



Southern Nevada Regional Professional Development Program

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Annual Report 2025-2026

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Introduction

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

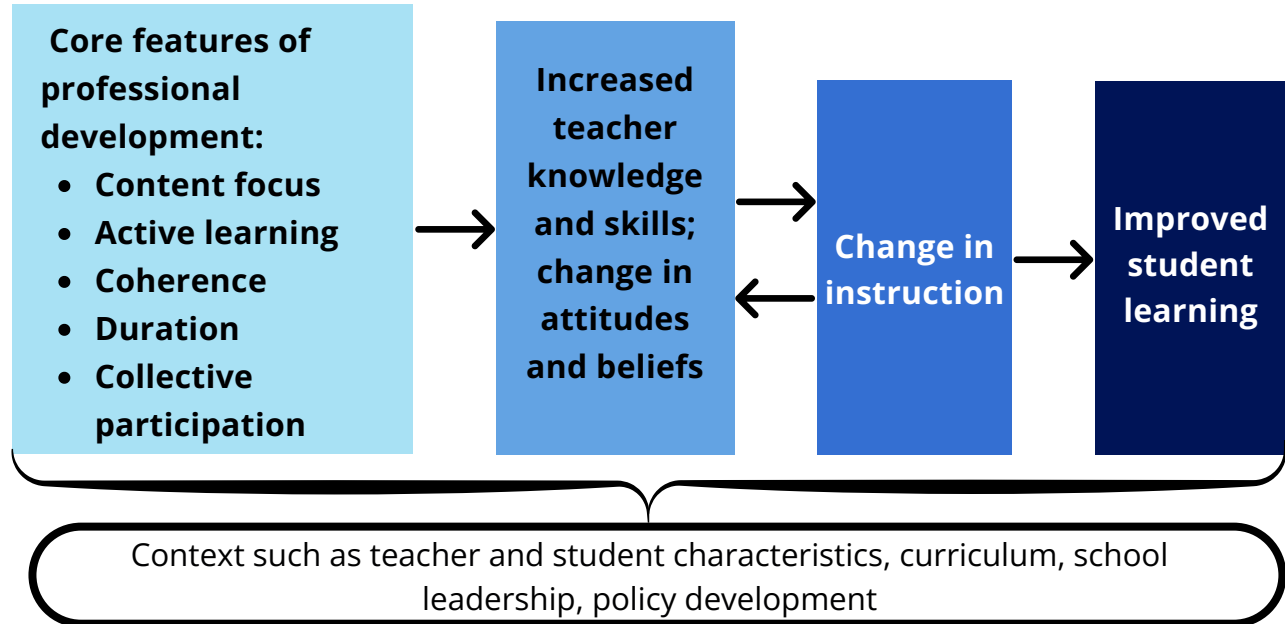
The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department 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 utilize the national Standards for Professional Learning in various ways, tailoring their application to the specific roles and contexts of the educators they serve. Each regional program identifies guidance areas that align with their localized needs, advancing different standards across various projects to meet specific adult learning goals. Additionally, Nevada's state-adopted Standards for Professional Development are built upon the foundational Learning Forward standards. RPDP is dedicated to implementing these state expectations while remaining professionally current with evolving national best practices.

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 for teachers and administrators is determined through a responsive request-for-service model. Designed to align directly with district, school, and state priorities, this model utilizes a variety of collaborative planning tools and data-driven strategies, including:

- Collaborative planning meetings with superintendents, principals, and/or leadership teams to analyze District Performance Plans (DPP) and School Performance Plans (SPP) to establish targeted professional development goals;
- Formal and informal needs assessments conducted at the district, department, and/or school level to address specific staff requests and instructional gaps;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design and implement support or roll-out plans for the NVACS and 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 2025-2026
1. The activity matched my needs.	4.81
2. The activity provided opportunities for interactions and reflections.	4.86
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.	4.82
6. This activity added to my knowledge of standards and subject matter content.	4.81
7. This activity will improve my teaching skills.	4.79
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.82
9. This activity will help me meet the needs of diverse student populations.	4.79

Note: Averages are derived from a total of 10,805 completed evaluations.

Table 2. *NRS 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	712	197	2	21	19	94	30	349
Coaching	289	171	5	15	1	48	40	9
Consulting & Collaboration	116	72	1	4	2	6	8	23
Total Trainings	1,117	440	8	40	22	148	78	381

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

Table 3. *NRS 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
Unique Teachers	4,727	3,858	12	77	58	164	535	23
Total Teachers	13,254	11,151	33	250	241	635	873	71
Unique Administrators	490	411	0	10	5	16	44	4
Total Administrators	1,471	1,198	0	37	66	70	96	4
Total Trained	14,725	12,349	33	287	307	705	969	75

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. *NRS 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
Unique Administrators	237	211	0	1	4	2	18	1
Total Trained	559	515	0	1	19	2	21	1

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

Table 5. *NRS 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	78	72	0	0	0	0	6	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
Unique Teachers	89	21	1	4	2	7	53	1
Total Trained	95	27	1	4	2	7	53	1

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
Unique Paraprofessionals	93	37	7	19	4	0	26	0
Total Trained	129	49	8	40	4	0	28	0

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

Table 8. NRS 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	985 (88.1%)	403 (91.6%)	8 (100%)	39 (97.5%)	3 (13.6%)	148 (100%)	74 (94.9%)	310 (81.4%)
NEPF	980 (87.7%)	388 (88.2%)	8 (100%)	39 (97.5%)	21 (95.5%)	145 (98.0%)	68 (87.2%)	311 (81.6%)
Culturally Relevant Pedagogy	946 (84.7%)	365 (83.0%)	5 (62.5%)	20 (50%)	11 (50%)	148 (100%)	69 (88.5%)	328 (86.1%)
Total Trainings	1,117	440	8	40	22	148	78	381

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.

Five Year Plan

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.



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).

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.

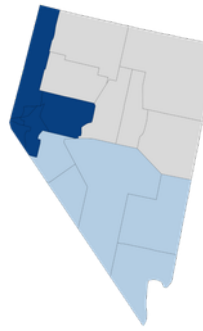


Figure 2. Map of counties serviced by each regional program.

- Northeastern Nevada RPDP
- Northwest Nevada RPDP
- Southern Nevada RPDP

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 organization's goals by providing a framework around which services are delivered. These 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 for teachers and administrators is determined through a responsive request-for-service model. Designed to align directly with district, school, and state priorities, this model utilizes a variety of collaborative planning tools and data-driven strategies, including:

- Collaborative planning meetings with superintendents, principals, and/or leadership teams to analyze District Performance Plans (DPP) and School Performance Plans (SPP) to establish targeted professional development goals;
- Formal and informal needs assessments conducted at the district, department, and/or school level to address specific staff requests and instructional gaps;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design and implement support or roll-out plans for the NVACS and other state initiatives.

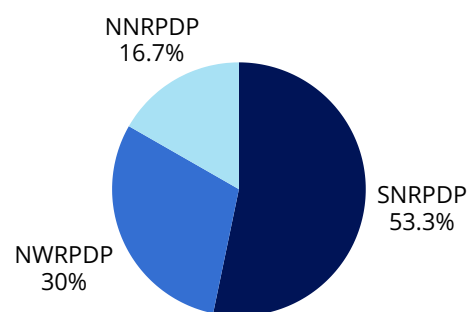
Two-Year Focus

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 nnrpdp.com.

Total Biennial Budget FY25 & FY26 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 II: Individual RPDP Information

Southern Nevada Regional Professional Development Program



Goal 2: District & State Initiatives

State Priorities

- 1.Strong Foundations
- 2.Empowering Pathways
- 3.Equipped Educators and Leaders
- 4.Informed and Connected Families
- 5.Aligned Systems



District Priorities



Nevada Student Success

Goal 1: Equipped Educators

Goal 3: Job-embedded professional learning

A Message to Educators

As we reflect on another year at the Southern Nevada Regional Professional Development Program (SNRPDP), we are filled with deep gratitude. Serving Nevada's educators is a privilege, and we are proud to share the impact of our collective work over the past year.

Education never stands still. Each year brings new challenges, evolving state priorities, and fresh opportunities to innovate in the classroom. Through it all, Nevada's educators remain an unwavering anchor for students across our state. As the SNRPDP, we are uniquely positioned to understand the communities we serve — from the rural landscapes of Esmeralda, Lincoln, Nye, and Mineral counties, to the vast reach of Clark County and our public charter schools. We tailor our support to fit your local realities while advancing district and state initiatives. And as we get to know you, we've noticed something meaningful: however different your regional challenges may be, they are united by a shared purpose. We all want what's best for kids.

Knowing that, we take seriously the responsibility of earning your time. Professional development only matters when it addresses your real-world needs, and this past year our focus has been on delivering high-impact, data-driven support, from mastering new instructional technologies to implementing the Science of Reading. We are also actively partnering with superintendents, administrators, and educators to translate the provisions of Nevada Senate Bill 460 into practical classroom success. By grounding our work in the NVACS and NEPF, we aim to fully empower you to make the best instructional decisions for your students, backed by evidence-based strategies that honor your professional integrity and turn policy into authentic classroom success.

True collaboration is a two-way street, and we see ourselves as your partners in growth. Working alongside you in your classrooms and schools, we continuously learn from your experiences and insights. The breakthroughs we achieve together and the collaborative spaces we share are what drive our organization forward and help us grow as educators ourselves.

You keep us going.

Your dedication is the spark that transforms schools and uplifts communities. Thank you for your partnership, your trust, and your relentless pursuit of teaching excellence. We look forward to another year of learning, innovating, and growing alongside you.

Executive Summary

Led by Director Jerrad Barczynsyn and Assistant Director Nicole Jawhari, the Southern Nevada Regional Professional Development Program (SNRPDP) utilizes a staff of 24 regional trainers to deliver evidence-based professional learning. Our services extend to public educators across Clark, Esmeralda, Lincoln, Mineral, and Nye counties, including public charter schools. Our primary mission is to empower educators and enhance student outcomes by equipping teachers with research-grounded strategies that directly impact classroom efficacy and student achievement.

To maximize this impact, SNRPDP intentionally designs a comprehensive continuum of support. We recognize the critical distinction between professional development, such as delivering essential information through structured workshops and endorsement coursework, and professional learning, co-designing sustained, job-embedded, and collaborative inquiry directly within the school environment. By utilizing this multifaceted approach, we ensure that educators at all stages of their careers receive relevant, up-to-date training to refine their pedagogical skills, increase their content knowledge, and optimize student growth and achievement.

The responsive nature of SNRPDP's work ensures that every professional learning experience reflects current educational research and is interconnected with local and state objectives. Our support structure is built upon a foundation of alignment:

- Foundation - SNRPDP Professional Learning Experiences: Developing foundational capacity through research-based workshops, endorsement programs, and sustained job-embedded professional learning.
- School Level - School Continuous Improvement Plans: Linking professional learning directly to the unique, data-driven goals identified by individual school sites.
- District Level - District Strategic Plans: Addressing areas of concern and priorities outlined in each district's continuous improvement plan.
- State Level - Nevada Department of Education Statewide Goals: Culminating in the fulfillment of NDE's overarching objectives, ensuring all students have access to highly effective educators and equitable opportunities for academic growth.

Figure 4. SNRPDP's aligned structure of support.



The following sections of this report provide a comprehensive overview of our program's effectiveness, detailing our initiatives and outcomes across three priority goals:

Educator Initiated Professional Growth Opportunities

Southern Nevada Regional Professional Development Program (SNRPDP) trainers and consultants will develop, deliver, and continually refine current and relevant professional learning through endorsement pathways, workshops, conferences, and coursework for educators at all stages of their careers. Professional learning offerings will be updated regularly to reflect the latest research, pedagogical strategies, and instructional technology available to Nevada educators.

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 the development of effective early childhood educators.

Job-Embedded Professional Learning

SNRPDP 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 ongoing professional learning experiences, including coaching discussions, 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. 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: Educator Initiated Professional Growth Opportunities

The Southern Nevada Regional Professional Development Program (SNRPDP) remains committed to transforming educator practice through high-quality, educator initiated professional learning. Goal 1 emphasizes the development, delivery, and continuous refinement of workshops, conferences, and coursework for educators at all stages of their professional journey. Professional learning offerings are updated regularly to reflect the latest research, pedagogical strategies, and instructional technology available to Nevada educators and administrators. By moving away from passive, single session workshops, SNRPDP designs professional learning experiences that build educators' pedagogical approaches and content knowledge while grounding discussions in the artifacts of student learning.

To catalyze meaningful shifts in classroom practice, SNRPDP grounds its professional learning opportunities in the core characteristics of effective adult learning theories and Nevada's Ten Standards for Professional Development. High-quality professional learning must be content focused, incorporate active learning for participants, support collaboration, and use modeling of effective practices. By designing learning that empowers educators to prioritize high-leverage practices that can be integrated into their high-quality curriculum, understand students' unique assets and needs, and leverage continuous feedback, SNRPDP supports schools and districts across the region while fulfilling its statutory mandate to systematically assess and address the specific training needs of regional educators (NRS §391A.175).



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.

Table 9. *Nevada Educators Enrolled in Endorsement Programs through RPD*

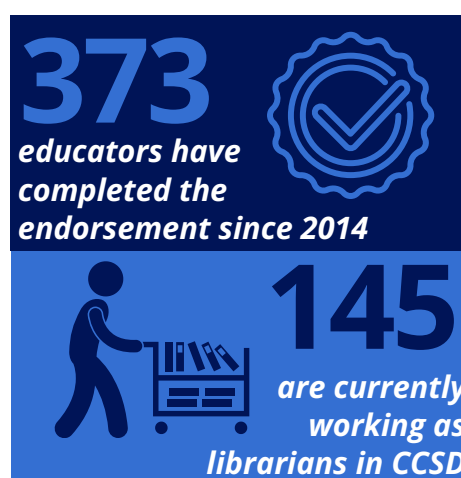
Endorsement Program	University Partner	Credits Required	Enrolled Educators
School Library Media Specialist	University of Nevada, Las Vegas	21	29
K-12 Reading	University of Nevada, Las Vegas	18	26
English Language Acquisition and Development (ELAD)	Southern Utah University	12	44
Early Childhood Education	Southern Utah University	12	51

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 seven 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

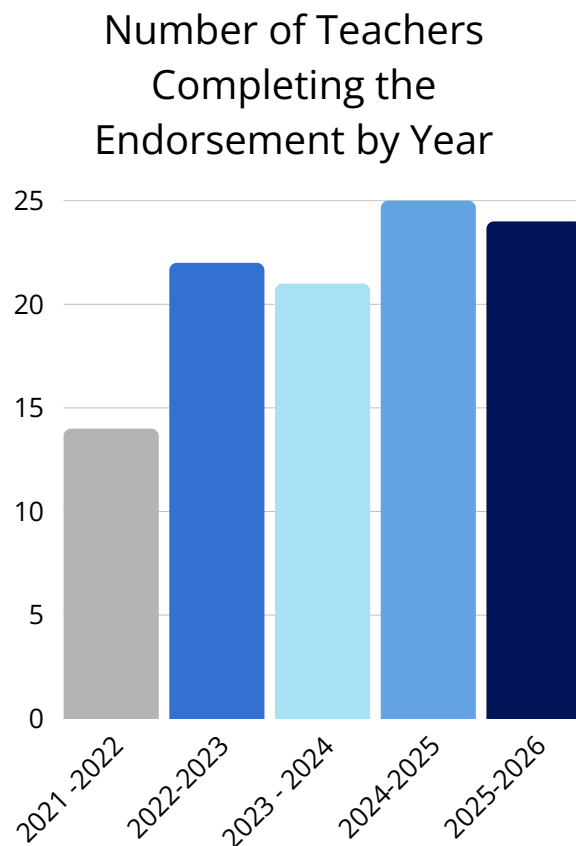


The K-12 School Library Media Specialist Endorsement Program was developed in 2014 by five SNRPDP part-time trainers who were selected due to their effectiveness in their roles as full-time school librarians. They built the program out of a partnership with the University of Nevada, Las Vegas. Referencing 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. 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.

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.

Figure 5. *Number of teachers completing the program over the last five 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.

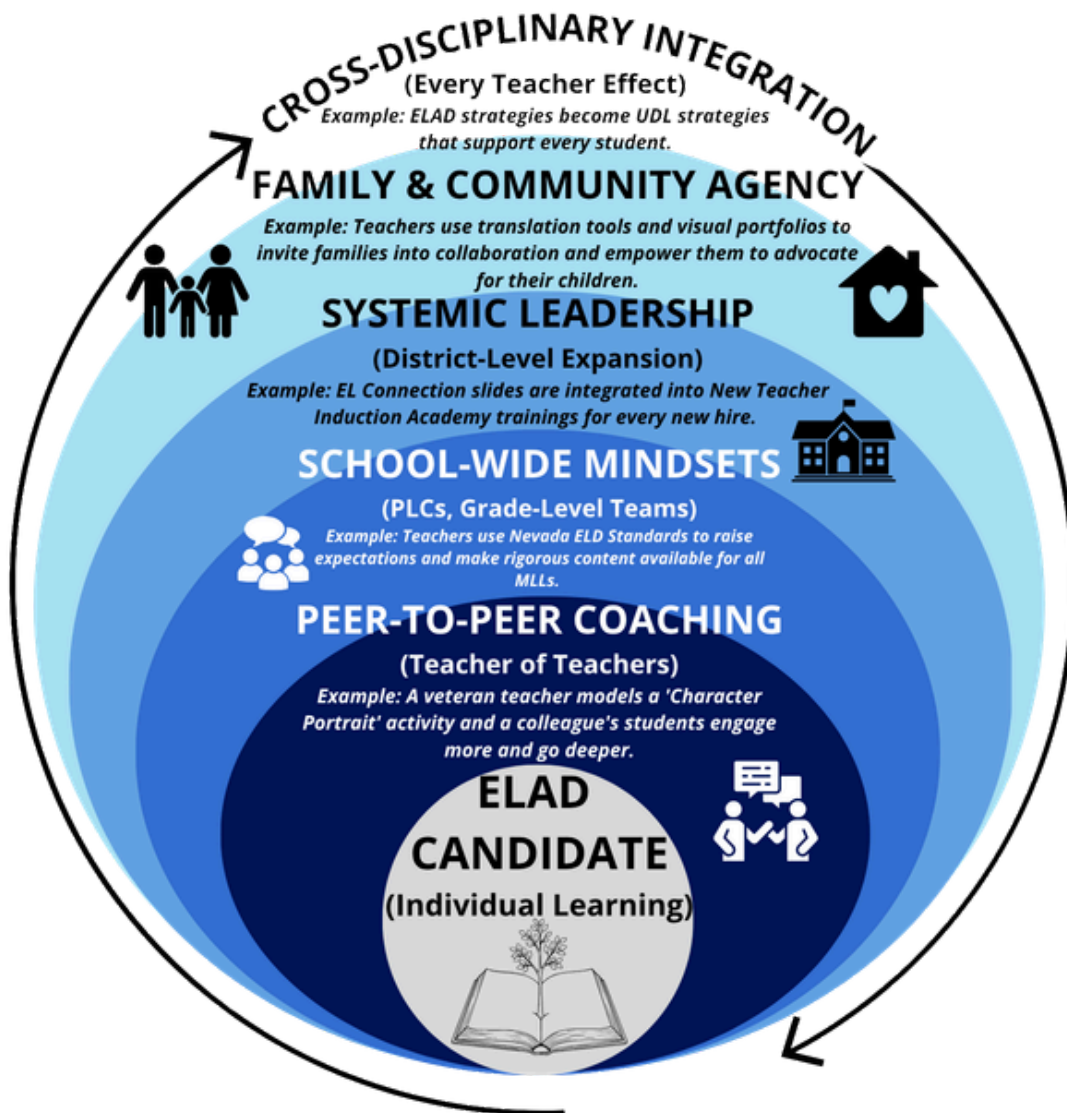
The endorsement pathway is a comprehensive approach to enhancing literacy instruction, rooted in its key features and proven success. By emphasizing research-based instruction, the program ensures that educators are equipped with the latest methodologies and best practices. It integrates theory with 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.

ENGLISH LANGUAGE ACQUISITION AND DEVELOPMENT (ELAD)

Deepening Impact: Building Educator Capacity

The Southern Nevada Regional Professional Development Program, in partnership with Southern Utah University, continues to strengthen the expertise of Nevada's K-12 workforce. During the 2025-2026 reporting cycle, 44 dedicated educators successfully completed the rigorous ELAD endorsement program. While this represents a steady increase in the number of endorsed experts, the true growth is seen in the "Ripple Effect" of their practice. Many of this year's participants, including district strategists and veteran coaches, utilized their practicum to mentor first-year teachers, effectively extending evidence-based strategies to hundreds of students beyond their own classroom walls.

Figure 5. *Ripple effect of SNRPDP ELAD endorsement program*



Practicum: A Catalyst for Change

The cornerstone of the ELAD program is the clinical practicum, where theory meets reality. Educators use video self-reflection to bridge the gap between knowing and doing. By analyzing their own instructional delivery, participants master critical but often overlooked nuances, such as extending wait time, optimizing lesson pacing, and intentionally scaffolding student-to-student discourse. This reflective cycle ensures that teachers don't just learn strategies; they master the ability to pivot in real-time to meet student needs.

Strategic Instructional Shifts

The 2025–2026 participants demonstrated significant growth in three specialized areas:



Integrated System:

Educators implemented the SIOP® model as an integrating planning system.



Authentic Assessment for Diverse Needs:

Participants leveraged Nevada ELD Standards and pioneered the use of multimodal evidence.



Asset-Based Mindsets:

A profound shift occurred when teachers viewed students' native language as a cognitive resource.

Participant Testimonials

- "I no longer view EL support as an 'add-on' service, but as the foundation of effective instruction for all my learners."
- "The SIOP model provided a concrete framework that turned my instructional 'instincts' into an intentional, research-based practice."

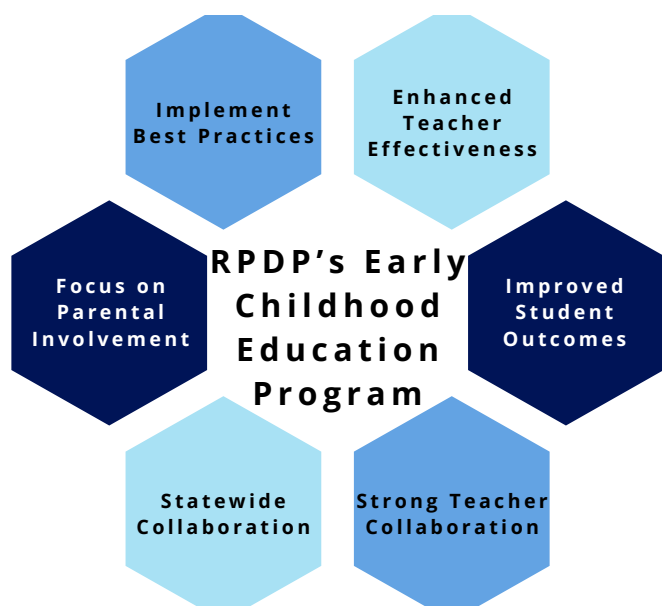
Every Teacher Mindset

Program graduates have embraced the philosophy that ELAD support is not a remedial add-on, but the foundation of high-quality instruction for every student. By reframing linguistic and cultural differences as instructional strengths, these 47 educators are now leading more equitable and inclusive classrooms across Clark, Esmeralda, Lyon, Nye, and Pershing counties.

