth, and Fifth Grade*. With a community of over 800 educators actively participating in the Google Classroom Gatherings, this platform serves as a vital hub for collaborative learning and resource sharing across Southern Nevada. This continuous, self-paced professional learning builds capacity by offering readily available, research-based information. Ms. Mecham aims to address possible barriers to professional learning by providing educators with adequate resources, cultivating a shared vision about what high-quality instruction entails, offering ideas for using district guides and curriculum as a basis for instruction, and building educators' foundational knowledge. Teachers can read professional articles and research, see examples of quality instruction, and engage with a community of educators beyond their school site. The robust and social professional learning community that Christine Mecham has facilitated cultivates collective efficacy among teachers to deliver efficacious literacy instruction rooted in scientific research.



In conclusion, the extensive work undertaken by SNRPDP trainers demonstrates a profound commitment to Priority Goal 4. Through a strategic blend of conferences, individualized coaching, and sustained follow-up sessions, SNRPDP directly addresses the critical need for ongoing, supportive professional learning. The qualitative and quantitative data presented highlight the program's success in fostering collaboration, enhancing instructional practices, and creating a more engaged and effective teaching workforce across Southern Nevada. Continued investment in SNRPDP is paramount to further strengthening these vital initiatives and ensuring that every student in Nevada has access to highly effective educators, thereby fostering significant student growth and achievement.

INVESTING IN EXCELLENCE

To ensure accountability and transparency, the Southern Nevada Regional Professional Development Program demonstrates its impact through a data-driven overview. This report highlights the program’s reach, operational efficiency, and the return on investment in high-quality professional learning. These statistics show the critical value SNRPDP brings to Southern Nevada’s educators and students, while emphasizing the necessity of continued and dedicated funding to expand capacity and accelerate student growth by developing effective educators.