Future Outlook

With a strong 78% program retention rate and a growing waitlist of teachers eager to begin the sequence, SNRPDP is expanding to meet ongoing regional demand. In partnership with Southern Utah University, the program will begin developing two advanced, credited courses to establish a new ELAD Specialist Endorsement. This initiative will create a dedicated leadership pathway for educators ready to serve as building- and district-level advocates and experts.

EARLY CHILDHOOD EDUCATION



Recognizing the distinct expertise required to effectively teach young children, the Nevada Department of Education (NDE) established a specialized pathway for experienced K-8 educators to earn an Early Childhood Education Endorsement. To facilitate this critical state mandate, SNRPDP trainer Suzie Hinrichsen spearheaded a collaborative initiative with the Northwest Regional Professional Development Program (NWRPDP) and Southern Utah University. This 12-credit program equips dedicated teachers with the specialized, research-

based knowledge necessary to foster early childhood development and learning. Educators complete four focused university courses, translating their learning directly into thoughtful adjustments in their daily schedules, instructional strategies, and overall classroom designs.

During the 2025-2026 cycle, the Early Childhood Education Endorsement pathway successfully transitioned from a regional offering to a highly accessible statewide model. By allowing teachers to choose the evening cohort that best fits their schedule, SNRPDP has dramatically expanded equitable access to this vital professional learning.

- The program now supports a diverse cohort of educators representing seven Nevada counties and charter schools.
- The statewide shift has had a profound impact on rural districts. Notably, in Mineral County, 100% of licensed early childhood teachers will now hold this specialized endorsement.
- Enrolled educators are actively sharing their enhanced knowledge with families, colleagues, and school administrators, creating a statewide cadre of informed advocates dedicated to Nevada's youngest learners.

Figure 7. Educators participating in the endorsement program from Nevada counties



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 of 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

- *I enjoyed the course because it challenged me to think in new ways about gifted students and how to better support their needs.*
- *This course was a joy to participate in. I gained a wealth of knowledge that I will be able to use as I further my career journey.*
- *I really enjoyed this course and the instructor's teaching style. She kept the class engaging and created a supportive, welcoming learning environment. I learned so much from our class discussions and from hearing different perspectives. While the assignments were challenging, the instructor provided consistent support, clear guidance, and positive feedback throughout the process. This course also inspired me to one day pursue becoming a GATE teacher, which I'm really grateful for.*

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. To keep pace with technological shifts, our curriculum now models how artificial intelligence can be effectively integrated into the classroom. We have retooled our assignments to allow, and in specific instances even require, the use of AI tools, giving educators firsthand experience in navigating this new landscape. Looking forward to next year, we are refining our enrollment process to prioritize teachers on the pathway to instruction for the state's graduation-required computer science and applications course.

Participant Testimonials

The resources that were provided in each module were greatly appreciated and helpful. The breakout rooms were nice to connect with other teachers and engage with the activities together.

- Participant in Methods to Teach Computer Applications

I really didn't have a lot of background knowledge on computer science education prior to this class, and now I feel much more prepared to teach my students.

-- Participant in Computer Science Concepts

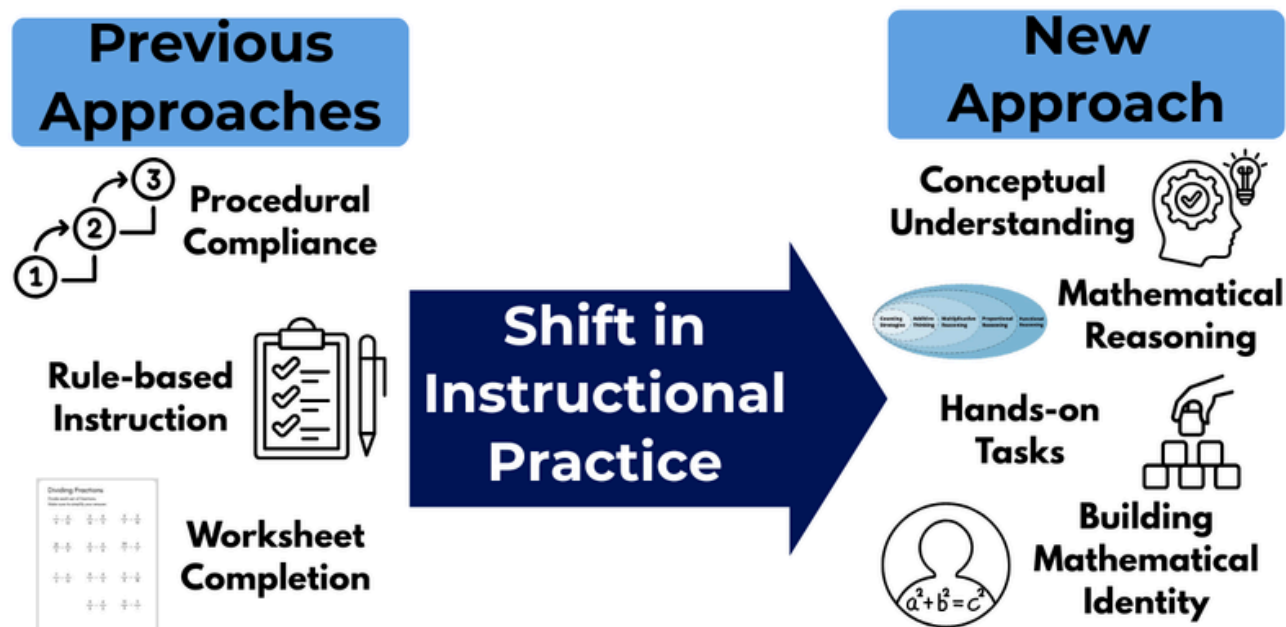
Workshops and Conferences

The 2025 - 2026 offerings highlighted in this report represent a diverse swath of content and high-leverage instructional practices aligned to the Nevada Academic Content Standards and state directives to provide training on the academic standards adopted by the State Board (NRS § 391A.125). Additionally, professional learning experiences are grounded in the research behind the Nevada Educator Performance Framework (NEPF) Professional and Instructional Standards. They are designed to build teacher credibility, collective efficacy, enhance teacher clarity, optimize technology, and provide Southern Nevada's educators with responsive support they need to foster learning environments where every student can thrive.

Mathematics

The Mathematics professional learning opportunities were led by trainers Kathryn Dees, Sue Dolphin, Nicole Jawhari, David Janssen, Jennifer Loescher, Candice Meiries, and Doug Speck. SNRPDP trainers provided extensive mathematics professional learning designed to support educators' shift toward deep, conceptual mathematical reasoning.

Figure 8. SNRPDP's Mathematics professional learning leads to a shift in Mathematics Instructional practice.



Critical Learning Phases

Counting

**Number
Relationships**

**Addition and
Subtraction**

**Place Value:
Tens and Ones**

**Place Value:
Hundreds,
Tens, and
Ones**

**Multiplication
and Division**

To build foundational understanding, SNRPDP's Elementary Math Team, composed of Kathryn Dees, Sue Dolphin, David Janssen and Nicole Jawhari, facilitated a 12-hour Number Talks series. These sessions were tailored specifically to grade level NVACS for Mathematics and were based on the Number Talks instructional routine, grounded in key educational research from Kathy Richardson, Sue Dolphin, and Ruth Parker. During this workshop, participants connected the Critical Learning Phases to the development of conceptual understandings, learning how to maximize the power of this daily routine through the strategic use of models and questioning to engage students in making sense of mathematics. This brief but powerful routine serves as an embedded formative assessment, providing insight to the educator about the students' levels of thinking. It shifts the teacher's focus from merely checking for correct answers to observing how students solve problems. Participants learned the importance of noticing the learning trajectory based on how the students solve specific problems. Observing this trajectory deepens educators' understanding of the NVACS and the Standards for Mathematical Practice (SMPs), allowing the teacher to strategically differentiate instruction to meet student needs in real time and during the broader math instructional block. Number talks provide the opportunity for the educator to employ all five NEPF instructional standards by activating prior knowledge, providing tasks with high cognitive demand, fostering meaningful mathematical discourse, engaging students in metacognition, and utilizing ongoing assessment to make instructional decisions. Most notably, this routine demonstrates a teacher's ability to "operate with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status" (Nevada Department of Education, 2022). By solving problems in ways that make sense to them, explaining their reasoning, and listening to peers, students learn that math inherently makes sense. They develop a deep conceptual understanding that leads to computational fluency and impacts math learning, equipping students to tackle increasingly complex content.

The Elementary Math Team also delivered Targeted Small Group Instruction, an intensive course that was repeated 11 times across various locations, including eight Clark County School District schools and one charter school, reaching over 275 participants. The sessions were developed in direct response to a growing disconnect trainers observed in classrooms: experienced and novice teachers were frequently relying on their Tier 1 instructional materials for Tier II interventions. This approach ultimately failed to offer students the foundational, conceptual support they needed to advance students' mathematical understanding. To address this gap, the course was designed to train educators, interventionists, and paraprofessionals in the effective use of concrete models and research-based tasks for K-5 students. Grounded in research, the training empowered educators to shift small-group time away from procedural worksheets that simply mimic Tier I lessons and facilitate experiences that build conceptual understanding. Rather than organizing tasks by grade level, the instruction utilized eight sets of core conceptual tasks: Counting and Cardinality, Comparing, Addition and Subtraction to 10, Addition and Subtraction to 20, Place Value, Two-Digit Addition and Subtraction, Multiplication, and Division.

During the course, participants tackled critical guiding questions to develop best practices for Tier II settings, exploring how to select tasks that maximize learning, engage students in foundational understandings, manage the rest of the class, ensure student accountability, and monitor progress to make real-time instructional adjustments. A primary focus of the training was the value of working with concrete models, which provide students with the opportunity to make sense of number relationships and the structure of numbers. By observing students completing these tasks, teachers engage in embedded formative assessment, learning to identify students' levels of thinking as they relate to the Critical Learning Phases. This ongoing opportunity to observe the learning trajectory has the power to enhance an educator's understanding of the NVACS, the SMPs, and the NEPF Instructional Standards. This course provided educators a small group structure that directly supports the individual needs of each student. By designing instruction such that students experience and make sense of mathematical concepts, they build the foundation necessary to succeed in Tier I instruction.

275+

Participants



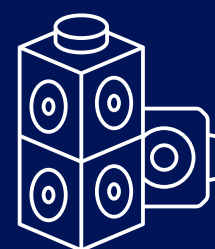
Tier II

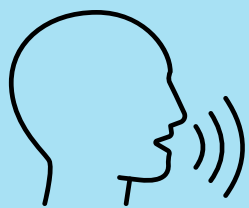
Interventions



Student
Engagement

Concrete
Models



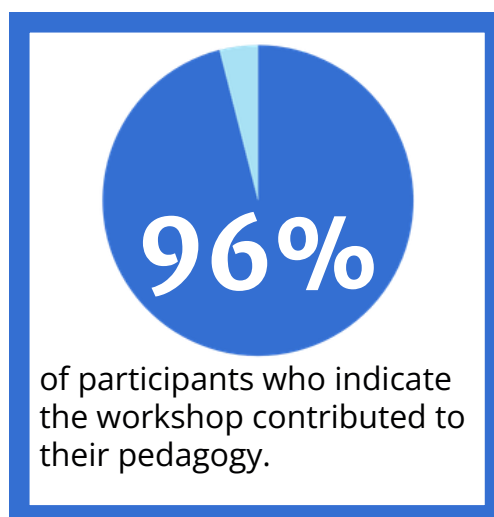


Participant Feedback

Participant feedback highlighted the immediate and profound impact of this hands-on training across diverse instructional environments:

- **Enhancing Tier II Interventions:** General education teachers noted that the training made their small groups “much more effective,” recognizing that building basic math foundations is critical for student success in Tier I instruction.
- **Supporting Special Education:** Resource Room teachers found the kits crucial for learners with significant math gaps. They praised the conceptually rich tasks for allowing them to “target IEP goals directly” while providing meaningful independent work, noting that the concepts “transfer seamlessly” to help students participate confidently in general education lessons.
- **Value of Experiential Learning:** Educators emphasized that the allocated time to engage, practice, and ask questions about the physical kits was highly valuable, as it allowed them to solidify new pedagogical ideas through a direct, hands-on experience and opportunities to see the models of effective instruction.

David Janssen led *Implementing the Rigor of the Eight Mathematical Practices*, a hybrid course for elementary teachers that utilized the text *Putting the Practices Into Action* to guide educators through unpacking the Standards for Mathematical Practices (SMPs) from the NVACS. The SMPs define the expertise, habits of mind, and proficiencies that students should develop as they are learning and applying math content standards. During this opportunity, educators were provided with practical ideas to move beyond rote memorization and develop deep mathematical reasoning in students. The feedback from participants was overwhelmingly positive for enhancing their pedagogical knowledge.



Kathryn Dees expanded on best practices for K-12 educators through a series of professional learning based on Tracy Zager's text *Becoming the Math Teacher You Wish You'd Had*. This series provides a collaborative space for educators to observe effective teaching and deepen their understanding of the NVACS through the lens of their own classroom experiences. Participants customized assignments based on their own professional growth goals and instructional contexts to plan engaging lessons that utilize hands-on tools, visual representations, and strategic questioning to elicit student thinking. This intentional focus supported a range of professional learning needs, benefiting teachers at all experience levels. By integrating mathematical reasoning into their daily practice, educators improved their grasp of content knowledge and pedagogical approaches, translating these skills into standards-aligned instruction that makes mathematics accessible, engaging, and meaningful for students.



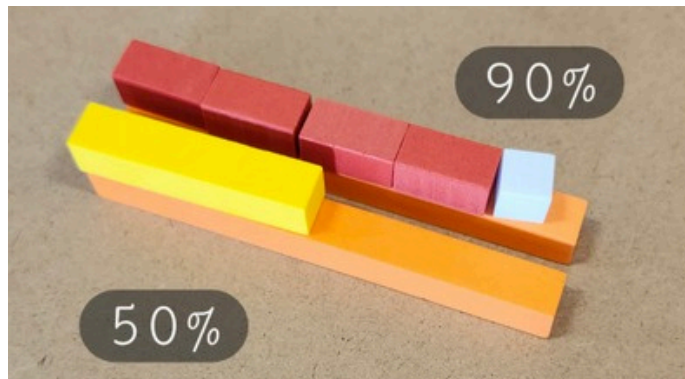
I wanted to share a bit of good news with you. I took the Building Thinking Classrooms class in the fall with you and really tried consistently to add the tasks into my math block. Well, my students just finished their final MAP Math test and my scores are so high!!! I wanted to say thank you for delivering such great PD!
- Elementary Teacher

At the secondary level, Jennifer Loescher offered a transformative suite of workshops focused on cultivating mathematical identity, conceptual mastery, and profound shifts in teacher pedagogy. Anchored in Jo Boaler's research, the Math-ish workshop invited enrolled participants to view mathematics more broadly and inclusively. By reframing their own relationships with the subject, teachers learned how to foster student belonging, build mathematical identity, and leverage connections with math learning to progress beyond simple compliance. As teachers develop their pedagogical knowledge, Loescher offered a workshop centered around Peter Liljedahl's *Building Thinking Classrooms* highlighting 14 optimal classroom practices. Educators who enrolled in this workshop

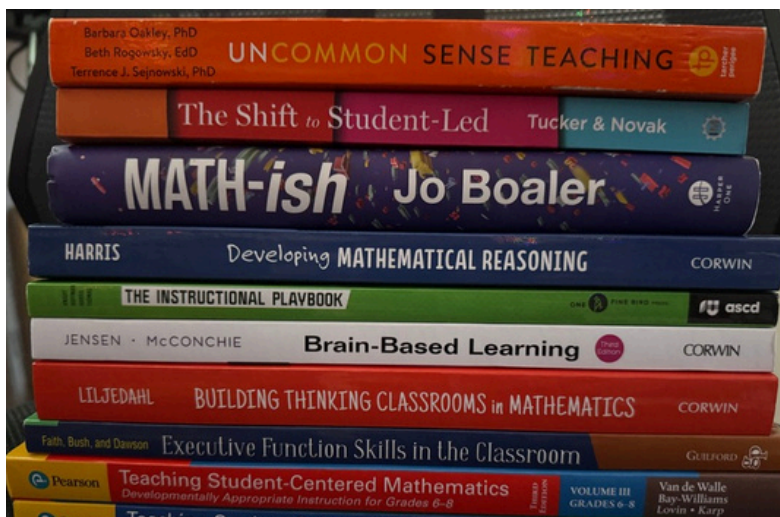
received practical tools, explored structures, and developed mindsets necessary to fundamentally transform institutional classroom instructional norms. Participants learned to form visibly random groups, develop collaborative workspaces, and utilize vertical whiteboard surfaces. Educators left prepared to completely redesign their physical spaces in a pedagogically sound way, shifting students from passive to active participants engaged in rich mathematical discourses, peer collaboration, and authentic problem solving.

Loescher also designed a Fraction Fundamentals workshop to help teachers identify and target critical conceptual gaps by utilizing manipulatives such as Cuisenaire Rods, Pattern Blocks, and Clothesline Math. Grounded in research supporting the parallel teaching of the Concrete-Representational-Abstract (CRA) model, this course deepened educators' pedagogical content knowledge. This approach builds the cognitive flexibility to toggle between concrete models and abstract concepts while reinforcing the principle that defining numbers as measurable relationships leads to fraction mastery. Due to the popularity of this session, Loescher expanded its reach by creating specific site-based professional learning for middle school educators in two public and two charter schools.

Figure 9. Students use Cuisenaire Rods to generate models of fractions to show the correlation between fractions and percentages.



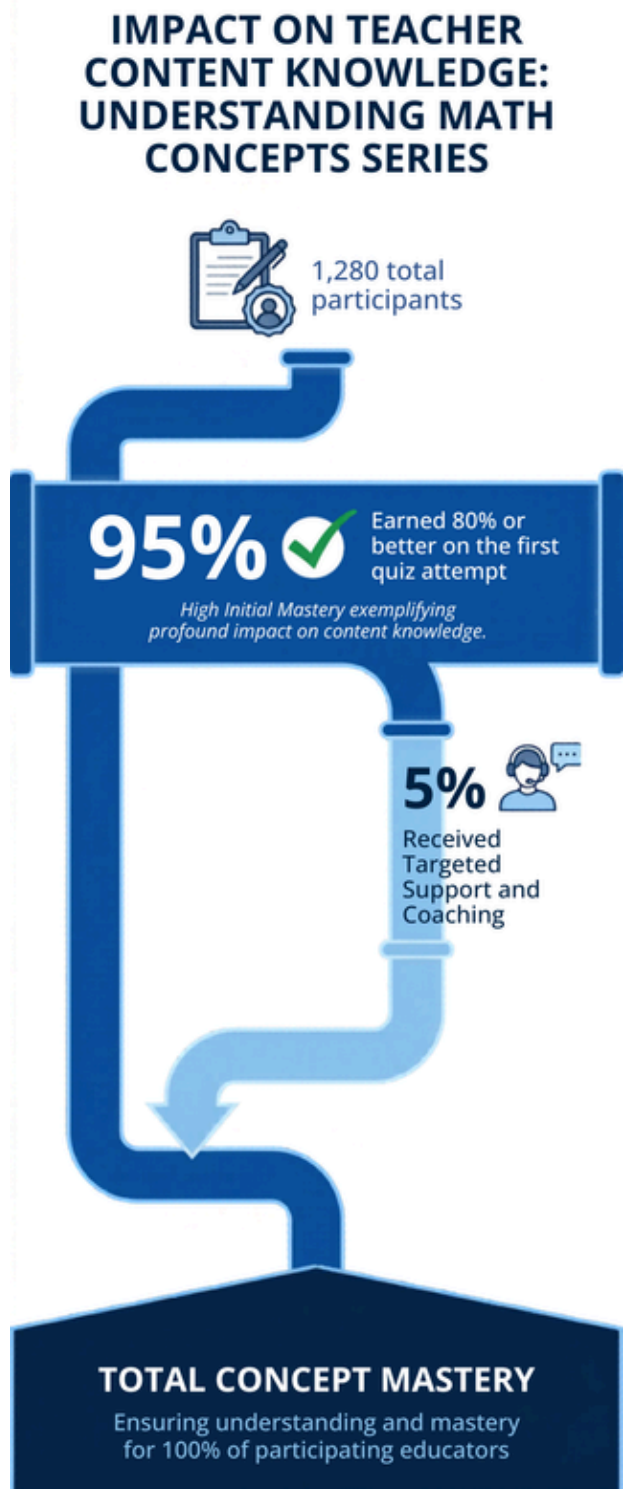
Loescher continued this focus on conceptual foundations with a newly-developed workshop, Expressions & Equations that Stick. Targeting teachers in grades 5-8 and utilizing *Teaching Student-Centered Mathematics* texts by Van de Walle, this face-to-face workshop deepened educators' understanding of vertical alignment to the Standards for Mathematical Practice (SMPs). By gaining clarity into how algebraic concepts develop both before and after specific grade levels, teachers were equipped to design more coherent, connected, and instructionally powerful learning experiences using alternative strategies, literature, and games. In this workshop, educators gained a clear understanding of how student cognition progresses from basic counting to additive thinking to complex proportional and functional reasoning. This empowered teachers



to shift away from rule-based instruction, ultimately strengthening their capacity to select rigorous tasks, pose strategic questions, and respond to student thinking in ways that intentionally build sophisticated reasoning over time.

Doug Speck provided extensive content support for K-12 mathematics teachers in his comprehensive Understanding and Teaching Math series, which launched in 2024. These workshops were offered to bring the total series to 50, three-hour sessions for a total of 150 professional learning hours. Speck focused on a different major mathematical topic each week. By tracing the development of secondary math concepts back to the content from elementary grades, teachers gained clarity about the progression of topics across the grade levels. The series was intentionally designed to deepen educators' content knowledge and provide effective pedagogical approaches and robust resources. The topics were strategically selected based on input from participants through pre-and mid-series surveys. The impact on teacher content knowledge was profound, reaching an astounding 1,280 participants. Each session concluded with a rigorous quiz, requiring participants to apply their newly acquired understanding. The results from these quizzes exemplify the impact of Speck's support on teacher content knowledge and ensure mastery. Participants praised the clear verbal reasoning used to explain the content and the identification of common student mistakes, with one noting, "The content was helpful to understand the learning progression for what my students will learn beyond this school year, so I can help them prepare for it."

Figure 10. SNRPDP Understanding Math Concepts Series leads to concept mastery for educators.



Note. Image created using Gemini by Google on May 12, 2026, from the prompt: "[Create an image to depict the data provided]."

Speck expanded his offerings by contextualizing mathematical concepts through two complementary courses: The Math We Teach and Where the Math We Teach Comes From. The Math We Teach traced the evolution of mathematical topics from their earliest elementary introduction through high school applications. By leveraging Gemini AI to map these developmental stages across grade levels, Speck helped teachers identify and address common student difficulties, ultimately reducing the misconceptions that are often inadvertently passed on to students. Coupling this developmental progression with historical context, Where the Math We Teach Comes From explored the rich history of mathematics from ancient Mesopotamia and Egypt, to classical Greek geometry, Hindu trigonometry, Arab algebra, and Renaissance higher mathematics. Utilizing AI-generated visuals to bring these eras to life, the course empowered teachers to add engaging historical narratives to their lessons. Educators reported that understanding the origins of these concepts made the subject feel “safe to try” and equipped them to make their daily instruction far more interesting and accessible for struggling learners.



Finally, Speck guided secondary educators in reimagining how they measure student learning through Assessing Students in Algebra 1 and Assessing Students in Geometry. Delivered as a four-part series aligning with each quarter of the school year, these workshops challenged cohorts of 15-16 teachers to move beyond typical multiple-choice tests and quizzes. Drawing on the trainer’s 42 years of educational experience, teachers developed and practiced authentic assessment options tailored to each unit of the curriculum, designed specifically to increase student engagement and expose students’ true levels of mathematical thinking. The cohorts functioned as collaborative professional learning communities, regularly reporting back on the successful implementation of these assessments in their classrooms. Furthermore, teachers utilized the structural ideas presented to create and share their own innovative assessment tools with the group. Participants overwhelmingly noted the activities were relevant, well-paced, and sparked their creativity, allowing them to implement new strategies in their classrooms “the very next week” to improve student understanding and foster a more favorable view of mathematics.

Literacy

The Literacy professional learning opportunities were led by trainers Julie Cooper, Suzie Hinrichsen, Saralyn Lasley, Christine Mecham, Sandi Ohman, and Shan Pullan. SNRPDP's literacy team designed and facilitated workshops for preK-12 educators that equipped them with evidence-based literacy strategies, content knowledge to implement structured interventions, and explicit assessment alignment.



Foundational reading instruction was a focus of the professional learning offered by Shan Pullan in the Reading Essentials series, encompassing three 18-hour workshops: Phonics, Developing Decoding Skills, and Fluency. Rooted in the Science of Reading, these workshops provided research-backed professional development packages designed to equip K-8 educators with a structured, systematic approach to reading instruction. The courses went beyond surface-level overviews to provide participants with the knowledge and skill set to transform reading instruction that develops confident, independent readers. Educators acquired evidence-aligned instructional strategies with pedagogy. The coursework integrated Dr. Louisa Moats' emphasis on deep linguistic teacher knowledge of speech-to-print connections, Dr. Julia Lindsey's "Essential 6" routines for efficient decoding, and Dr. Timothy Rasinski's fluency practices. Teachers were afforded both the opportunity to tailor their learning to address specific student needs and the autonomy to select how they demonstrated their understanding and application of the content.

Educator Voices

This was a great class. I will adapt and utilize many of the syllabic and word building concepts.

- Primary grade teacher,
Phonics workshop

This class was fantastic. I learned a lot of new strategies for decoding and reading words fluently.

- Primary grade teacher,
Developing Decoding Skills
workshop

This was an awesome class! I got a lot of really good ideas and strategies for making learning fluency fun!

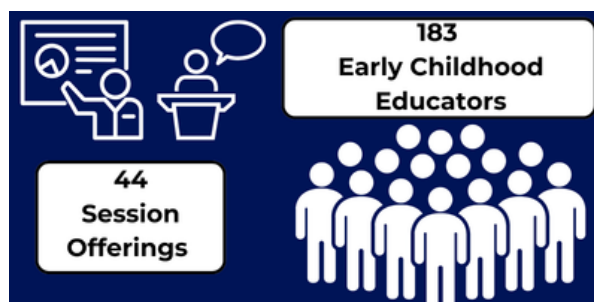
- Intermediate grade teacher,
Fluency workshop

Early Childhood Conference: Out of This World



Under the engaging theme, “Out of This World,” Suzie Hinrichsen designed the annual conference for PreK, kindergarten, first, and second grade teachers, school leaders, and other early childhood professionals. Recent efforts have intentionally expanded the invitations to include second-grade teachers to ensure it is a comprehensive early childhood event. The conference served a wide geographic and institutional range, successfully

drew approximately 200 attendees. Participants included public and charter school educators from various counties across Nevada. The primary goal of the annual conference was to offer focused, standards-based professional development tailored specifically to early childhood education. It served as a high-energy, collaborative environment, featuring partnerships with early childhood professionals, district instructional leaders, WestEd, and the Nevada Department of Education (NDE). The conference aimed to empower early childhood educators by highlighting effective instructional practices and introducing valuable assessment tools.



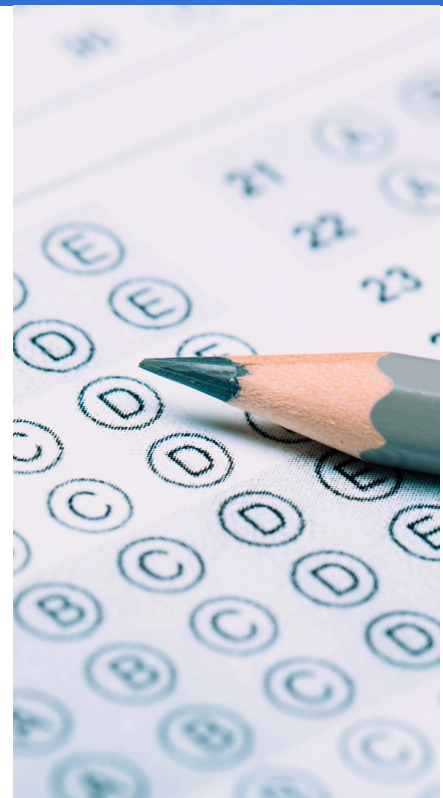
SNRPDP’s Early Childhood Conference bolstered NDE’s strategic priority to ensure student access to “high-quality, evidence-based teaching” (Nevada Department of Education, 2026). By bringing together a variety of presenters and focusing on requested topics including student engagement, early literacy and math instructional approaches, and the utilization of high-quality instructional materials, the SNRPDP equipped educators with an expanded, research-based toolkit. Attendees were provided with a day of interactive professional learning from a choice of over 40 robust breakout sessions.



Christine Mecham facilitated four workshops that focused on literacy instruction for students in the middle grades, 3-8. Supporting Struggling Readers was anchored in the recommendations of the Institute of Educational Sciences (IES) practice guide. Recognizing that secondary teachers often lack explicit training in foundational reading, Mecham taught decoding strategies, such as breaking

words down into morphological parts. This workshop was offered to content-area teachers (e.g., science teachers or social studies teachers). With these tools, they learned how to seamlessly weave literacy support into complex vocabulary instruction and incorporate foundational skills into their secondary content. Teachers learned techniques to integrate instructional strategies focused on boosting reading comprehension and developing fluency skills for all learners. For writing instruction, Mecham utilized the explicit research of Bruce Saddler and Steven Graham, alongside sentence-level and structured writing approaches from Judith Hochman. By employing the use of the Gradual Release of Responsibility (GRR) framework, Mecham utilized sound instructional examples for explicit modeling and guided practice through shared writing. This helped make the implicit processes of expert writing visible to students.

NDE emphasizes that the Smarter Balanced assessments (SBAC) are a critical metric for measuring student progress toward college and career readiness in grades 3-8. Because these assessments are aligned with the Nevada Academic Content Standards in ELA and mathematics, their computer-adaptive format and online administration provide invaluable, meaningful feedback that educators can use to drive student success. To effectively prepare students, educators must understand the test blueprints, which delineate the content, depth of knowledge, and performance expectations of the standards. These blueprints act as a foundational guide for the development of questions, performance tasks, and score reporting. Recognizing this need, SNRPDP designs targeted professional learning to demystify these resources, demonstrating exactly how these professional learning opportunities are grounded in current educational best practices and assessment trends.



Secondary Literacy trainers, Julie Cooper and Sandi Ohman, led a comprehensive professional learning program centered on the ELA SBAC. The series of four workshops addresses Reading, Listening, Writing, and Research topics in both the Computer Adaptive Test (CAT) and Performance Task (PT). The sessions are continually revised and updated to include actionable, daily classroom strategies to support teachers in providing instruction aligned with the SBAC components and NVACS expectations. By facilitating these sessions virtually, teachers in rural counties have the opportunity to engage in professional learning. Cooper and Ohman designed the workshops to include time devoted for educator collaboration. Breakout rooms and whole group discussions provided educators the opportunity to deepen their understanding through professional discourse regarding the high-impact strategies presented. Participants appreciated the impact of these collective learning experiences as evidenced by educators completing all four workshops as a cohesive series to carry information from one course to the next.

Table 10. *ELA SBAC Workshop content focused on high-leverage strategies to support student success.*

Workshop Title	Content Focus
ELA SBAC Grades 3-8 Writing and Research in CAT	Strategies to align daily instruction and prepare students for the Computer Adaptive Test writing/research portion.
ELA SBAC Grades 3-8 Writing and Research in PT	Strategies to align daily instruction and prepare students for the Performance Task writing/research portion.
ELA SBAC Grades 3-8 Reading	Strategies and instructional questions to improve comprehension and prepare students for the reading components of the assessment.
ELA SBAC Grades 3-8 Listening	Strategies and instructional questions to improve comprehension and prepare students for the listening components of the assessment.

The impact of this targeted professional learning is evident in the reflections of participating educators who highlighted the immediate applicability of the strategies in their classrooms.

- This class provided valuable insight into how to prepare my students for the SBAC assessment properly. The resources and information are things I can quickly implement.*

— Middle school ELA teacher
- The teacher has incorporated strategies to support students in developing note-taking skills aligned to SBAC expectations. These strategies will be beneficial, and help my students improve their ability to identify key information and record notes to support comprehension and task completion.*

— 5th grade teacher

English Language Development

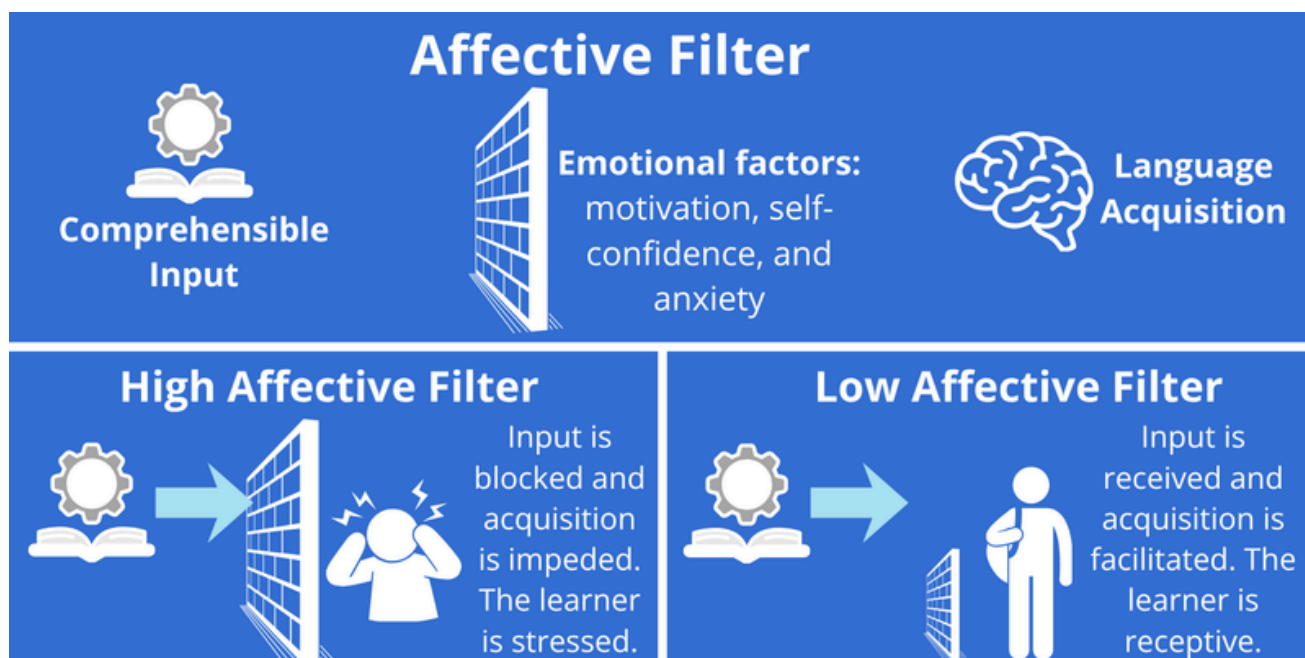
SNRPDP remains dedicated to supporting educators in accelerating the academic and linguistic development of Multilingual Learners (MLLs) through evidence-based, culturally responsive pedagogy.

Recognizing that effective language support requires a multifaceted approach, these professional learning opportunities are grounded in current educational research, including the Sheltered Instruction Observation Protocol (SIOP), Universal Design for Learning (UDL), and Stephen Krashen's Affective Filter Hypothesis. Through targeted training led by Valerie Seals, educators were equipped to integrate high-leverage pedagogical frameworks directly into their content areas. In *The Language-Rich Classroom: A Framework for Teaching ELLs*, Seals guided participants through the CHATS framework, encompassing Content Reading Strategies, Higher-Order Thinking Skills, Assessment, Total Participation Techniques, and Scaffolding. By engaging in this flexible, differentiated workshop, educators deepened their understanding of language acquisition processes and learned to build classrooms that provide rich language opportunities for all students, increasing engagement and fostering academic success.

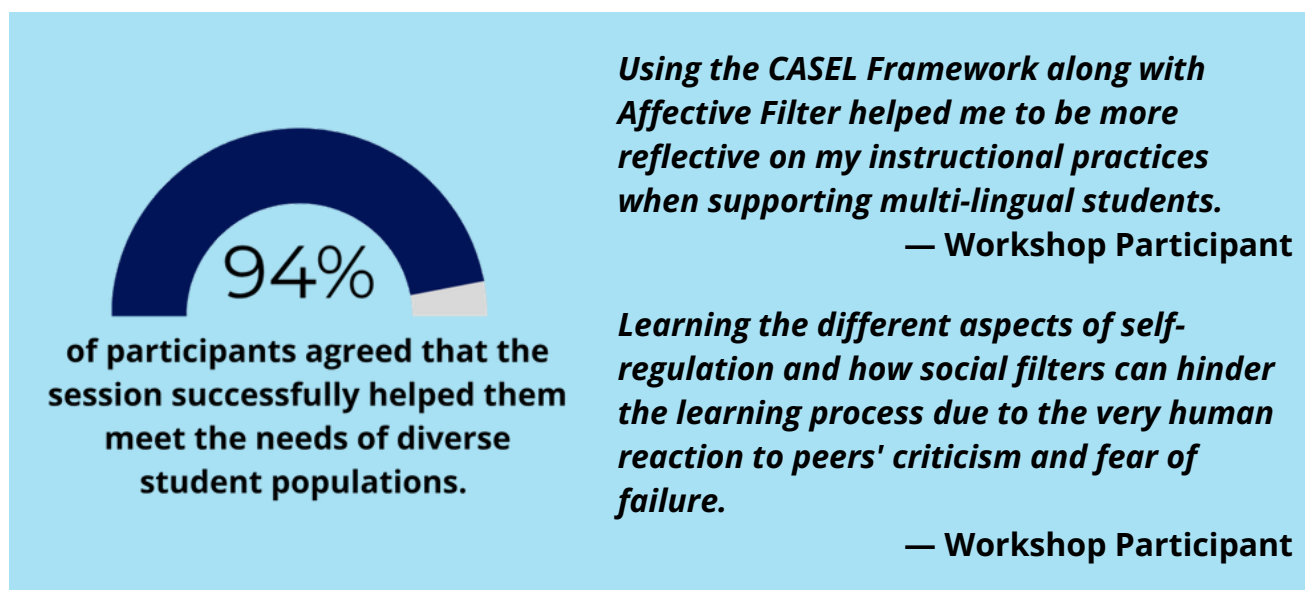
Building upon foundational cognitive linguistic support, Valerie Seals also facilitated the Nevada Teaching English to Speakers of Other Languages (NVTESOL): Social Emotional Learning for Multilingual Learners: Considerations and Impact in



the Classroom workshop, emphasizing that emotional safety is intrinsically linked to academic achievement. This 12-hour blended learning experience synthesized the Collaborative for Academic, Social, and Emotional Learning (CASEL) Social Emotional Learning Framework, the Neuroscience of Learning, and Krashen's



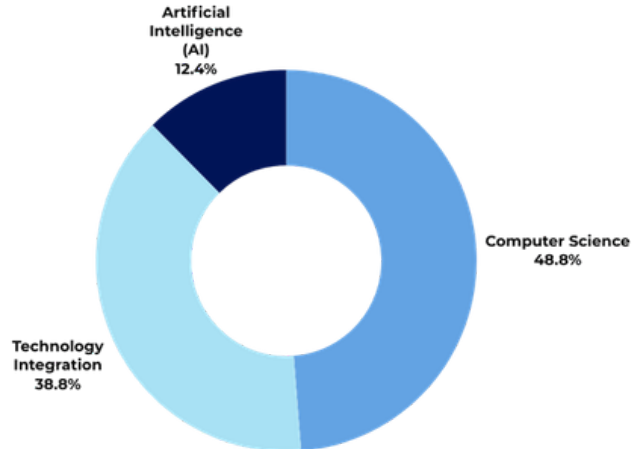
Affective Filter Hypothesis to help educators understand how social filters and fear of failure can hinder the language acquisition process. Through virtual synchronous breakout rooms and collaborative peer-to-peer strategy sharing, classroom teachers and school counselors gained practical strategies for self-regulation and culturally responsive teaching. By actively reducing the affective filter and valuing student identity, educators can create a psychologically safe space where MLLs are empowered to take language risks, leading to increased classroom participation and accelerated language development. The real-world impact of these targeted professional development initiatives is clearly reflected in the participant data. Educators left these specialized workshops with actionable, reflective practices ready to be implemented in their own classrooms and to support multilingual scholars.



Computer Science and Technology

The evolving landscape of educational technology requires ongoing, adaptive professional learning to ensure educators can integrate these tools meaningfully into their pedagogical practices. During the 2025-2026 academic year, Danielle Krempp and Jason Lillebo provided over 240 hours of training in computer science, Google Workspace applications, and Artificial Intelligence (AI) to address the multifaceted requirements of Southern Nevada's educators. These professional learning offerings are grounded in current education trends and regional educator development needs. For instance, SNRPDP serves as the Code.org regional partner for Nevada, utilizing dedicated funding from Tesla to tie computer science education directly to workforce demands. As technology applications evolve rapidly, particularly with the integration of generative AI, courses were revised or created to help educators meet NEPF instructional and professional standards. These strategic offerings ensure teachers are prepared to support student success in a technology-rich environment.

Figure 11. Distribution of 240 hours of technology-focused workshops.



Computer Science Education and Pedagogical Knowledge

Trainers Krempp and Lillebo supported elementary and secondary teachers with computer science instruction. Foundational pedagogical knowledge was addressed through workshops including the CS Fundamentals Workshop, [Code.org](#) CS Discoveries, and CS Connections: Integrating CS into Core Subjects. To support collaborative planning and timely curriculum updates, the trainers facilitated Elementary CS PLCs held in October 2025, January 2026, and April 2026, alongside [Code.org](#) Elementary Support Sessions.

Educators also received specialized instruction on programming and hardware integration through courses such as Understanding Elementary CS Structures, Elementary Game Design, Virtual Robotics Using VexCode VR, and Physical Computing with Microbits. Additionally, the trainers led educators through an exploration of the mechanics of AI data analysis in the How AI Makes Decisions workshop. To build systemic capacity, the trainers offered Elementary Computer Science Administrator Training to support site leaders, organized a Coaches Network in Northwest Nevada, and led the Code NV Collaboration to evaluate and improve regional resources.

Technology Integration and Google Workspace Applications

To assist teachers with instructional and professional tasks, Krempp and Lillebo facilitated a variety of Google-based workshops. Scaffolded instruction was provided through the “Learn by Doing” series, which covered Google Sheets, Docs, Slides, Drawings, Sites, and Forms. Based on direct educator feedback, SNRPDP trainers developed advanced coursework, including Diving Deep into Google Sheets, Advanced Topics in Google Sites, and Project-Based Google Apps Explorations.

Additionally, the trainers ensured teachers remain current on rapidly changing software features. The trainers hosted Google Update Slams in October 2025 and April 2026, which incorporated information on new Gemini AI integrations. As Google rolled out new applications, the team responded by offering Google Vids: Practical Applications for Educators to facilitate the integration of this new tool.

Artificial Intelligence in Education

Recognizing the growing interest and presence of AI in educational settings, the trainers developed courses to help educators navigate, teach, and responsibly implement these tools. Foundational knowledge and responsible integration strategies were covered in the Collaborative Exploration of AI and How to Host an Hour of AI 2025. Specific pedagogical impacts were discussed in Current AI Topics workshops, allowing educators to analyze the current literature. Finally, technical competence with AI platforms was formally addressed through the Gemini Certified Educator courses equipping teachers to demonstrate core generative AI capabilities.



Educator Feedback



..the instructor effectively introduced, demonstrated, and explained the content, while providing opportunities for discussion and hands-on collaboration and practice.

This was the first time I had exposure to Google Vids and I LOVED it. I can't wait to use it with students and for other purposes.

I think the opportunity to broaden my perspective of potential implementations with AI in a meaningful context was the most valuable.

Social Studies

According to the Nevada Department of Education (NDE), the state's commitment to supporting Native American students took a significant step forward in 2012 when the State Board of Education adopted the History and Contemporary Lifestyles of the Northern Paiute, Southern Paiute, Washoe, and Western Shoshone Curriculum Guide. As noted on NDE's website, this initiative "was made possible through the efforts of committed individuals who recognized the distinct educational needs of American Indian students in Nevada." To build on this foundation, the Native American Curriculum Enhancement Project (NACEP) was launched in 2021 to provide accurate and relevant content reflecting the experiences of Nevada's Native communities.

To support the vital groundwork of NACEP and bridge the instructional gap, SNRPDP trainer Jennifer Loescher co-developed, co-facilitated, and continually revised a professional learning series titled Nevada's Indigenous Voices - We Are Still Here. This series consisted of eight 1.5-hour sessions, held in the Fall and Spring, which offered educators interactive opportunities to engage directly with Native guest speakers. Through collaborative breakout rooms, application slide decks, and "brave conversations" teachers deepened their understanding of the history, culture, and contemporary lifestyles of Nevada's Indigenous populations. By learning from Native voices, educators gained authentic perspectives and culturally responsive teaching strategies that challenged their background knowledge. Consequently, students directly benefit from inclusive, meaningful instruction that honors Native American traditions, fostering a classroom environment that values diverse backgrounds.



Qualitative feedback from the workshop highlighted a profound shift in educators' cultural awareness and instructional intent. Participants noted that gaining insight into the rich history and traditions of Native communities significantly improved their

ability to understand and connect with their Indigenous students. Educators also expressed an immediate commitment to applying this knowledge, such as intentionally selecting representative literature for their classroom libraries, to help preserve these vital stories for future generations.

Science

SNRPDP works collaboratively with the Clark County School District (CCSD) and NDE to support the Nevada State Science Teachers Association (NSSTA) Annual K-12 Science Conference. SNRPDP trainer Stacy Bird served on the conference committee, helping to design and coordinate a comprehensive professional learning experience for 109 educators and 30 preservice teachers and retirees. Open to all Nevada educators, this annual event allowed participants to self-select from a variety of targeted sessions based on their specific grade bands and content needs. The conference intentionally focused on research-based, culturally relevant pedagogy, addressing current trends such as equity in science education, science leadership, and the integration of Artificial Intelligence (AI). Attendees were anchored by two powerful keynote presentations: Dr. Okhee Lee explored linguistically inclusive science education with a critical emphasis on language acquisition for Multilingual Learners, while Eric Cross shared inspiring, practical methods for integrating AI to elevate the science classroom.