SNRPDP Growth and Resource Allocation

Educators trained each year

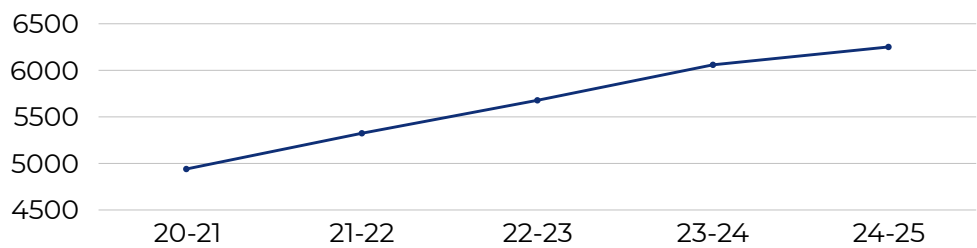


Figure 20. Historical data for SNRPDP unduplicated educators trained

SNRPDP Budget

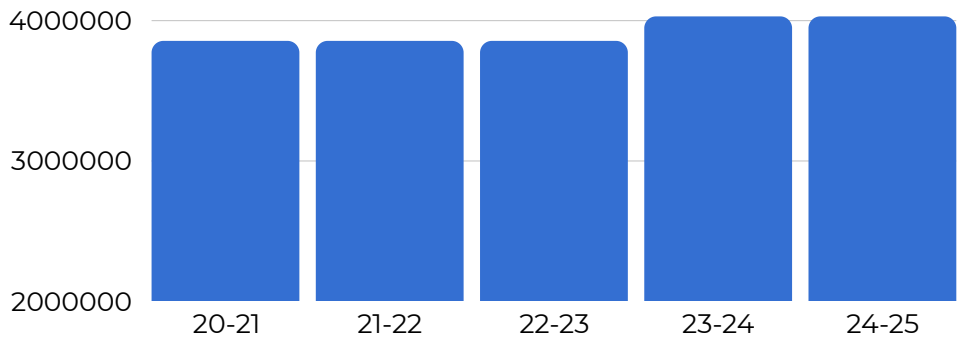


Figure 21. Historical data for SNRPDP annual budget

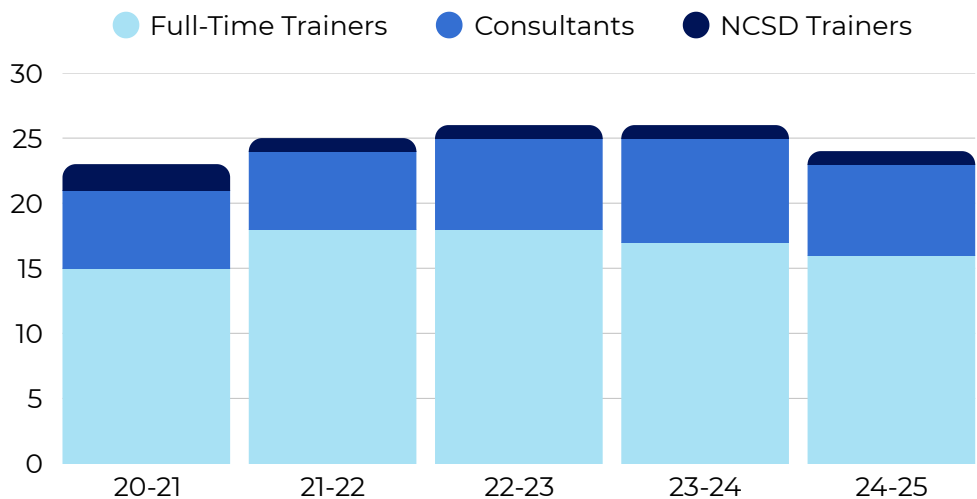


Figure 22. Historical data for number of trainers employed by SNRPDP

241

each trainer supported an average of 241 educators in 2024-2025

60%

of the schools in SNRPDP’s region were provided support from SNRPDP in 2024-2025

1:913

Trainer to Educator Ratio in Southern Nevada in 2024-2025

NEXT STEPS

For Educator Excellence and Student Achievement



Strategic Expansion of Endorsement Programs

The demand for specialized teaching endorsements continues to grow across Nevada. SNRPDP currently offers eight endorsement programs in collaboration with local universities, directly addressing areas of need such as School Library Media, K-12 Reading, English Language Acquisition and Development (ELAD), Early Childhood Education, Cultural Competency, Gifted and Talented Education (GATE), and Computer Science. To meet the increasing need for highly qualified educators in these specialized fields, SNRPDP will continue to collaborate with other education STEM professionals to develop a robust pipeline of STEM-qualified educators.



Strengthening Job-Embedded Professional Learning

Job-embedded professional development (JEPD) is a highly effective approach to improving teacher and student outcomes, demonstrating significant effect sizes at both the teacher ($ES=0.699$) and student ($ES=0.523$) levels. SNRPDP is committed to increase the frequency and scope of classroom connections to provide educators with sustained, contextualized support. Additionally, SNRPDP trainers will implement more structured and frequent follow-up sessions after initial workshops and professional learning opportunities resulting in significant instructional change.



Enhance Educator Engagement and Collaborative Inquiry

High performing education systems prioritize a culture of “collaborative inquiry,” embedding professional learning within the daily work of educators to foster continuous improvement. SNRPDP will expand collaborative opportunities, invest in leadership development for teacher leaders, and align professional learning to educators' most pressing classroom needs. This will also involve SNRPDP designing and presenting professional learning for special education teachers who have been historically underserved in the professional development arena.



Address Teacher Shortage and Retention through Targeted Supports

The teacher shortage is a detrimental issue to the state of education in Nevada, and relevant, impactful professional learning plays an integral role in both attracting and retaining highly effective educators. To combat this issue, SNRPDP will expand novice teacher support offered to educators in their first five years of teaching and reach out to schools with higher than average early career educators in their buildings to offer support. SNRPDP will continue to employ a “request-for-service” model that allows for customized professional learning based on the unique needs of the school or district.

CONCLUSION

The Southern Nevada Regional Professional Development Program is an indispensable component in the continuous improvement of education across Southern Nevada.



Champions of Instructional Excellence

- Direct impact on teacher effectiveness
- Foster improved student outcomes for over 368,000 students across Southern Nevada
- Focused on qualitative insights and quantitative outcomes

Rooted in Effective Professional Learning Principles

- Adherence to core principles of effective professional learning including:
 - focus on content
 - active and collaborative learning
 - sustained engagement
- Design and deliver transformative experiences for educators
- Support key state and individual district initiatives



Dedicated Expertise

- 23 dedicated regional trainers devoted to researching, designing, and delivering high-quality professional learning
- Equip educators with current, evidence-based strategies that lead to:
 - increased teacher confidence
 - enhanced instructional practices
 - positive student outcomes

Our Mission

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

WHY PROFESSIONAL DEVELOPMENT MATTERS

The link between teacher learning and enhanced student achievement is undeniable, serving as a cornerstone for educational excellence across Southern Nevada. The Southern Nevada Regional Professional Development Program (SNRPDP) is dedicated to providing high-quality professional learning (PL) experiences rooted in strategic design and implementation. SNRPDP's professional learning opportunities are meticulously crafted to align with the most current and relevant research in effective educator development.

Investing In Nevada's Educational Future

Strengthening Teacher Retention

The current landscape of educator attrition poses significant challenges nationally, with a dwindling pipeline of future educators. Providing teachers with access to meaningful and high-quality professional learning can positively impact teacher retention, demonstrating an effect size of 0.22. SNRPDP's commitment to relevant and impactful professional development directly contributes to stabilizing the current teaching workforce and mitigating the financial and educational costs associated with high turnover.

Deepening High-Impact Instruction

Job-embedded professional development (JEPD) is a cornerstone of SNRPDP's strategy, yielding substantial positive impacts on teacher effectiveness and student learning. Recognizing that personalized approaches and smaller trainer-to-educator ratios maximize the reach of JEPD, SNRPDP supports instructional leaders—including administrators, coaches, and instructional strategists—in implementing JEPD within their respective schools. This cascading model of expertise transfer ensures best practices are disseminated effectively and sustained within the educational environment.

“RPDP has delivered terrific professional development and teacher support directly to the classroom for Esmeralda County School District this year. We are so thankful for this level of excellent professional support!”

-James D. Fossett, ECSD Superintendent



Resources

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*We thank you for your continued support
in our efforts to increase teacher
effectiveness and improve educational
outcomes for students in Southern
Nevada.*

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