The conference was carefully tailored to meet the diverse needs of the educational workforce, providing highly relevant entry points for both novice and veteran teachers. The event fostered a collaborative environment where professionals could network and share their expertise. Educators left equipped with tangible ideas, shared digital resources, and a renewed understanding of current science pedagogy. They were ready to translate educational theory into immediate classroom practice, impacting student engagement and achievement. By learning to leverage AI, educators are positioned to provide scaffolded support for their students. Participants and presenters appreciate the time to network and share their expertise.



Administration and Teacher Leadership

Creating excellent and equitable schools requires equipping administrators with the vision, knowledge, and coaching skills to lead continuous improvement. Grounded in the NEPF Leadership and Instructional Standards, SNRPDP's administrator professional learning offerings are designed to translate education theory into practical, high-impact leadership actions. By intentionally anchoring these workshops in foundational research, such as teacher clarity and impactful leadership, alongside principles from the Science of Learning, SNRPDP ensures that site leaders can effectively guide teacher pedagogy and foster strong, collaborative school cultures.

A critical component of this year's administrative support involved equipping school leaders to navigate and empower teachers to understand the responsible integration of AI. Recognizing the shifting educational landscape, SNRPDP aligned its professional learning with current research including Dr. Mary Ehrenworth's *AI-Enhanced Literacy* and John Hattie's "Visible Learning" research emphasizing the profound impact of frequent feedback. This research guided administrators to leverage AI, not as a replacement for human connection, but as a tool to streamline evidence collection, optimize Professional Learning Communities (PLCs), and enhance the frequency of feedback for students and teachers alike. Through these strategically designed, research-backed offerings, SNRPDP empowers administrators to move beyond daily management tasks and focus on coaching-centered leadership that directly influences classroom efficacy and student achievement.

Administrator trainers Pam Salazar and Karen Stanley designed and facilitated an extensive year-long professional learning continuum aligned with the evolving needs of Nevada's school leaders. The fall series focused on foundational and intermediate leadership actions, including strengthening teacher support, leveraging AI to enhance NEPF implementation, building strong learning cultures, and maximizing the impact of PLCs. Building on this foundation, the spring series, *Leading for Impact: Changing the Trajectories of Those We Serve*, shifted focus to advanced continuous improvement strategies, such as conducting non-evaluative instructional learning walks, fostering coaching-centered leadership, and utilizing AI for evidence analysis and end-of-year reflection. These workshops aim to serve new administrators needing structured tools and experienced leaders refining their systems. As leaders improved their ability to identify high-quality instruction and provide precise, growth-oriented feedback, teachers received more consistent coaching aligned with NEPF expectations. Support provided through these sessions will directly translate to stronger classroom clarity, increased student engagement, and a deeper ownership of learning among students.

2026 Leadership Summit in Partnership with LION



To expose administrators to “disruptive innovation” and practical technological integration, SNRPDP partnered with the Leadership Institute of Nevada (LION) to host the Leading the Future: Using AI for Literacy Success summit. Coordinated and supported by SNRPDP directors, Jerrad Barczynszyn and Nicole Jawhari, and trainers Dr. Pam Salazar, Mendy Henry and Karen Stanley, this event featured keynotes from Michael B. Horn and Dr. Mary Ehrenworth. The summit provided leaders with the “why” and “how” of AI integration, addressing the design of school systems alongside actionable strategies for using AI as a supportive partner in the classroom to help educators provide their students, including multilingual learners, with timely feedback. This summit successfully shifted the mindset of many administrators who were previously hesitant about AI, transforming them into advocates for using the technology to build stronger teacher-student relationships, enhance peer collaboration, and improve outcomes for all students.



As someone who is an AI 'holdout', I found this extremely beneficial in breaking down the AI barrier for me. Thank you!

- Summit attendee

Teacher Leadership

Building on the commitment to foster continuous improvement at school sites, SNRPDP Teacher Leadership trainer Mendy Henry developed the workshop, *Cultivating Excellence in Every Classroom*. This course was specifically designed to equip instructional leaders, both instructional coaches and administrators, with the practical tools necessary to support teachers in advancing their classroom practice. Grounded in Robyn Jackson's (2013) action research and case studies defining the seven core principles of effective instruction, participants utilized Jackson's "Will and Skill" matrix. By supporting leaders to accurately assess both the intrinsic motivation (will) and pedagogical abilities (skill) of the teachers they coach, the workshop aimed to empower participants to tailor specific professional development opportunities. To ensure immediate application, the course offered varied assignments and discussions, allowing participants to choose job-embedded tasks that directly supported their site context.

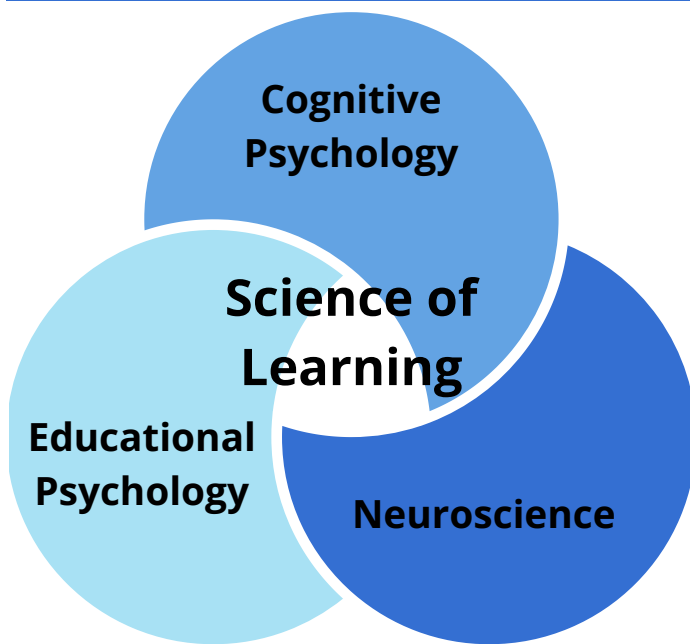
Figure 12. *Robyn Jackson's Seven Principles of Effective Instruction to advance instructional craft.*

Jackson's Seven Principles of Effective Instruction



The impact of this targeted training enables site leaders to intentionally design professional learning that meets teachers exactly where they are, challenging them to build new skills and deepen their sense of professional connectedness. For students, this deepening of pedagogical content knowledge and collegiate network among their educators translates directly to the delivery of standards-aligned instruction that engages them and improves overall learning outcomes, directly reflecting the NEPF Teacher Instructional Standards. Utilization of this coaching model is anticipated to yield significant greater classroom gains. The practical value of this approach resonated with school leaders aiming to refine their supervisory practices.

Science of Learning



Over the last two decades, a growing body of research has emerged from the fields of cognitive psychology, human development, and instructional design aimed at sharing the fundamental principles of how learning works. Academics call this the “Science of Learning.” The science of learning reveals that the human brain is malleable throughout a person’s life as they interact with the world. Because human working memory is limited, effective learning requires a skilled guide to manage a learner’s cognitive load to prevent overwhelm.

In his 2017 conference lecture, John Sweller (2017) warns “without an understanding of human cognitive architecture, instruction is blind.” To successfully transfer new information into long-term memory, learners need clear models of proficiency, accurate prior knowledge for new concepts to attach to, and frequent opportunities to retrieve information and apply knowledge. As educators design optimal learning for their students, it is imperative that educators understand the needs of the human brain. It is also important for educators to understand the link between cognition and emotion so they can help to build positive relationships with their students because trusting connections can help create the biological safety necessary for learners to thrive. By mastering foundational learning principles, educators can flexibly design instruction that aligns with how the brain acquires and retains information. Arming educators with learning science fostered a shared professional language and advanced instructional equity, providing all students with the rigorous, developmentally appropriate, safe and supportive environments necessary to achieve their full potential.

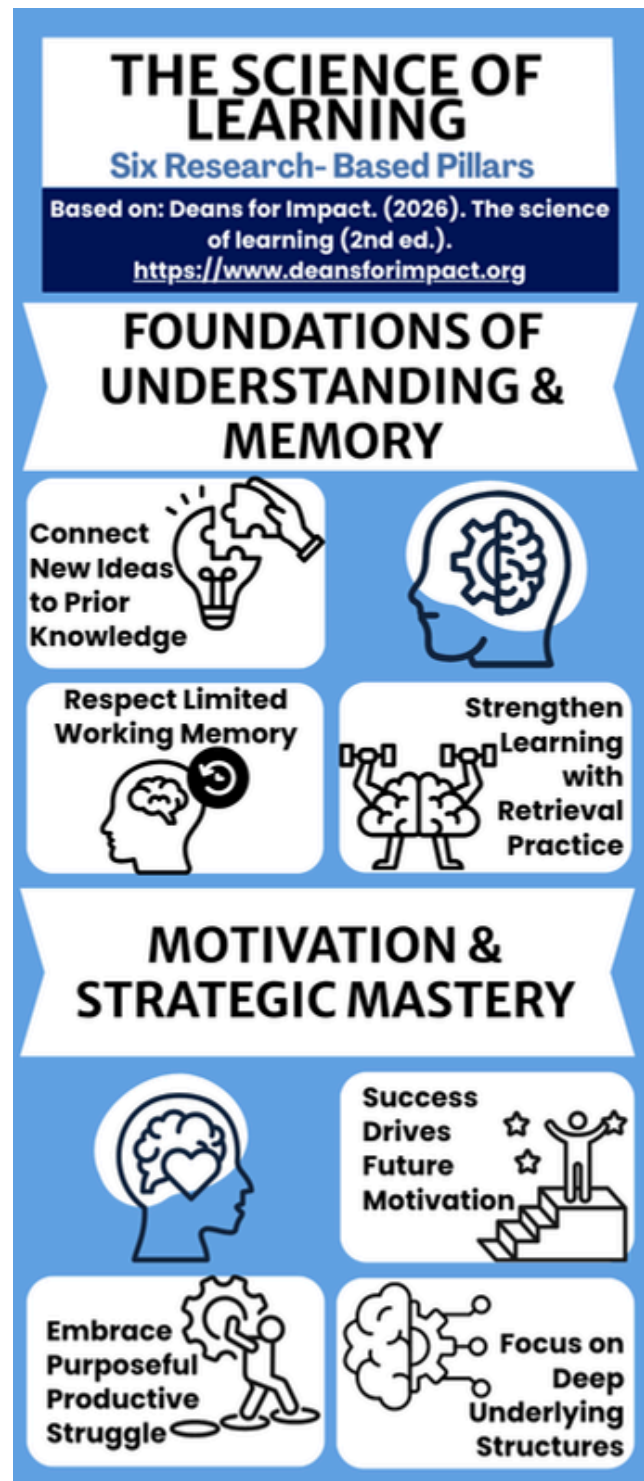
To translate cognitive science into actionable classroom strategies, SNRPDP trainer Jennifer Loescher facilitated professional learning opportunities focused on brain-based pedagogy and executive function. In her course, *Executive Function in the Classroom*, educators utilized the anchor text *Executive Function Skills in the Classroom* by Laurie Faith, Carol-Anne Bush, and Peg Dawsom to explore why traditional interventions for struggling students often fail. Loescher led participants to understand that often interventions target the incorrect root cause; instead students need

strengthened executive function skills to apply their learning. Educators enrolled in this workshop learned to implement targeted interventions that foster stronger self-regulation strategies and skills, problem-solving abilities, and improved academic performance for learners.

Additionally, Loescher launched a new workshop titled Brain-Based Learning. This training provided educators with practical tools to boost cognitive functioning, reduce behavior-related disruptions, and design learning environments that are intellectually engaging and emotionally safe. As teachers apply what they have learned in the workshop to make shifts in their instructional approaches so their practices align with the learning science, students benefit from being in learning environments that are more responsive to their cognitive and emotional needs. When instruction is rooted in brain-based principles, learners exhibit increased engagement and decreased anxiety. As a result, both teachers and learners to feel a greater sense of belonging and joy and ultimately improve academic performance.

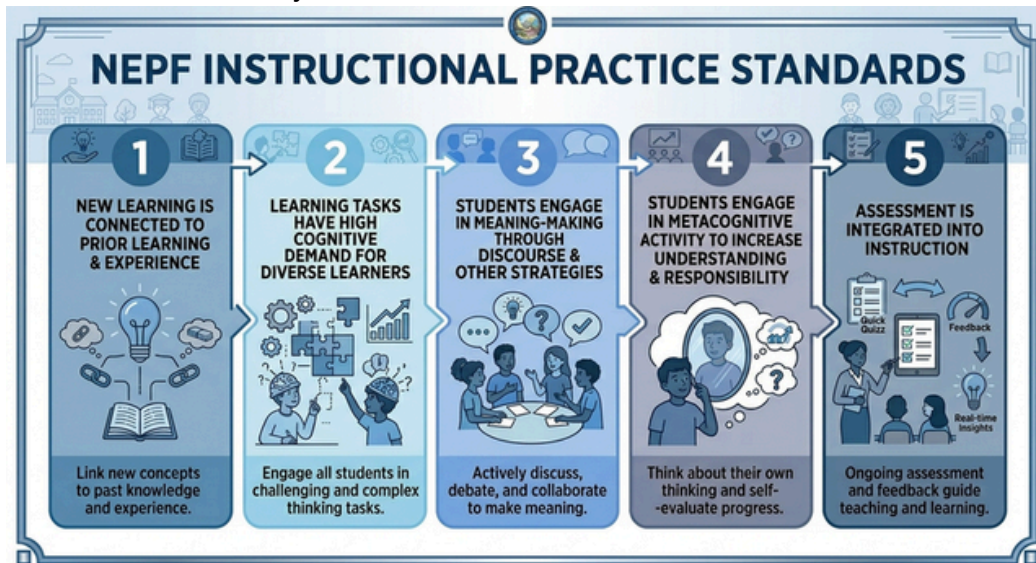
Loescher revised and delivered Applying Neuroscience to Learning workshop. This course enhanced educators' understanding of brain structure, giving them the tools to design instruction including brain breaks, multiple retrieval practice opportunities, and techniques to support declarative and procedural learning. By understanding how information is processed and how to address pervasive "neuromyths," educators can offer their students equitable, evidence-based instruction that optimizes long-term retention.

Figure 13. *Six Pillars of The Science of Learning as identified by Deans for Impact.*



The Nevada Educator Performance Framework (NEPF) integrates Learning Science to define effective teaching. Nathalie Brugman and Karen Stanley designed an asynchronous workshop, NEPF Instructional Standards Learning Program. Educators enrolled in the course can apply the science of learning principles that are embedded within the standards and indicators of the NEPF. This self-paced format allows teachers to explore the conceptual links between the state framework and cognitive research, empowering them to intentionally select pedagogical approaches that support how the human brain naturally processes, structures, and retains new information.

Figure 14. Nevada Educator Performance Framework Teacher Standards embed Science of Learning.

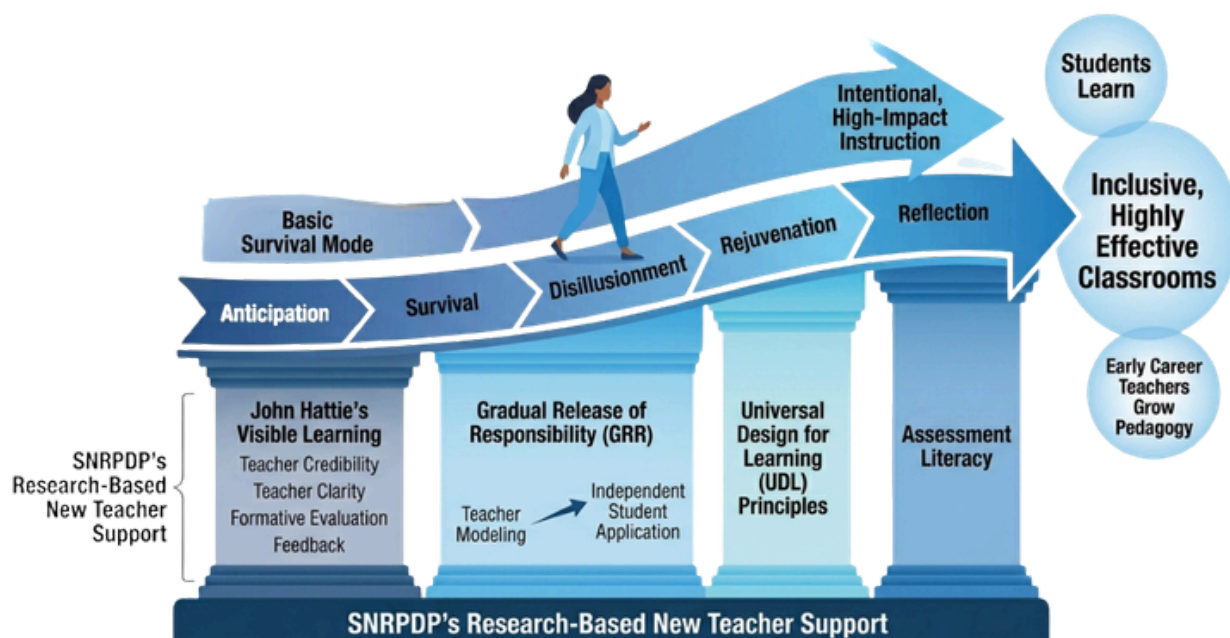


Note. Image created using Gemini by Google on June 2, 2026, from the prompt: "[Create an image to depict the five NEPF Teacher Instructional Practice Standards]."

Expanding on how the brain learns, trainer Saralyn Lasley delivered the comprehensive Brain Learning series, consisting of six stand-alone workshops. Lasley expanded the series by introducing Your Brain on Music alongside her previously delivered courses: The Learning Brain, The Reading Brain, The Adolescent Brain, Engaging the Brain, and How the Brain Remembers. This core series provided participants with a robust, research-based framework for the Neuroscience of Learning, covering three foundational areas: Fundamental learning and memory, specific cognitive skills, and student engagement and development. Teachers learned instructional moves to leverage background knowledge, strengthen memory systems, and improve reading fluency and comprehension. Educators enrolled in the series also explored the unique needs of older students, implementing strategies to manage the affective changes of adolescence and foster intrinsic motivation. Grounded in educational research in the field of neuroscience, these workshops demonstrated that educational neuroscience improves pedagogy and equips teachers to meet diverse learner needs. By shifting away from traditional methods toward brain-compatible strategies, Lasley's training provided educators with the scientific rationale behind effective instruction, resulting in more deliberate and impactful learning experiences for students.

New Teacher Development and Support

Figure 15. SNRPDP's new teacher support is based on research-based frameworks and the Phases of a new teacher.

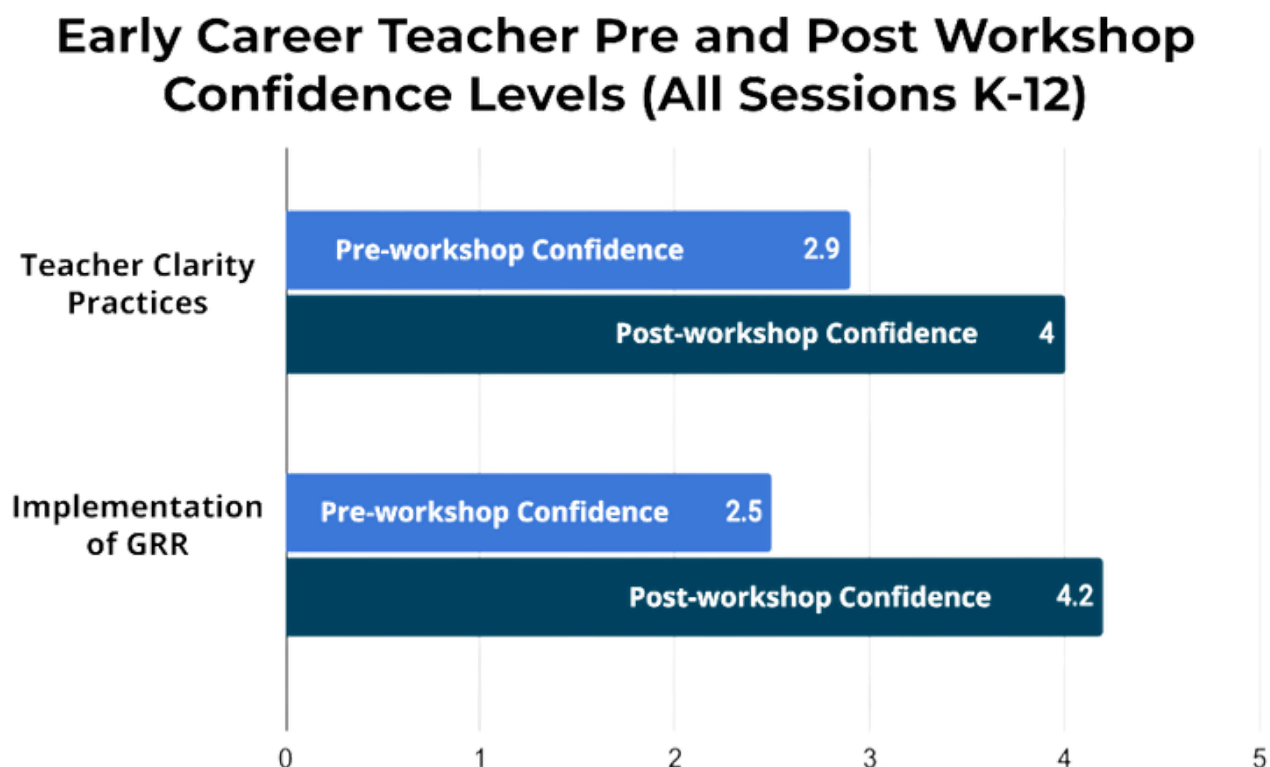


The initial years of a teacher's career are a critical developmental period that dictates both their long-term retention and their immediate impact on student learning. The 2025 Center for American Progress (CAP) report emphasizes that improving working conditions and providing targeted support are primary levers for retaining early career educators. Recognizing that novice teachers move through emotional and developmental phases, ranging from initial anticipation and survival to disillusionment, rejuvenation, and reflection, professional learning must be precisely timed and expertly structured to meet their evolving needs. To move novice educators from basic survival mode to intentional, high-impact instruction, SNRPDP grounds its new teacher support in educational research centered on effective instruction. Foundational frameworks such as John Hattie's Visible Learning illuminate the impact of teacher credibility, teacher clarity, formative evaluation, and feedback. The integration of the Gradual Release of Responsibility (GRR) ensures that teachers understand the transition from explicit teacher modeling to independent student application. By combining these pedagogical pillars with the Universal Design for Learning principles and assessment literacy for educators, SNRPDP equips novice teachers to build inclusive, highly effective classrooms where students learn and early career teachers grow their pedagogy and apply the NEPF Teacher Standards.

To translate these research-backed frameworks into daily classroom practice, SNRPDP trainer Carrie Howren designed and refined two comprehensive virtual workshops titled

Strategies for the Early Career Elementary Teacher and The Secondary Classroom: Strategies for Success. These 24-hour workshops utilize the anchor text, *Welcome to Teaching* by Douglas Fisher and Nancy Frey. Offered once at the beginning of the school year and once in the middle of the year and framed as a “mid-year reset,” teachers were guided through building or repairing classroom climates and ideas for engaging students throughout the school year. Throughout the courses, educators deepened their pedagogical content knowledge by learning to unpack the Nevada Academic Content Standards (NVACS) shifting their focus from activity-based tasks to rigorous standards-based instruction. Participants acquired an understanding of the instructional moves necessary to achieve teacher clarity, including understanding the function and how to write clear, student-facing learning intentions and success criteria. The participants learned to move away from a heavy reliance on summative tests as evidence of learning after the fact, to the integration of formative assessments and the use of Universal Response opportunities to teach their students responsively. The impact of this training was profound. Pre- and post-workshop efficacy surveys revealed massive growth in instructional planning focused on success criteria, increased confidence in writing success criteria, and improved confidence when structuring learning within the GRR framework.

Figure 16. Pre- and post-workshop survey results demonstrating increased self-efficacy among new teachers enrolled in the workshop.

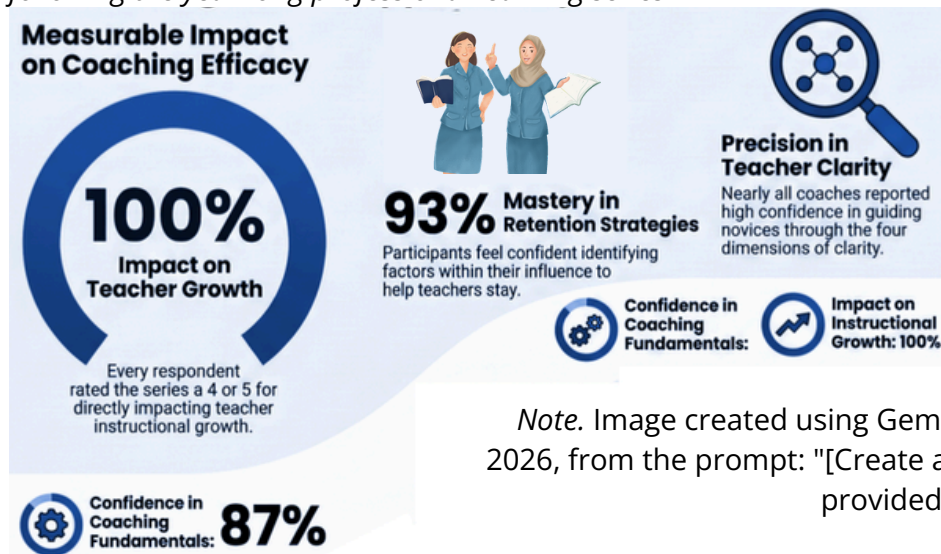


SNRPDP also recognizes that early-career teachers require on-campus support. Over the course of the last three years, instructional coaches and learning strategists have

repeatedly appealed for professional learning to guide them through creating the supportive environments where early-career teachers thrive and continue in the profession. In response to this need, Carrie Howren also designed and facilitated a year-long workshop for this specific audience of teacher leaders. This professional learning experience empowered site-based instructional coaches and strategists to effectively mentor and coach novice educators.

The workshop was aligned with Ellen Moir’s Phases of First-Year Teaching, providing coaches with eight cycles of support that matched the actual school calendar, from utilizing teacher clarity strategies to counter feelings of inefficacy during typically challenging points throughout the school year. Recognizing that teachers thrive in environments where they feel seen and supported, a major theme of this workshop was building resilient early-career teachers. Participants learned to reduce the “coaching tax” by leveraging Artificial Intelligence (AI). Howren provided coaches with AI prompts, taught participants how to engineer a prompt, and to utilize a custom Gemini Gem to streamline tasks such as resource generation, analyze data, and help novice teachers manage their workloads. By automating administrative burdens, coaches are more readily available to engage novice teachers in coaching cycles, model or co-teach in classrooms, and to debrief with the novice educators they serve.

Figure 17. *Post workshop survey results from site-based strategists reflecting on professional growth following the year-long professional learning series*



Note. Image created using Gemini by Google on May 12, 2026, from the prompt: "[Create an image to depict the data provided]."

This workshop successfully shifted the mindset of the instructional coaches and strategists from acting merely as a friend or sounding board to serving as intentional, proactive instructional guides. Participants consistently rated their impact on teacher growth as highly effective, often citing the engaging format that allowed for collaborative problem solving with teacher leaders from other sites. They reported the observed changes to teacher practice such as the creation of standards-aligned assessments and purposeful tasks, increased student engagement, richer academic discourse, and decreased student behavior issues.

Priority Goal 2: Support for State and District Initiatives

State Support: Advancing Legislation and Strategic Priorities

The Southern Nevada Regional Professional Development Program (SNRPDP) serves as a critical bridge between statewide legislative mandates and the daily realities of classroom instruction across Clark, Esmeralda, Lincoln, Mineral and Nye counties, and the State Public Charter School Authority. To promote meaningful shifts in classroom practice and support these statewide mandates, SNRPDP directors and trainers design and facilitate professional learning experiences that are consistent with the Nevada Department of Education's (NDE) Ten Standards for Professional Development.

Table 11. Total Regional Student Reach (2025-2026)

District / County	Total Student Enrollment
Clark County School District	291,587
State Public Charter Authority (Regional Schools Only)	66,053
Nye County School District	5,794
Lincoln County School District	945
Mineral County School District	520
Esmeralda County School District	69
Total SNRPDP Regional Reach	364,968

Note. Based on enrollment figures provided at: <https://doe.nv.gov/offices/office-of-assessment-data-and-accountability-management-adam/accountability/data-requests/enrollment-for-nevada-public-schools>

SNRPDP trainers, who are skillful facilitators and members of national professional organizations like the National Council of Teachers of Mathematics, the Association for Supervision and Curriculum Development, and Learning Forward, ensure that all professional learning is expertly aligned to the Nevada Educator Performance Framework (NEPF) and Nevada Academic Content Standards (NVACS). Grounded in adult learning theory and Learning Forward's Professional Development Standards, SNRPDP sessions focus on solving immediate, real-world problems and allowing for peer collaboration. To ensure the work is data-driven, trainers begin sessions with pre-

assessments, such as confidence surveys or observation analysis, and conclude with culminating activities and reflections to evaluate effectiveness. SNRPDP addresses cultural competence and the achievement gap by designing workshops focused on scaffolds for multilingual learners, struggling readers, and students with underdeveloped executive functioning skills, operating under the expectation that all students are capable of achieving at high levels. By anchoring work in these ten professional standards, SNRPDP directly supports the NDE's five strategic priorities: Strong Foundations, Empowering Pathways, Equipped Educators and Leaders, Informed and Connected Families, and Aligned Systems. The Statewide Plan for the Improvement of Pupils (STIP 2030) underscores the urgent need to strengthen foundational literacy and numeracy across all student groups. SNRPDP transforms legislative mandates into high-quality, job-embedded learning experiences that empower educators to elevate their instructional practice.



Literacy, Early Childhood Education, and Foundational Learning

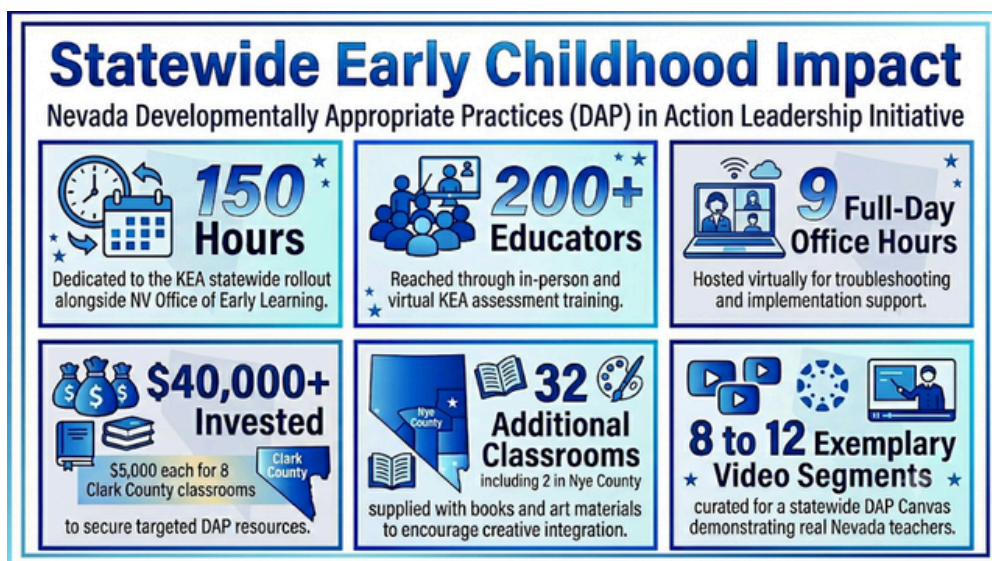
To support school districts navigating the mandates of Senate Bill 460 (83rd Nevada Legislative Session), SNRPDP regional trainers Shan Pullan and Christine Mecham designed professional learning modules, establishing the necessary training infrastructure to help schools mitigate early literacy gaps across the state. SB 460 introduces new requirements: all K-3 educators must earn a foundational literacy endorsement by July 1, 2028, and elementary schools must dedicate at least four days annually to foundational literacy training. SNRPDP's coursework directly satisfies these impending licensing and professional learning deadlines ahead of schedule. Pullan and Mecham worked in collaboration with literacy professionals across the state to identify the critical learning educational professionals need to successfully fulfill this expectation.

Rooted in the Science of Reading, this training shifts theory into daily classroom practice. Educators engage with systematic, phonics-based instructional design, diagnostic word studies, and morphology. By embedding these strategies into Tier I instruction, educators are actively strengthening their pedagogical practices and improving reading outcomes. As the modules move toward rollout, SNRPDP will continue to refine the pathways to target specific educational roles, including teachers, administrators, and paraprofessionals. This strategic approach ensures every stakeholder will utilize a shared professional vocabulary, creating a sustainable framework for highly effective literacy instruction across Southern Nevada.

In early childhood education, Suzie Hinrichsen provided monumental support across multiple initiatives, including the statewide rollout of the Kindergarten Entry Assessment (KEA). Working closely with the Nevada Office of Early Learning, Hinrichsen delivered in-person and virtual training for teachers in rural counties. This sustained support included virtual office hours for troubleshooting and implementation support, which assisted educators in making a shift toward effective, evidence-based observational assessments. Because of this support, teachers are now equipped to effectively use the KEA data to differentiate instruction, create flexible small groups, and individualize learning environments for the students entering their classrooms. Additionally, Hinrichsen served in an advisory capacity for the Nevada Developmentally Appropriate Practices (DAP) in Action Leadership Initiative. Drawing on the foundational concepts of early cognitive development, this work emphasizes how guided, playful learning acts as a catalyst for neuroplasticity and executive functioning. Educators learned how to establish the psychological and physical environment for learning, setting the stage for exploration so that young students can actively engage, interact socially, and construct meaningful knowledge.

This initiative directly supports the Nevada Department of Education's core strategic priorities, specifically, Priority 1: Strong Foundations and Priority 3: Equipped Educators and Leaders. By securing targeted classroom funding, providing sustained implementation support, and developing a statewide repository of best practices, teachers moved from theoretical discussions to practical implementation. The sustained support seamlessly weaves rigorous academic standards into play-based environments, fostering a smooth transition from Pre-K into Kindergarten.

Figure 18. *Impact of SNRPDP support for statewide initiative for Developmentally Appropriate Practices*



Note. Image created using Gemini by Google on May 19, 2026, from the prompt: "[Create an image to depict the data provided]."

SPOTLIGHT:

Developmentally Appropriate Practices

To bridge the gap between educational theory and classroom reality, Hinrichsen facilitated immersive Saturday Sessions for early childhood educators. These specialized professional learning opportunities featured a model kindergarten classroom, allowing educators to observe firsthand how DAP and purposeful play studios are actively implemented to drive student learning. By transitioning from traditional learning centers to purposeful “studios,” educators create interconnected environments where curriculum, creativity, and academic standards tie together meaningfully. During these interactive sessions, participants observed students actively engaged in rigorous, standards-aligned play.



Note. During SNRPDP Saturday Sessions, visiting educators observed examples of authentic, student-centered studios. For example, students constructed a Peanut Butter and Jelly Factory using magnetic tiles (inspired by the HMH Module, “From Plant to Plate”), created “jars” for the peanut butter and jelly, and collaborated to build a model of Glacier Bay National Park.

This job-embedded approach has a profound impact on teacher efficacy, shifting pedagogical mindsets and rejuvenating veteran educators. As one 25-year veteran kindergarten teacher at Clark County School District shared following the classroom visit:

I was so inspired by your Studios and how everything tied together so purposefully- I have already started to implement them in my classroom.... After one day yesterday, the things the kids created and the connections and creativity and discourse- this is just so amazing. I know things aren't exactly as they should be, but I am off to a great start thanks to your guidance. After all this time, somethings start to feel stale or frustrating... This is one of the best trainings I have ever been to.

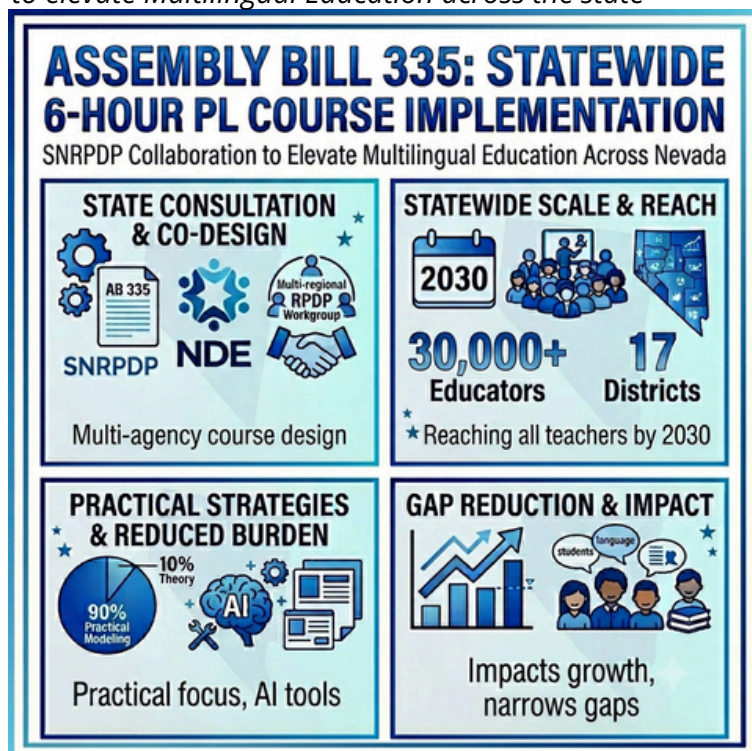
-Kindergarten teacher participant

By championing these innovative, evidenced- based instructional models, SNRPDP empowers educators to elevate their instructional practice to ensure every child builds the academic foundations that deeper learning depends on.

Fostering Inclusive Environments and Multilingual Success

Aligned with NDE's push for equitable instruction, SNRPDP provided training to support Nevada's diverse multilingual student populations. Valerie Seals led the ELD 201: Advancing Academic English Language Development training, dedicating her efforts to preparing educators to integrate evidence-based ELD practices into their content instruction. Grounded in the WIDA ELD Standards Framework (2020 edition) and

Figure 19. Evidence of SNRPDP's statewide collaboration to elevate Multilingual Education across the state



Note. Image created using Gemini by Google on May 19, 2026, from the prompt: "[Create an infographic to depict the SNRPDP support for Nevada's AB335, based on the data provided]."

Nevada's English Language Development Standards, Valerie guided participants through case studies, peer collaboration, and lesson enhancement. Educators learned to take an asset-based approach, implementing culturally and linguistically sustaining practices that ensure multilingual learners have equitable access to rigorous academic content while developing English proficiency. Importantly, Seals also served in a high-level state consultation role regarding AB 335. Advising the NDE and collaborating with a multi-regional RPDP workgroup, she played a critical part in designing the mandated 6-hour professional learning course on language acquisition for all licensed Nevada teachers.

Initial Licensure Provisions: Family Engagement and Cultural Competency

Supporting legislative mandates for educator licensure, SNRPDP offers coursework designed to remove initial license provisions while building critical educator capacity. Pursuant to NRS 391.0347, trainer Dr. Sarah Negrete facilitated Multicultural Education: Culturally Responsive Teaching Across Contexts. This intensive course guided

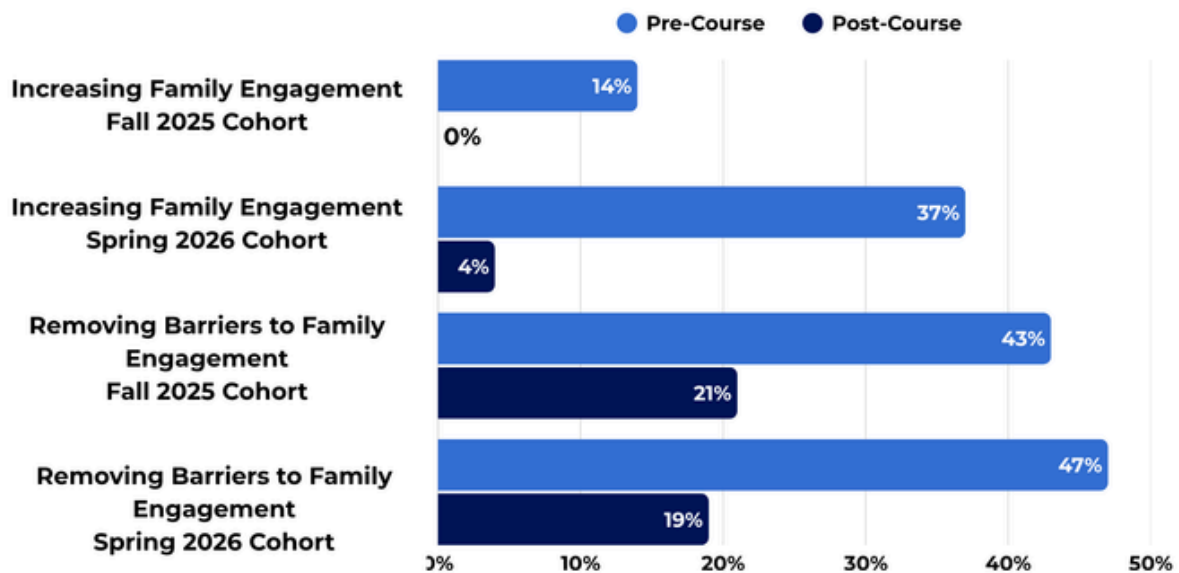
educators through an examination of power, privilege, and implicit bias, teaching them how to develop authentic cross-cultural relationships and select diverse, evidence-based curriculum materials. Participants examined how power and privilege shape outcomes within educational structures, learning to develop authentic cross-cultural relationships and select diverse, evidence-based curriculum materials. They reported a profound shift in their understanding, noting the course challenged them to re-evaluate their teaching styles and set high expectations for all students.

Working in tandem with building cultural competency with newly licensed teachers, Nathalie Brugman led specialized workshops focused on the Parental Involvement and Family Engagement (PIFE) license provision required by AB 428. Her sessions introduced practical strategies for building authentic partnerships, shifting educators' perspectives from viewing engagement as a transactional task to a relational partnership. The impact of this course is highly evident in the pre- and post-assessment data from the Fall 2025 and Spring 2026 cohorts, which demonstrated a positive impact on educator self-efficacy. Following the course, educators reported significant growth in their confidence to engage with families meaningfully. Educators finished the course with a practical "Family Engagement Toolkit," allowing them to adapt their communication approaches, remove systemic barriers, and create collaborative environments that bridge the gap between home and school.

Figure 20. SNRPDP's Family Engagement coursework led to a decrease in the number of participants with low confidence for implementing family engagement practices.

Decrease in Low Confidence Following Family Engagement Coursework

Percentage of participants rating their confidence as low/moderate, 1–3 on a 5-point scale



Key Finding: Low-confidence ratings decreased across all measured areas. The largest reduction occurred in the Spring 2026 cohort for increasing family engagement, decreasing from 37% pre-course to 4% post-course.

Elevating Leadership and Instructional Excellence

To support systemic alignment and ensure equipped educators and leaders, SNRPDP offered targeted administrative and instructional coaching. Dr. Pam Salazar provided consultation to administrators across the state aimed at facilitating alignment of instructional priorities, legislative updates, and NEPF expectations to support district superintendents. Superintendents utilized this guidance to enhance their understanding of statewide policy and make informed decisions regarding educator support, leadership development, and resource allocation. Additionally, Dr. Salazar dedicated time to developing “Administrative Briefs” (see Figure 21). These briefs provide consistent, research-based, NEPF-aligned leadership guidance to help administrators stay informed about emerging instructional priorities. Although indirect, these briefs strengthen leadership practices that influence classroom conditions, meaning students benefit from clearer expectations and more effective instruction.



Figure 21. Visual Preview of Nevada School Administrators Brief#25

Nevada School Administrators

RPDP SCHOOL LEADER RESOURCE #25 • 2025-26

LEADING FOR IMPACT

Changing the Trajectories of Those We Serve

Small Shifts • Meaningful Improvement

How to Make Sure Teachers Know They Matter
Teaching has a built-in sense of purpose, but purpose alone doesn't prevent stress and burnout. Principals can strengthen retention and well-being by helping teachers feel personally significant—seen, heard, and needed in their school community. Here's how school leaders can foster a culture of mattering. -Edutopia

<https://bit.ly/4aUkF1W>

How to Practice Active Listening as a School Leader
Active listening is essential to strong leadership. When you practice active listening, your team and teachers feel heard. Feeling heard leads to feeling valued, which leads to more trust. Here are some strategies to help ensure that teachers and other stakeholders feel heard and valued, which can lead to better decision-making. -Edutopia

<https://bit.ly/40986Lh>

Out of the Office and Into the Classroom
Strong leadership stays anchored in classrooms through frequent, brief visits and specific follow-up that highlights effective teaching and learning. Learn how small habits—like brief mini observations and conversations of appreciation—can restore joy, reduce burnout, and drive real growth. -NAESP

<https://bit.ly/3MZEuwl>

LEARN AND LEAD **registration** **RPDP**

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All Workshops are Virtual

March 10, 2026 • 9:00 a.m.–10:30 a.m. OR March 31, 2026 • 9:00 a.m.–10:30 a.m.
Leading by Looking: Using Instructional Learning Walks to Drive Schoolwide Improvement
Instructional learning walks are a practical leadership tool for building shared expectations around effective teaching and ensuring students experience strong instruction in every classroom, every day. This workshop helps school leaders plan and lead short, focused, non-evaluative learning walks that center on what students are doing, saying, and learning—and connect directly to school priorities. Participants will learn how to identify clear instructional “look-fors,” gather and make sense of evidence across classrooms, and use what they see to guide professional learning, coaching conversations, and improvement planning.

April 2, 2026 • 9:00 a.m.–10:30 a.m.
How to Harness the Multiplier Effect as a School Leader Through a Coaching Mindset
School leaders have daily opportunities to either limit or multiply the impact of their leadership. Harnessing the multiplier effect requires more than technical expertise—it depends on how leaders listen, question, and engage in purposeful conversations with teachers and teams. This workshop explores how adopting a coaching mindset allows leaders to amplify teacher capacity, strengthen professional relationships, and foster a culture of collective efficacy.

For more information • Contact Pam Salazar at salazar@rpd.net

Note. From Nevada School Administrators Brief#25, by P. Salazar, 2025–2026, RPDP.

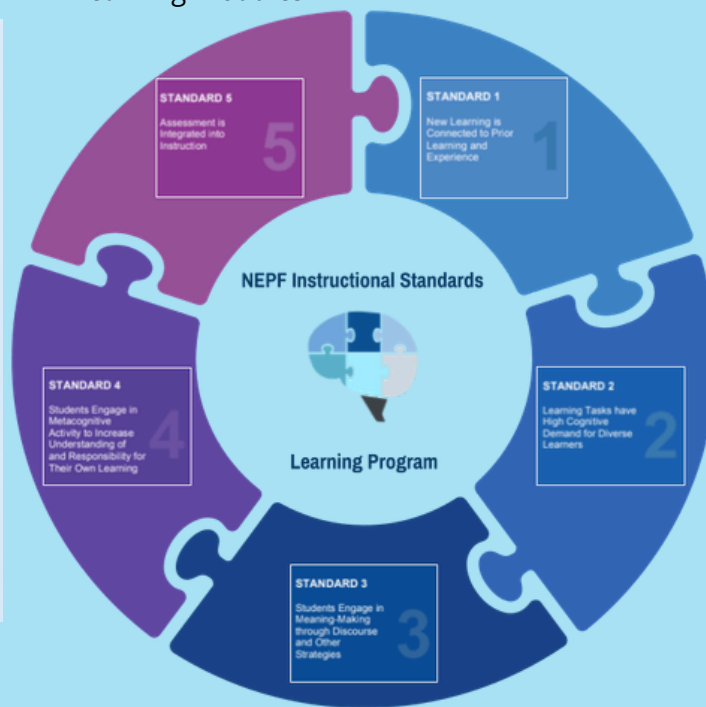
At the instructional level, Nathalie Brugman and Karen Stanley designed the NEPF Instructional Standards Learning Program, an asynchronous, independent professional learning experience focused on the five Teacher High-Leverage Instructional Standards. A unique feature of this self-paced workshop is its collaborative structure, which requires participants to engage in ongoing dialogue with their supervisors prior to final submission. This requirement forces professional accountability and supports engagement with the standards. Program evaluation data reveals exceptional impact.

Figure 22. Participant evaluation of NEPF Instructional Learning Program



Note. Image created using Gemini by Google on May 20, 2026, from the prompt: "[Create an graphic to depict the following data]."

Figure 23. SNRPDP's NEPF Instructional Learning Modules



Addressing specific national assessment shifts, Doug Speck developed and facilitated an on-demand workshop informing high school math teachers of the structural and content changes to the new ACT Math Test. Delivered to 29 teachers across three charter schools and the rural Nye County School District, this training supports the NDE's "Empowering Pathways" priority by ensuring educators can guide students toward postsecondary success. By mastering the nuances of the assessment, teachers are better equipped to help students meet the Nevada System of Higher Education (NSHE) benchmark of 22 in Mathematics, which provides a remediation exemption and guarantees direct placement into college-level coursework. This training empowers educators to ensure that every student's diploma serves as a viable pathway to postsecondary success, aligning classroom instruction with the preparation required for high-wage, high-demand careers.

Targeted Support for Regional Districts and Public Charter Schools

The second operational component of SNRPDP's Priority Goal 2 focuses on delivering localized, job-embedded professional learning that is responsive to the unique needs, strategic plans, and student demographics of individual school districts. By customizing state-level mandates to meet distinct county and charter priorities, SNRPDP ensures that regional support drives educator growth and systemic student growth and achievement.

Clark County School District

In response to instructional priorities within the Clark County School District (CCSD), SNRPDP implemented tailored learning models focused on classroom management and behavioral interventions, early childhood mathematical structures, and high-leverage instructional practices. Trainers meet on a regular basis with CCSD project facilitators and coordinators from the Curriculum and Instruction Division and Employee Onboarding in both a collaborative and consultative role supporting initiatives across content areas and grade-level bands to provide professional learning for CCSD educators.

A major component of this regional outreach directly targeted school climate and student safety under the district's Tiered School Support Plan. Stacy Bird and Sandi Ohman provided comprehensive, multi-session classroom management workshops, book studies, and site-based walkthroughs for staff members at high-priority middle schools identified as experiencing discipline hurdles. During sessions, they engage participants with pedagogical approaches and model high-leverage routines drawn from the text *Seven Simple Secrets* and RPDP's 75 Formative Assessment Strategies. This intensive partnership reached teachers at eight CCSD middle schools. Educators in these sessions apply their learning to establish initial connections with students, manage difficult student dynamics, develop rules and procedures, and segment lessons into short increments to optimize engagement.

To augment early childhood development and to support the district and state priority of building strong foundations, Nicole Jawhari spent 16 hours collaborating with CID's Early Childhood department. She delivered two full-day sessions, alongside multiple offerings of a specialized summer session during the Pre-K Summer Institute, reaching over 170 educators. This initiative directly supported CCSD Pre-K frameworks across half-day, full-day, and special education classrooms while maintaining alignment with Early Childhood Environment Rating Scale (ECERS) guidelines and the new Pre-K Nevada Academic Content Standards (NVACS). Jawhari trained teachers on the

intentional selection of math materials to build young learners' mathematical understanding and development. She provided participants with the high-quality instructional material (HQIM) text *Developing Math Concepts in Pre-Kindergarten* by Kathy Richardson, successfully bridging Pre-K practice with the K-5 math frameworks utilized across the district. Jawhari delivered a session focused on eliminating wasted time during classroom transitions by embedding authentic "math talk" into daily routines.

Carrie Howren facilitated a contextualized, site-specific professional development series designed to establish an instructional culture of teacher clarity. This work reached over 80 educators across three campuses. At two elementary schools, Howren developed and delivered on-going professional learning, including whole-group sessions, Professional Learning Community (PLC) meetings, classroom observations and debriefs, and classroom walkthroughs targeting high-leverage teacher clarity practices. Teachers analyzed walkthrough data and identified common instructional challenges to be addressed in professional development with site-leaders. Teachers utilized Tables of Specifications (TOS) to align assessments with success criteria. At one middle school, Howren facilitated a series focused on making learning visible. Educators completed a teacher clarity-focused self-assessment to drive the content of the series. Participants learned to co-construct success criteria with students, utilize mental models of expertise to share expectations with students, and design opportunities for students to reflect on their progress.

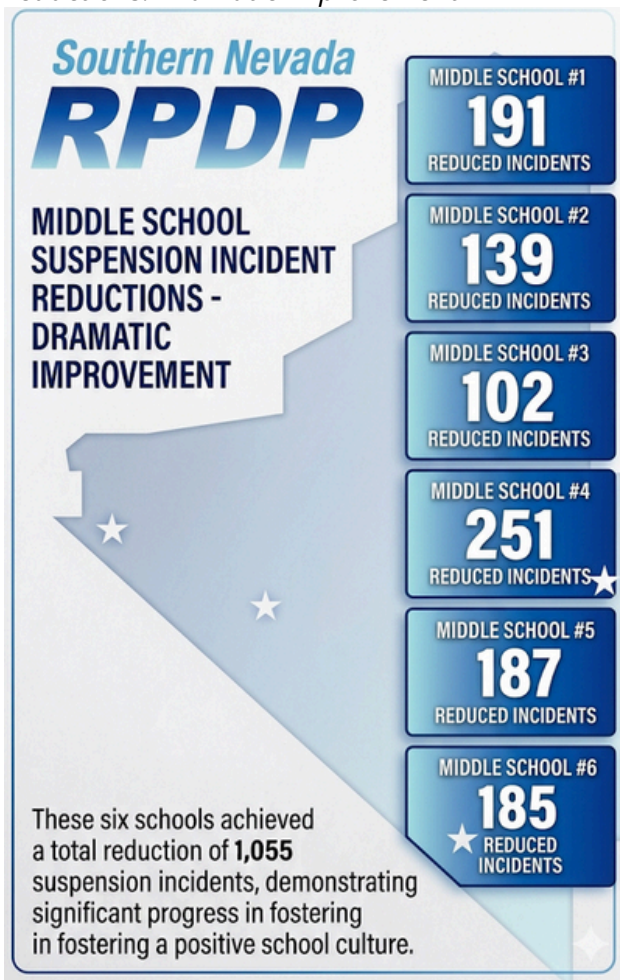


Danielle Krempp and Jason Lillebo frequently consulted with the Computer Science Coordinator and CTE Director from CCSD. This ongoing partnership allowed them to map immediate district needs directly into targeted workshops, staff development days, and PLCs designed to satisfy NEPF professional standards. The collaboration led to the delivery of a series of elementary computing workshops including Computer Science (CS) Fundamentals, Physical Computing Using Micro:bits, A Deeper Dive into Elementary CS, Bigger Dives into Elementary CS, and Creative Diving into

Elementary CS. Additionally, Lillebo spearheaded the initial phase of a collaborative federal grant partnership with Arizona State University and CCSD. This specialized program focused on training and mentoring learning strategists across seven district middle schools, building internal coaching capacity to support computer science teachers.

The systemic impact of these initiatives was evidenced by dramatic shifts in both educator efficacy and student outcomes. Pre-K educators who completed Nicole Jawhari’s training reported an enhanced capability to individualize math instruction across foundational learning trajectories, propelling students forward based on their actual understandings rather than a blanketed curriculum. In schools working with Carrie Howren, teachers shifted away from task completion toward criteria-driven instructional delivery, refining their ability to plan for and employ high-impact strategies. Consequently, students in these classrooms demonstrated their ability to be engaged, assessment-capable learners. Notably, the data-driven classroom management support led by Stacy Bird and Sandi Ohman yielded significant reductions in school behavior metrics (see Figure 24). At the 22-week mark, a regional suspension report shared from a district administrator confirmed that the middle schools utilizing SNRPDP’s tailored support achieved massive reductions in student suspension incidents, allowing the focus of the classroom to remain on learning.

Figure 24. Middle School Suspension Incident Reductions: Dramatic Improvement



Note. Image created using Gemini by Google on May 20, 2026, from the prompt: "[Create an graphic to depict the following data]."

CCSD Educator Voices

Nicole was AWESOME, with an exceptional and realistic understanding of the Pre-K program. One strategy I will implement is intentionally selecting materials that promote open-ended exploration, such as loose parts (e.g., buttons, shells, blocks, fabric pieces). By choosing materials that can be used in multiple ways, I can support children's creativity, problem-solving, and language development along with mathematical understanding.

— Elementary Teacher, Pre-K Mathematics Training

This PD was extremely useful. I have a much better conceptual and practical understanding of teacher clarity and making learning visible. I really loved the strategies that were presented that I could use immediately in the classroom.

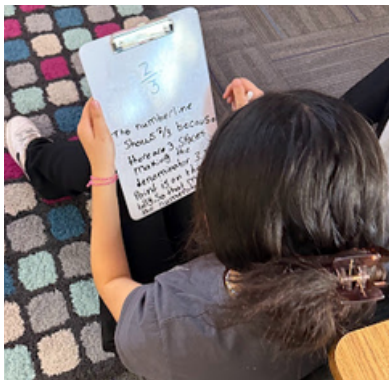
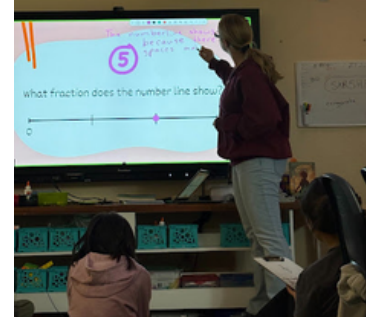
— Middle School Teacher, Clarity Series

I loved the way the presenter engaged us in exploring the micro:bit in a fun and exciting way... Jason shared wonderful teacher tips for organizing the materials and managing the work flow.

— Elementary Teacher, Computer Science Training

Esmeralda County School District

SNRPDP delivered extensive, multi-layered support to the Esmeralda County School District, impacting 100% of the educators in the entire region. Christine Mecham, Suzie Hinrichsen, and Sandi Ohman designed and delivered professional learning in a multi-year partnership. During the 2025-2026 school year, the focus was best-practices in literacy instruction with a focus on writing. This continuous professional development model was structured to strengthen sentence-level writing and general reading comprehension across all subject areas and grade levels. The trainers deployed an integrated approach combining whole-group training sessions, PLC collaborations, direct classroom observations, live model lessons, and personalized instructional coaching. Teachers deepened their content knowledge of written expression



and learned to explicitly implement high-impact strategies that can be used across content areas. This ongoing real-time coaching allowed educators to refine their practices and established exceptional instructional consistency across the county.

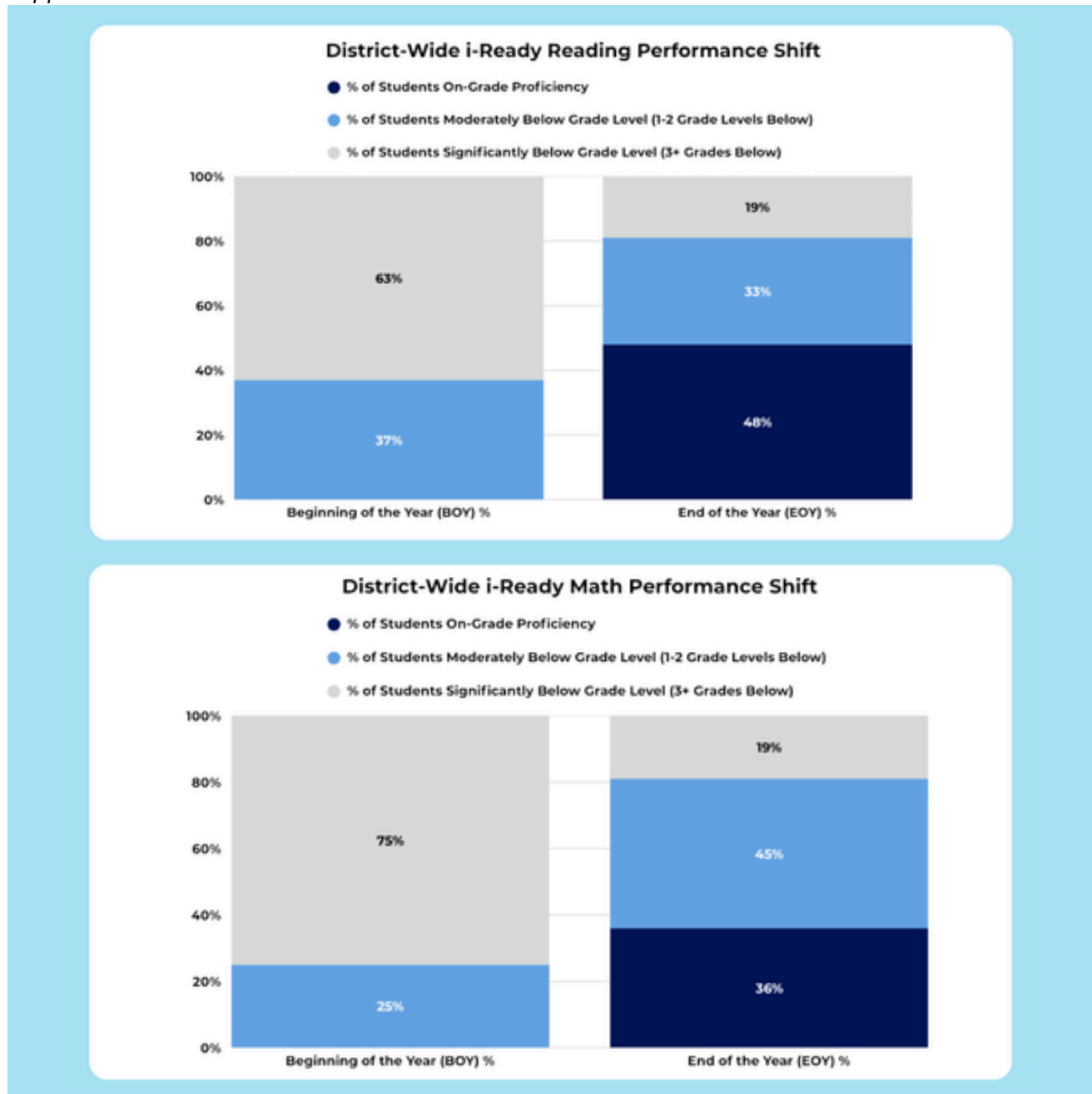
During the 2026 school year, by request of the superintendent and in collaboration with other RPDP trainers, Dr. Chelli Smith provided support in the Esmeralda County School District through educator coaching.

During educator meetings and observation cycles, it was determined that in the educator's ARL program they were not given a comprehensive opportunity to work with a master teacher. For this reason, Dr. Smith's primary focus during the observation and mentoring period was classroom management and student engagement. The cycle consisted of observation, verbal, and written feedback. The teacher was receptive throughout the process and did make gains in their ability to manage and engage students. For the next school year, the teacher will work with a different grade band of students, where they will continue to receive support from RPDP trainers to further refine and build upon the instructional strategies developed this year.

Compounding the literacy push, Danielle Krempp delivered CS Fundamentals to ECSD educators. This targeted technology session was designed to break down the complexities of the state's computer science standards for 10 classroom teachers and support staff. Krempp guided educators through setting up interactive lesson materials, navigating the regional CodeNV.org curriculum repository, and modeling standards-aligned lessons for teachers in multi-grade classroom environments. This support successfully built the pedagogical and technical confidence required to fulfill Nevada legislative technology mandates.

The profound impact of this comprehensive, district-wide instructional reinforcement was captured through remarkable quantitative gains in student achievement. At the close of the academic cycle, the ECSD superintendent shared a celebratory data analysis demonstrating unprecedented student growth on district i-Ready assessments from the start to the end of the year. This hard work and systemic dedication manifested in a massive upward shift in student proficiency across both reading and math.

Figure 25. *Esmeralda County School District Student Growth and Performance Shifts From SNRPDP Support*



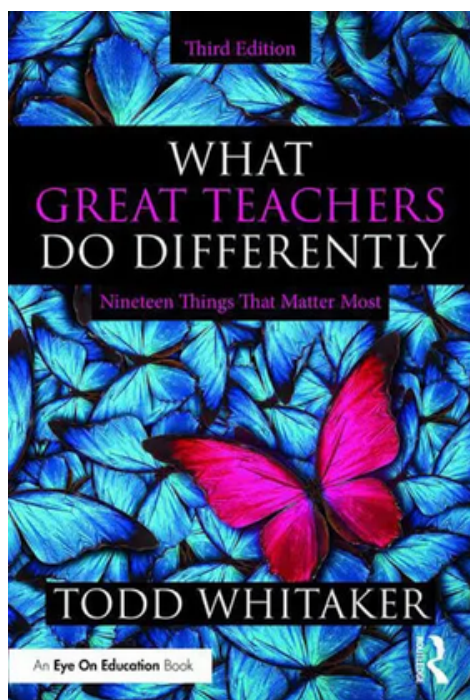
Note. Graphic depicting district-wide i-Ready reading and math performance shifts from the beginning to the end of the school year. From an email by J. Firme (Superintendent, Esmeralda County School District) to C. Mecham, May 13, 2026. Personal communication.

Lincoln County School District

To navigate a critical period of regional administrative transition, SNRPDP delivered highly focused, system-wide coaching, evaluation consistency, and instructional alignment within the Lincoln County School District. Saralyn Lasley served in an instructional consultant capacity. Working in lockstep with the newly appointed curriculum and professional development director, Lasley helped ensure that new district leadership goals successfully translated into classroom-level execution. A primary focus of this massive undertaking involved designing, planning, and implementing a sustainable, structured framework for K-12 Professional Learning Communities (PLCs) across the entire district, featuring multiple targeted district-wide sessions. Lasley helped the director and teacher leadership teams rebuild a collaborative culture. This system-wide initiative focused on data-driven instruction and empowered teachers to align instruction, assessments, resources, and proficiency scales to state standards.

To reinforce this cultural shift, Saralyn facilitated targeted book studies centered on the moves of effective teachers for both the high school and middle school educators (see Figure 26). These face-to-face and virtual sessions established a collaborative space for continuous inquiry, allowing teachers to engage with current educational research, share pedagogical content knowledge across departments, and translate high-impact strategies into their specific classroom contexts.

Figure 26. Cover of the Book Utilized for Educator Professional Development Studies



Over the course of this year, in my new role as District Curriculum Director, Saralyn Lasley has provided consistent and invaluable mentorship as I have expanded my perspective from school-level work to districtwide leadership. She has worked closely with me—virtually, over the phone, and face-to-face—to help guide the planning, development, and implementation of our collaboration (PLC) work, especially around rebuilding a collaborative culture and supporting K-12 teachers in aligning instruction, assessment, proficiency scales, and resources to standards. She has a remarkable ability to encourage big-picture thinking while also grounding that work in practical, realistic next steps... With her help, I have developed a deeper understanding of systems, culture, and the pace of change."

— Curriculum and Professional Development Director, LCSD

Complementing this initiative, Dr. Pam Salazar and Karen Stanley conducted NEPF learning walks alongside site and district administrators. This leadership initiative was designed to increase inter-rater reliability throughout the district across the NEPF evaluation cycle and instructional standards. Through these learning walks, administrators deepened their understanding of what high-quality instruction looks like in practice, built confidence in diagnosing root causes for student growth gaps, and expanded their skills in delivering precise, actionable, and evidence-based feedback. This dual-layered intervention by SNRPDP significantly augmented professional accountability and consistency across LCSD classrooms.

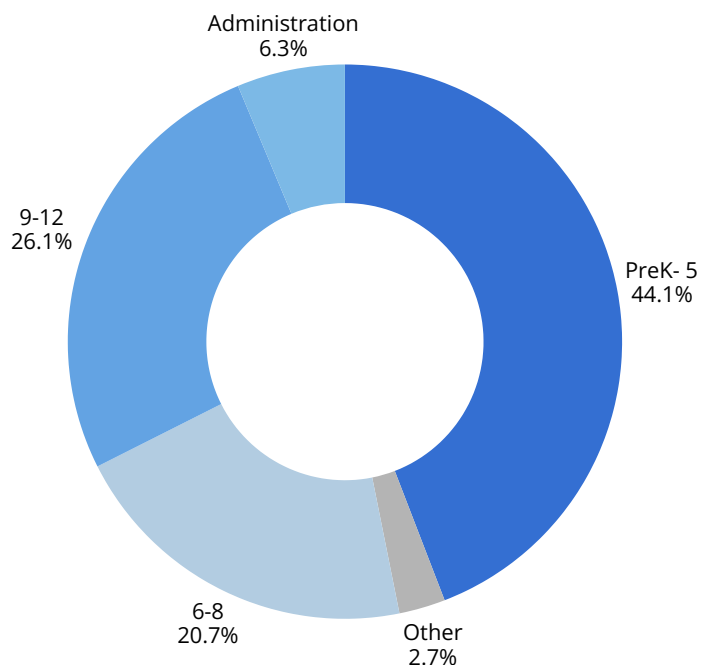
The refined PLC structures broke down traditional departmental isolation, allowing educators to create a more rigorous and aligned curriculum that directly responds to student learning needs. Students reaped immediate benefits from this heightened level of instructional clarity. The transparent alignment of instruction and assessment via the new district proficiency scales helped students understand exactly what they were learning, why it mattered, and how they could successfully demonstrate proficiency, establishing the necessary conditions for heightened academic engagement and greater equity across all schools.

LCSD Administrator Feedback

This process made feedback clearer, more actionable, and more aligned to NEPF.

— LCSD Administrator, following Learning Walks

Figure 27. LCSD Teacher Participation in SNRPDP Training by Grade Level



Note. Donut chart illustrating the percentage breakdown of Lincoln County School District teacher participants across elementary, middle, and high school grade levels.

Mineral County School District

Mineral County School District (MCSD) educators and administrators capitalized on a full-range of support from SNRPDP trainers. This involved a major district-wide Teacher Clarity initiative, paired with support frameworks for educators new to MCSD, and systemic mentor capacity. Mendy Henry and Karen Stanley designed a foundational five-part Teacher Clarity professional learning series delivered across all five of the district's scheduled professional development days. Built specifically around the four areas of teacher clarity, high-leverage instructional strategies, and NEPF alignment, these sessions trained educators on what clarity looks like in practice. To ensure success throughout the district, Henry and Stanley facilitated administrative preview sessions the day before general teacher training, equipping leaders with NEPF



alignment tools and precise coaching strategies to support their staff. The trainers also lead informal classroom walkthroughs alongside five district administrators, using a specialized coaching tool to walk every classroom in the district, reaching approximately 45 teachers, to gather data on the visibility of learning intentions, success criteria, and student cognitive engagement.

To enhance these leadership tasks, Karen Stanley and Dr. Pam Salazar delivered two workshops: Elevating Student Learning by Leveling Up Classroom Teacher Clarity and Modeling Clarity in Leadership: Leveraging NEPF and AI to Support Teacher Growth. Leaders analyzed district walkthrough data to identify patterns in instructional practice, connected their findings to the Science of Learning, and practiced modeling clarity through coaching conversations. Administrators also explored responsible ways to integrate AI to streamline leadership tasks, enhance teacher reflection, and augment human judgement.

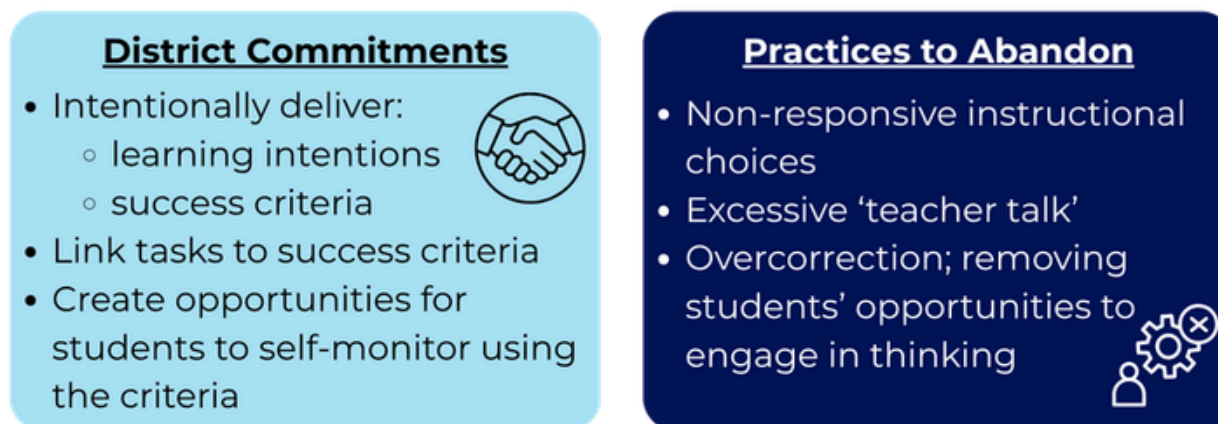
Jason Lillebo conducted mentoring at Hawthorne Elementary School. Lillebo worked individually with a new STEAM specialist who teaches all students in K-6 to use elementary computer science curriculum maps, lesson structures, and the CodeNV.org repository to ensure students receive required instruction to meet the state standards. The teacher provided feedback about the mentoring experience stating, "I just wanted to thank you for the training session yesterday—it was honestly the fastest and most engaging training I've ever had! I really enjoyed it and learned a lot in such a short time."

Recognizing the distinct needs of MCSD's high percentage of novice and international educators, Carrie Howren facilitated a year-long sequence of support opportunities for new-to-the-district and early-career teachers. This program engaged 21 of the district's educators through workshops (virtual and in-person), drop-in coaching hours, and individualized coaching cycles. The professional development curriculum focused on classroom climate, proactive classroom management structures, lesson design, student engagement, and assessment practices. These sessions were deliberately designed to deepen and augment the primary pedagogical approaches introduced by Mendy Henry and Karen Stanley during the district-wide sessions, providing new teachers with a comprehensive understanding of high-impact instructional practices.

Operating in tandem with the new-to-district support, Mendy Henry facilitated sessions to clarify the role of a mentor and train veteran district staff in research-based communication practices to leverage when coaching their peers. Participants learned what is meant by deep listening, thoughtful questioning, and reflective dialogue, moving mentors beyond mere advice-giving to support productive struggle, mentee agency, and instructional coaching goals.

This multi-layered professional learning model successfully supported the district-wide strategic initiative to empower students to own and drive their learning. Evaluation data and district walkthrough feedback revealed that teachers actively shifted their mindsets, designed lessons with teacher clarity in mind, and developed an understanding of the role of teacher talk versus student talk. Educators encouraged productive struggle, created risk-tolerant learning environments, and collaborated closely with special education teams to address grade-level standards. New-to-district educators reported a surge in classroom management efficacy with proactive relationship-building techniques. Simultaneously, district walkthrough data captured early, visible gains in student clarity around expectations, providing pupils with coherent, scaffolded instruction and explicit connections to the relevance of their learning.

Figure 28. *District Instructional Commitments and Pedagogical Practices to Abandon*



Nye County School District

SNRPDP aligned its professional development offerings with the NCSD Strategic Plan of “inducting, supporting, and developing staff to create a results-focused learning environment for every student.” To strengthen the local leadership pipeline, Karen Stanley and Dr. Pam Salazar conducted NCSD - Aspiring Administrators Professional Learning Series. This interactive series focused on developing mindframes, instructional leadership skills, and organization capacities of future district leaders, deepening their pedagogical knowledge of how leadership behaviors and effective systems directly influence classroom teaching and teacher efficacy.

NCSD Administrator Feedback

The partnership with SNRPDP has been invaluable to our district this past year. In particular, the Aspiring Leaders program facilitated by RPDP provided our emerging administrators with high-quality, actionable professional growth. The expertise and collaborative spirit your team brought to these sessions directly strengthened our leadership pipeline and left our future leaders feeling empowered and prepared.

— NCSD Assistant Superintendent

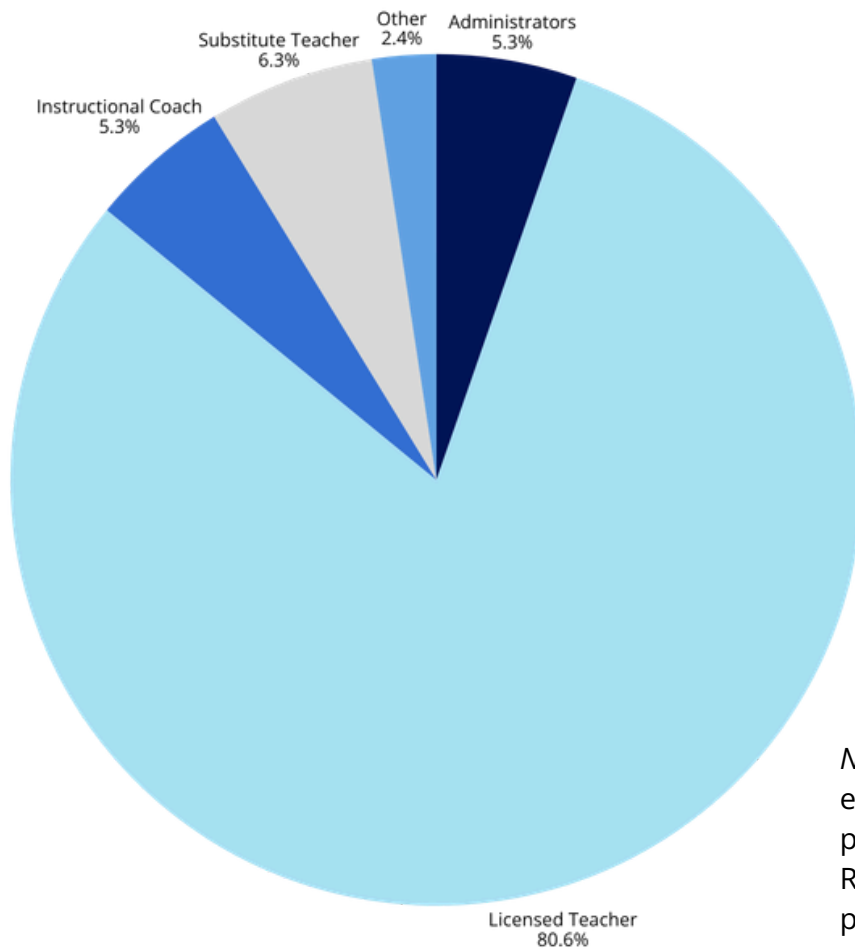
As part of the district’s induction program for teachers new to the district, Carrie Howren facilitated Building Intentional Classrooms: A Proactive Approach with 35 new-to-district educators, 14 of which were first-year teachers. Howren equipped incoming staff with clear templates, printed handouts, and relationship-centered behavior strategies before the formal start of the school year. The focus was on establishing teacher credibility, setting high and clear expectations, and explicitly teaching classroom routines. Participants left with a bank of resources they could use to ensure a smooth transition to the new school year.

Complementing the induction sequence, Sandi Ohman, Stacy Bird, and Suzie Hinrichsen partnered with district administrators to conduct a workshop series specifically for new teachers in Nye County. This classroom management program, structured around the text, *Seven Simple Secrets*, provided foundational strategy training to NCSD teachers in their first year. To personalize the learning and address the specific behavioral dynamics of local classrooms, trainers conducted individual coaching conferences with eight of these novice educators during the first semester, allowing for individualized support tailored to the teacher’s specific needs and contexts.

Figure 29. Cover of the Classroom Management Text Used for Novice Teacher Training Workshops



Figure 30. Nye County School District SNRPDP Training Participation Participant Role Breakdown



Note. A total of 129 NCSD educators engaged in professional learning offered by RPDP. The graph represents the participants' roles.



This comprehensive support fortified Nye County's systemic capacity. Aspiring administrators gained clarity of what strong instruction looks like under NEPF-aligned practices, while new teachers experienced an increase in instructional confidence. Attendees expressed appreciation for the tangible resources and the opportunity to interactively review best practices prior to the beginning of the school year. By effectively establishing routines and procedures from the beginning of the year, teachers noted a reduction in

off-task behaviors and structural disruptions, successfully reclaiming time for academic instruction. While a total of 129 educators engaged in SNRPDP-led professional learning, a closer look reveals that licensed classroom teachers constituted the largest participating group (see Figure 31).SNRPDP will continue these practices with NCSD administrators and teachers.

State Public Charter School Authority

SNRPDP delivered professional learning to several campuses within the State Public Charter School Authority (SPCSA), prioritizing advanced linguistic scaffolding, computer science standards, and system-wide curriculum alignment. Valerie Seals conducted high-impact and data-drive workshops for educators at Discovery Charter School to assist in translating complex student data into high-leverage instructional design. In the first session, participants learned to move beyond theoretical models by analyzing their specific student profiles and identifying the unique language demands of upcoming lessons. Teachers mastered “scaffold-mapping” to match a student’s specific WIDA English Language Proficiency (ELP) level to appropriate instructional supports, practiced Nevada ELD teacher moves, and explored the innovative integration of Generative AI to efficiently modify and scaffold core texts. Seals’ second session provided in-depth training to K-5 teachers and site administrators at the Sandhill campus. Utilizing Dine Staehr Fenner’s text, *Unlocking EL Potential*, the session trained educators to apply sensory, graphic, and interactive frameworks, culminating in the creation of a “Next-Day Plan” to guarantee immediate classroom implementation of strategic grouping and visual support.

In mathematics, Nicole Jawhari and Sue Dolphin continued with their comprehensive, multi-year partnership with Doral Academy schools. During the 2025-2026 school year, the trainers supported lead facilitators, principals, and campus teams from seven of the schools in the Doral Academy organization. This collaborative effort included intensive online discussions, book studies focused on mathematical fluency, and a two-day, in-person mathematical fluency summit held in Las Vegas on June 9 and 10. Jawhari and Dolphin acted as thought partners to help the organization transform math instruction across multiple campuses into a single cohesive, system-wide K-12 math fluency plan.

Jason Lillebo and Danielle Krempp facilitated a sequence of technology-focused in-service sessions for educators at Somerset Academy Aliante. Their sessions provided hands-on instruction covering foundational computer science concepts and lessons to ensure students received engaging, grade-level-appropriate instruction. Lillebo and Krempp provided Somerset educators with experiential

SPCSA Educator Voices

I had never been part of a WIDA training and was unaware that we were able to scaffold and use assessments geared toward our ELL student population. I am very excited to use my new found knowledge... Planning time to create a document I will use in my classroom the upcoming week was extremely valuable... Learning how to integrate AI when modifying lessons for ELL students [was most valuable].

— Teacher, Discovery Charter School

I think it was great! In depth and I loved that he also demonstrated the process to do things every time.

—Participant, Somerset Academy Aliante Technology In-Service

learning opportunities with Gmail and Google Calendar for streamlined and efficient workflows. To prepare the participants to deliver lessons to teach students coding and creative thinking using micro:bits, SNRPDP offered a session titled Physical Computing Using Micro:bits.

These targeted initiatives resulted in immediate shifts in school-wide instructional delivery and enhanced equity for diverse student populations. At Discovery Charter School, the feedback was overwhelmingly positive when participants reflected on the impact of their ability to provide support to multilingual learners. At Somerset Academy Aliante, teachers praised the presenters' in-depth demonstrations, gaining immediate pedagogical skills to streamline instructional workflows and lead physical computing lessons. Meanwhile, the Doral Academy network successfully aligned around a common, vertically integrated K-12 vision of mathematical fluency, incorporating a family support component to ensure families understand how to accelerate student computational growth at home. By implementing these precise visual and interactive scaffolds, multilingual learners and STEM students across the charter authority were empowered to successfully navigate complex academic tasks and demonstrate authentic mastery of the NVACS.

Figure 31. *Discovery Charter School Professional Development Impact Metrics*



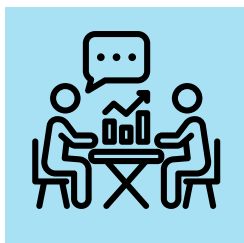
Note. Infographic created using Google Gemini on May 20, 2026, generated from trainer-provided professional development evaluation datasets. Prompt: "[Create an infographic showcasing the following data]."

Priority Goal 3: Job-Embedded Professional Learning

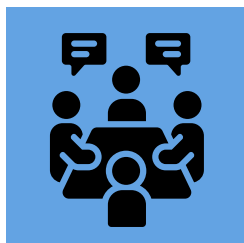
The Southern Nevada Regional Professional Development Program's (SNRPDP) Goal 3 work reflects a deliberate shift from isolated professional development experiences to sustained professional learning embedded within the daily work of educators. SNRPDP trainers and consultants designed and implemented comprehensive professional learning that enhanced educators' content knowledge, pedagogical understanding, and instructional practices through coaching discussions, non-evaluative classroom observations with targeted feedback, lesson modeling, co-teaching opportunities, collaborative planning, PLC support, and structured reflection.

This work supports the Nevada Standards for Professional Development, which emphasize professional learning that is sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused. Across content areas, trainers incorporated opportunities for practice, feedback, follow-up, reflection, and implementation so that educators could move beyond learning about effective practices and begin applying, refining, and sustaining those practices in authentic classroom settings. SNRPDP trainers bolster the Nevada Department of Education's (NDE) strategic priorities by equipping educators and leaders with tools and training for aligned instruction, supporting strong academic foundations, increasing access to rigorous grade-level learning, and strengthening systems of support within schools and districts.

SNRPDP trainers partnered with educators across Southern Nevada through sustained professional learning pathways in mathematics, literacy, science, instructional leadership, multilingual learner supports, educational technology, computer science, and early-career teacher development. These partnerships strengthened instructional capacity at the classroom, school, and system level while supporting the long-term goal of improving student growth and achievement.



Coaching Cycles



PLC Meetings



Modeled Teaching



Inservice Sessions

Classroom Connections: Professional Learning Grounded in Practice

A defining feature of SNRPDP's work is the intentional connection between professional learning and classroom practice. Trainers engaged directly in classroom observations, modeling lessons, co-teaching, learning walks, small-group instruction, assessment support, and co-planning. These classroom connections allowed trainers to gather evidence of implementation, better understand the instructional realities educators face, and refine future professional learning based on authentic teacher and student needs.

428



**SNRPDP supported 428
educators through
Classroom Connections**

A defining feature of SNRPDP's work is the intentional connection between professional learning and classroom practice. Trainers engaged directly in classroom observations, modeling lessons, co-teaching, learning walks, small-group instruction, assessment support, and co-planning. These classroom connections allowed trainers to gather evidence of implementation, better

understand the instructional realities educators face, and refine future professional learning based on authentic teacher and student needs.

Trainers use these opportunities to support educators and to strengthen their own professional practice. For example, trainers reported that classroom observations helped them identify where teachers needed additional support with routines, pacing, discourse, formative assessment, teacher clarity, and instructional alignment. Lesson modeling allowed trainers to remain grounded in current classroom expectations while helping teachers see how instructional strategies could be implemented with students, existing curriculum materials, and site-specific constraints. In several cases, classroom connections led directly to follow-up coaching, PLC support, future professional learning plans, or revisions to trainer-designed resources.

Coaching Cycles, Reflection, and Instructional Support

Instructional coaching remained a foundational component of SNRPDP's job-embedded professional learning model. Trainers implemented non-evaluative coaching cycles designed to strengthen instructional decision-making, improve classroom practice, and increase educator confidence through sustained professional partnerships. These coaching experiences reflected the Nevada Standards for Professional Development by providing opportunities for practice, feedback, reflection, collaboration, and data-informed instructional improvement.

Carrie Howren facilitated early-career teacher instructional coaching cycles designed to build the capacity of novice educators through individualized, classroom-connected support. Grounded in Jim Knight's Impact Cycle, the coaching model provided a partnership-based structure in which early career teachers reflected on data and identified student-centered goals, implemented targeted instructional practices, reflected on evidence of impact, and refined their next steps. Coaching sessions supported classroom management, lesson planning, routines and procedures, student engagement, formative assessment, teacher clarity, and the implementation of the Gradual Release of Responsibility framework. This sustained support helped novice teachers translate pedagogy into classroom practice while also serving as a proactive teacher retention strategy for educators in the early stages of their careers.

Educator Feedback

I want to say THANK YOU VERY MUCH for your time and volume of information that you taught me. I learned a great deal from your training and I appreciate it so much!

- Middle School Teacher

Carrie, thank you so much for your support today and during every one of your visits! I wanted to share some positive news: "Ms. S" did significantly better on her Cycle 2 observation, and I can clearly see the impact of the work she has done with you!

- Supervising School Administrator

Jennifer Loescher facilitated individualized mathematics coaching cycles focused on pedagogy, content knowledge, data analysis, instructional clarity, and student discourse. Teachers reported shifts in practice that included chunking assignments to support engagement, becoming more intentional with content vocabulary, reducing teacher talk, asking more purposeful questions, and using student responses to stretch mathematical thinking. Loescher's coaching cycles also supported teachers in strengthening relationships, analyzing data, differentiating instruction, and aligning classroom practice to grade-level expectations. Evidence from these coaching partnerships included increased classroom engagement, stronger implementation of research-based strategies, and measurable student growth. One elementary school participating in sustained mathematics support improved from a one-star to a four-star rating, while a middle school maintained its improved STAR status for a second consecutive year.

Howren and Loescher also provided individualized coaching for instructional coaches and administrators. Howren's focus was providing responsive instructional coaching to new and novice teachers. Through a meta-coaching model, participants in the cycles refined their techniques, skills, and effectiveness. Coaches engaged in this work by applying principles of andragogy through observing, co-coaching with the trainer, and

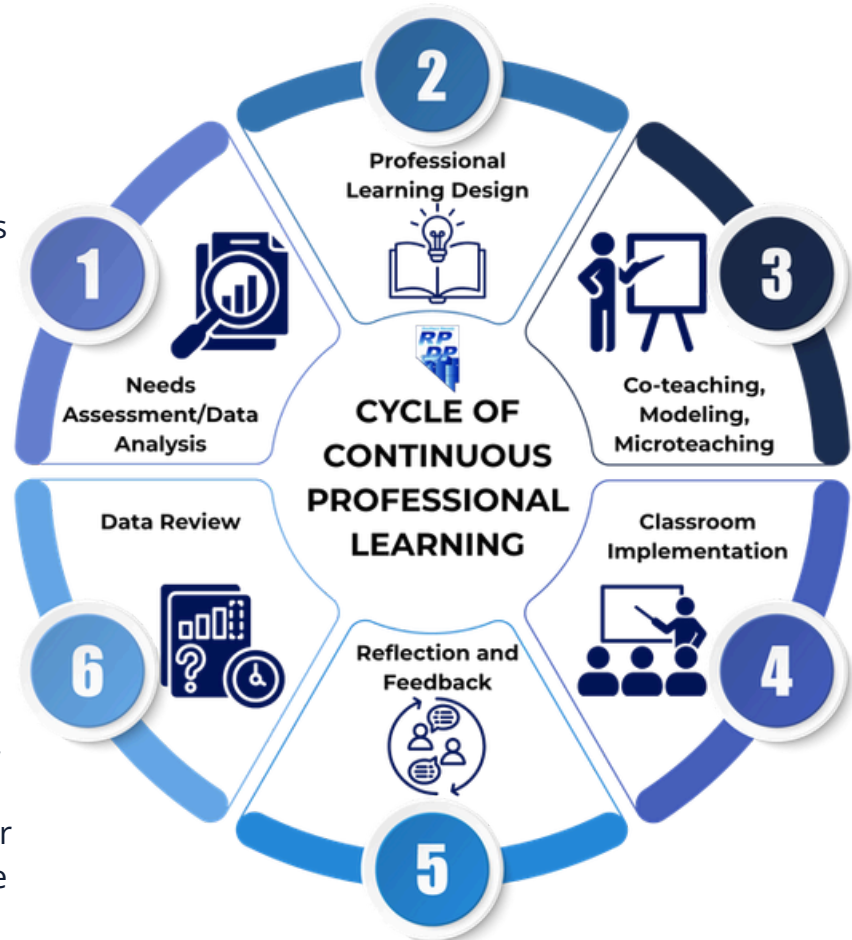
reflecting on experiences. Loesher’s meta-coaching sessions focused on facilitation skills, adult learning, instructional alignment, relationship-building, reflective practice, and strategic support for teachers. Coaches strengthened their ability to lead professional learning, facilitate peer observation, support teacher growth, and build shared instructional language across departments. As coaches and administrators refined their practice, schools benefited from stronger systems of professional support and increased instructional coherence.

Valerie Seals facilitated coaching and PLC support focused on increasing cognitive engagement for multilingual learners in ninth-grade English classrooms. Through observations, collaborative reflection, and targeted coaching conversations, educators shifted from passive participation structures toward increased opportunities for academic discourse, writing, and language production.

Teachers learned to utilize WIDA profiles, scaffolded language supports, and AI-assisted differentiation tools to increase access to rigorous instruction for multilingual learners. Teachers reported increased student participation, stronger academic conversations, and greater confidence among multilingual learners in both oral and written academic language.

Danielle Krempp provided mentoring, planning support, co-teaching, classroom observation, and feedback for elementary computer science educators. Support varied based on teacher need and included virtual planning conversations, in-person co-teaching, lesson observations, and targeted feedback. This job-embedded support strengthened teachers’ confidence and pedagogical understanding in computer science instruction while increasing student access to engaging and developmentally appropriate computer science learning experiences.

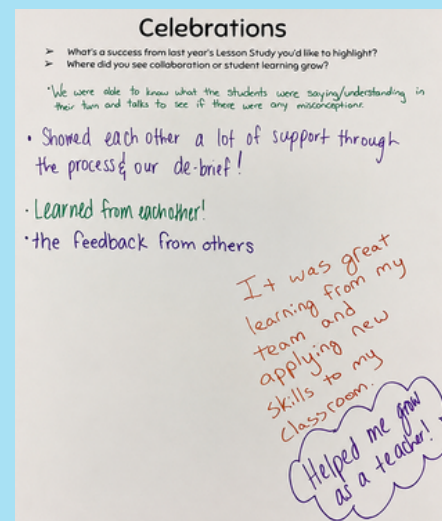
Figure 32. SNRPDP’s Cycle of Continuous Professional Learning



High-Leverage Instructional Practices

SNRPDP trainers also utilized lesson modeling, co-teaching, and collaborative inquiry structures to support educators in seeing, practicing, and refining high-leverage instructional strategies within authentic classroom contexts. This approach allowed teachers to observe effective practices in action, debrief with trainers, analyze student responses, and immediately apply new learning to their own instructional planning.

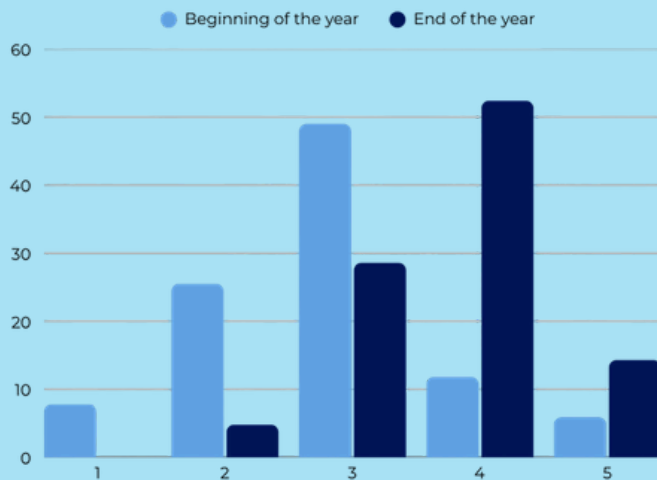
Mendy Henry facilitated a sustained lesson study reflection process through Reflect, Refine, Advance: Strengthening Our Lesson Study Process. This professional learning in-service was designed to help educators reflect on the lesson study work completed during the previous school year and use feedback to guide future implementation. Teachers collaboratively examined challenges, refinements, celebrations, and professional goals connected to lesson study. This reflective process strengthened teachers' ability to align planning and lesson delivery to intended student outcomes while using evidence of student learning to refine differentiation, address misconceptions, and move learning forward.



Nathalie Brugman and Carrie Howren facilitated a year-long professional learning series at two, one-star elementary schools using *Teaching Students to Drive Their Learning* by Fisher, Frey, Ortega, and Hattie. These sustained series supported educators in redefining engagement and cultivating self-regulation, metacognition, and learner agency. Educators engaged in collaborative learning focused on teacher clarity practices, cognitive tools, feedback cycles, peer and self-assessment, and student ownership of learning. Because the learning occurred across the school year educators had repeated opportunities to apply strategies, reflect on student responses, and refine instruction. Brugman supported teachers at one of the schools with professional learning embedded in the Professional Learning Community (PLC) meetings allowing participants to engage in discussions about developmentally appropriate practices that could be implemented with learners. Data from pre- and post-series surveys at this

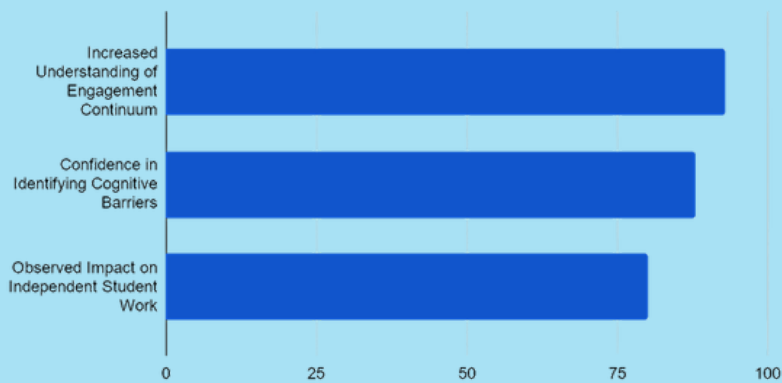
Figure 33. Pre- and post- series teacher reflection at Elementary School A (Panel A) and Elementary School B (Panel B)

Panel A: Pre- and post- teacher level of agreement that “Students have the skills to monitor their own engagement”



Note. At the start of the year, only 17.7% of teachers believed their students possessed the skills to monitor their own engagement. Following the year-long professional learning experience, this number rose to 66.7%.

Panel B: Percentage of teachers rating confidence at 4 or 5



school indicate that trainers not only equipped teachers with tools to teach self-monitoring but also sharpened their ability to observe and validate these metacognitive processes in their students. Evidence of a shift in educator mindset was evident at the other school in their professional reflection at the end of the year. Their reflections illustrate enhanced understanding of student engagement, increased confidence in diagnosing cognitive barriers, and a direct, observable improvement in their students' ability to work independently (see Figure 33).

At the request of a charter school administrator, Brugman and Howren also facilitated a professional learning series focused on the Gradual Release of Responsibility (GRR) framework to strengthen Tier 1 instruction and student engagement. The fifth through eighth grade educators deepened their understanding

of GRR as a flexible instructional framework that supports explicit modeling, guided practice, collaborative learning, and independent application. Teachers refined their use of think-alouds, structured discourse, scaffolds, and metacognitive reflection to intentionally shift cognitive responsibility from the teacher to the learner.

Additionally, Brugman and Howren facilitated NEPF in Action: Implementing High-Leverage Instructional Strategies, a three-session series designed to link theory and practical application of the Teacher High-Leverage Instructional Standards within the Nevada Educator Performance Framework (NEPF). Participants examined the “why” behind instructional strategies and practiced implementing approaches to elicit

students' prior knowledge, design and select high-cognitive-demand tasks, engage students in making meaning through multiple methods, provide opportunities for students to use metacognitive strategies to monitor their progress and make adjustments, and use data from student assessment to make instructional decisions. Participants solidified their understanding of the research that drove the NEPF Teacher Instructional Standards and the strategies they could use in the classroom to improve instruction through a metamodeling approach. By experiencing the strategies as learners, the teachers could then utilize the same strategies in their classrooms, regardless of content and grade level.

Literacy Instructional Support

SNRPDP job-embedded professional learning also strengthened literacy development, writing instruction, assessment literacy, disciplinary discourse, and science pedagogy. Emphasizing strong academic foundations and rigorous grade-level learning, SNRPDP trainers provided ongoing professional development experiences to help educators align instruction with the NVACS, assessment expectations, and opportunities for student growth.

Julie Cooper and Sandi Ohman developed and facilitated a series of six individual sessions for learning strategists and ELA department chairs using a trainer-of-trainers model (see Figure 34). This series focused on strategies to improve reading comprehension, writing effectiveness, and listening skills. Participants received folders with implementation resources and had access to office hours for continued support. The model allowed site-based leaders to bring strategies back to their own sites, increasing the reach of the professional learning while building internal capacity. Teachers strengthened their understanding of the NVACS and learned practical strategies, such as scrambled sentences and rigorous questioning, to increase the rigor of daily instruction. Students benefited from increased access to strategies that support comprehension, writing, listening, language development, and assessment readiness.

Figure 34. SNRPDP Capacity Building Model for ELA School Leaders

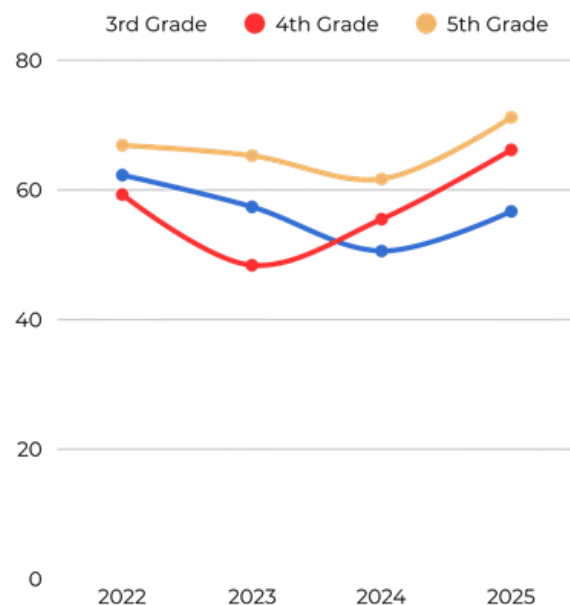


Shan Pullan facilitated multiple professional learning experiences centered on SBAC ELA assessment expectations, ELA blueprints, performance tasks, writing instruction, and instructional alignment. Teachers analyzed assessment items, examined grade-level materials, reviewed exemplar tasks, and explored writing scaffolds that could be implemented directly in classrooms. These experiences strengthened teachers' understanding of the rigor, skills, and evidence students are expected to demonstrate on SBAC ELA assessments. As teachers aligned daily instruction to assessment expectations and evidence-based reading and writing practices, students were better prepared to engage in complex reading, writing, and evidence-based response tasks.

Christine Mecham facilitated a professional learning series focused on strengthening academic conversations across content areas. The monthly learning cycle paired targeted conversation strategies with classroom observations and coaching support. Each session introduced one practical talk strategy, followed by classroom visits where teachers received guidance, feedback, and reflection support as they implemented the strategy with students. Teachers became more intentional about prompting thinking, supporting language development, and helping students explain their ideas. Students benefited from increased opportunities to explain reasoning, respond to peers, and engage actively in classroom learning. Mecham has worked over the course of multiple years to provide support to the educators at this CCSD elementary school, and the impact of this sustained work has been tremendous. Mecham's support with sentence-level writing instruction for this school during the previous year was the only school-wide professional learning initiative they engaged in. The administrator shared the dramatic shift in proficiency rates (see Figure 35).

Figure 35. CCSD Elementary School ELA Proficiency Rate Growth Following SNRPDP Writing Initiatives Over Three Years

Percentage of Students Proficient on SBAC



Due to the success with the aforementioned sentence-level instructional support, Mecham and Suzie Hinrichsen collaborated to implement job-embedded literacy support centered on sentence-level writing strategies to improve reading comprehension and written expression across content areas. This work was implemented across multiple settings, including Clark County School district schools, a public charter school, and at elementary schools in Nye county. Through classroom

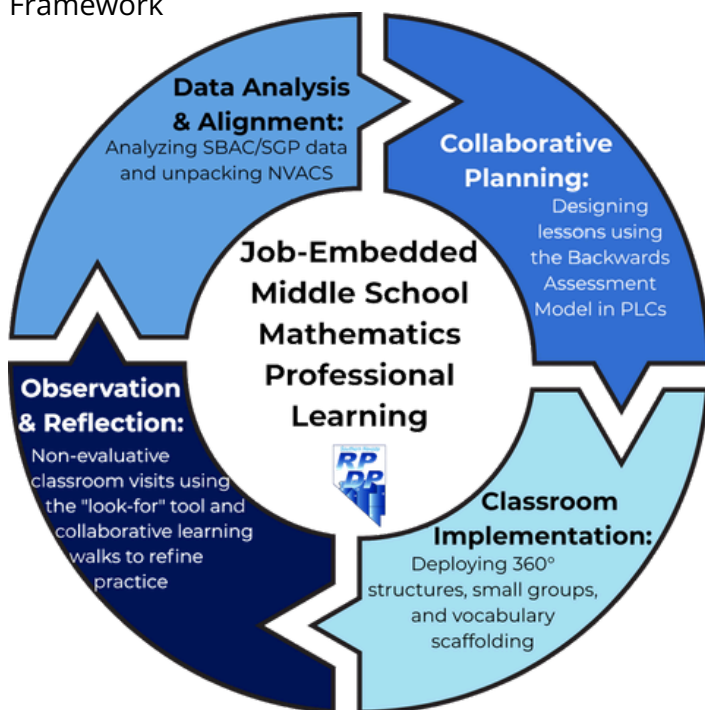
observations, co-teaching, lesson modeling, and in-service sessions, teachers learned how to explicitly teach sentence construction, use connectives to support meaning, model written responses, and provide targeted scaffolds. Teachers shifted from assigning writing to teaching writing. As students gained control over sentence structure and academic language, their written responses became clearer, more complete, and more connected to content learning.

Mathematics Instructional Support

A substantial portion of the work under Priority Goal 3 focused on strengthening mathematics instruction through coaching, classroom modeling, collaborative inquiry, assessment alignment, data analysis, and implementation of research-based instructional strategies. Across mathematics initiatives, SNRPDP trainers supported the NDE's strategic priorities related to strong academic foundations, rigorous grade-level instruction, and equipping educators with tools and training for strongly aligned instruction.

Candice Meiries implemented a high-impact, job-embedded professional development (JEPD) aimed to translate theoretical best practices into classroom practice. This multi-

Figure 36. SNRPDP Priority Goal 3 Mathematics Aligned Instruction and Collaborative PLC Framework



year program includes nine regional schools to support 100 teachers, many of whom have maintained a commitment to improving mathematics instruction over the course of three to four years. Grounded in the continuous improvement cycle, the professional learning integrated twice-monthly collaborative learning sessions directly into the flow of the instructional day through existing PLCs. By centering on authentic, immediate problems of practice, this collaborative framework provided educators with time dedicated to unpack Nevada Academic Content Standards (NVACS), analyze student performance data, and collectively address instructional challenges (see Figure 36).

Meiries and Jennifer Loescher also facilitated Math Matters: Steps to Success 2025, a multi-session professional learning series designed specifically for CCSD middle school mathematics educators. Delivered across three Staff Development Days at rotating

middle school sites throughout the district, the series provided sustained opportunities for collaboration, reflection, and implementation while building a broader, district-wide professional learning community among mathematics educators. A total of 18 middle schools and 164 educators participated throughout the series.

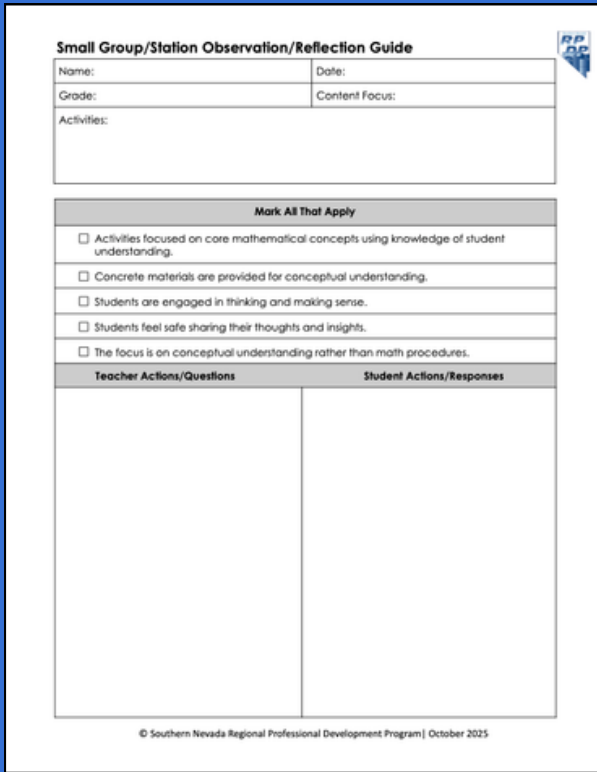
The series focused on strengthening instructional practice through SBAC and SGP data analysis, mathematical discourse, scaffolding for multilingual learners, implementation of 360° classroom models, and standards-aligned instructional strategies grounded in student-centered learning. Differentiated learning pathways supported both educators new to administering the SBAC assessment and veteran teachers seeking advanced instructional strategies such as Debate Math, Building Thinking Classrooms, and implementation of the Standards for Mathematical Practice.

As the series evolved in response to educator feedback and continued demand, teachers were provided increased agency through concurrent session options and self-selected professional learning topics. In addition to selecting sessions aligned to their instructional needs, participating educators also expanded leadership capacity within the district by facilitating and sharing successful instructional practices with colleagues. This collaborative model strengthened cross-school professional relationships while reducing professional isolation among middle school mathematics educators.

Participants gained greater proficiency in translating SBAC and SGP data into targeted instruction interventions and data-informed planning practices. Teachers reported a significant shift from generalized instruction toward identifying specific student “trouble spots” and designing responsive instructional supports aligned to student learning needs. This series also supported a documented instructional shift from teacher-led lecture toward student-centered discourse using academic sentence stems, turn-and-talk routines, and vertical, non-permanent surfaces associated with “Building Thinking Classrooms” practices. Teachers redesigned classroom environments to support increased mathematical reasoning, productive struggle, and collaborative problem-solving. Educators reported increased student persistence, engagement, and ownership of learning, including students “debating math,” engaging more actively in mathematical discussions, and demonstrating greater confidence when solving complex problems. Teachers shared they were able to immediately implement the professional learning resources, including discourse cards, mathematical games, scaffolds for multilingual learners, and collaborative instructional routines, which could be utilized in classrooms the next instructional day. Through sustained collaboration, differentiated support, and teacher leadership opportunities, Math Matters: Steps to Success 2025 strengthened instructional capacity while contributing to a culture of inquiry, reflection, and continuous improvement across participating middle school mathematics departments.

To ensure the valuable strategies learned in professional development successfully take root in daily classroom instruction, the SNRPDP Elementary Mathematics team, led by Nicole Jawhari, Kathryn Dees, Sue Dolphin, and David Jansen, implemented job-embedded supports centered on small-group instruction. This work grew organically from the team’s foundational summer professional development series, Developing Math Concepts: Small Group Tasks for Intervention. Eager to bring these frameworks to life, numerous regional schools requested customized, site-based partnerships. The team partnered with these schools to support educators. To ensure long-term sustainability, the team guided school leadership to secure funding to purchase essential, concrete intervention materials and hands-on resources for students.

Figure 37. SNRPDP Elementary Mathematics Small Group/Station Observation and Reflection Guide Framework



The form is titled "Small Group/Station Observation/Reflection Guide" and includes a header with a logo. It contains fields for Name, Date, Grade, Content Focus, and Activities. Below these is a section titled "Mark All That Apply" with five checkboxes: "Activities focused on core mathematical concepts using knowledge of student understanding," "Concrete materials are provided for conceptual understanding," "Students are engaged in thinking and making sense," "Students feel safe sharing their thoughts and insights," and "The focus is on conceptual understanding rather than math procedures." At the bottom, there are two large columns labeled "Teacher Actions/Questions" and "Student Actions/Responses".

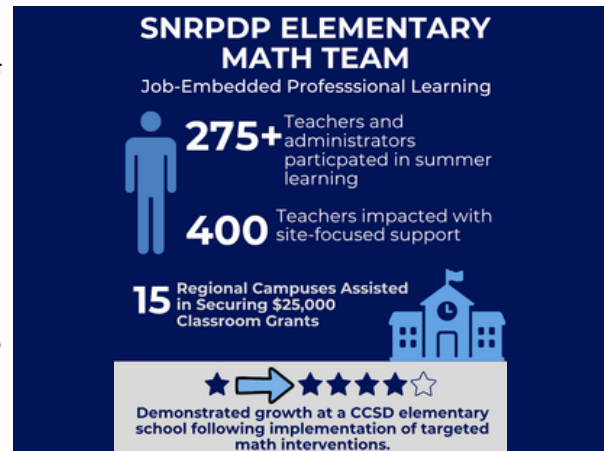
The elementary math team worked directly alongside the teachers, providing coaching, lesson modeling, co-teaching, and collaborative Professional Learning Community (PLC) guidance. The anchor for these learning cycles was the Small Group/Station Observation and Reflection Guide (see Figure 37). This guide was designed as a collaborative tool rather than a formal evaluative checklist. It empowered trainers and educators to observe student thinking in real time. Together, they ensured that classroom activities prioritized conceptual understanding, utilizing manipulatives as “thinking tools” rather than quick mechanisms for “answer-getting.” SNRPDP trainers modeled the use of strategic push-in questioning during modeled lessons. Observing this approach provided teachers with a model for prompting and probing

students to uncover the critical learning phase without over-scaffolding or taking away the opportunity for productive struggle.

This coaching framework resulted in transformations for both teachers and students. Educators were able to identify students' mathematical development and determine the next instructional move to push their thinking forward. Through the supported professional learning cycle, teachers were confident in shifting their instructional approach from a traditional, lecture-based framework to a responsive,

student-centered approach. During post-observation debriefs, teachers reported that their classrooms became spaces where students felt safe sharing their insights, revealing misconceptions, and making sense of rigorous math. Supporting teachers to meet students exactly where they are yields outstanding growth in teacher pedagogy and student achievement as evidenced by one school's state school performance designation climbing from 1-star to 4-star status (see Figure 38). This framework empowered educators to provide targeted support to students.

Figure 38. Reach and Impact of Targeted Elementary Mathematics Professional Learning



David Janssen facilitated site-based support focused on analyzing the K-5 NVACS and best practices for classroom instruction. Through PLCs, grade-level meetings, staff meetings, classroom observations, coaching, and lesson modeling, Janssen helped educators strengthen instructional alignment, analyze standards, and implement practices that support deeper student understanding. He also facilitated Digging Deeper with SBAC, a professional learning series focused on connecting the NVACS, SBAC blueprints, and instructional rigor. Teachers collaborated to analyze assessment expectations and design cognitively demanding tasks that emphasized discourse, problem-solving, and mathematical reasoning.

Recognizing the importance of student discourse to share and enhance mathematical understanding, Doug Speck facilitated sessions aligned to the NEPF Teacher Instructional Standard 3, Indicator 1. The focus of this work was on extended, productive discourse between the teacher and students and among the students. More than 120 mathematics teachers participated in sessions designed to increase the frequency and quality of mathematical discourse. Teachers left with specific strategies to strengthen discussion, reasoning, and student communication in mathematics classrooms.

Likewise, Jennifer Loescher facilitated Meaningful Practice Through the Use of Games, a professional learning series focused on using mathematical games to strengthen conceptual understanding, reasoning, vocabulary development, student confidence, and engagement. Teachers explored how games can be used intentionally as tools for meaningful practice in an engaging way and to re-envision practice as an opportunity for sense-making rather than repetition. Through exploration of purposefully designed mathematical games, participants built capacity to select and implement practice structures that align with grade-level standards while promoting reasoning, discourse, and conceptual understanding. As teachers shift their instructional approaches,

students develop improved number sense, strategic thinking, and precise use of mathematical language. Participants reported that the games were adaptable across grade levels and would help students remain engaged while practicing foundational math skills and building confidence.

Science Instructional Support

Stacy Bird provided ongoing elementary science support for teachers utilizing OpenSciEd curriculum materials at a public charter school. Teachers requested support with embedded pedagogy and discourse strategies within the curriculum. Bird met with each elementary grade level to share high-impact strategies and planned additional support focused on discourse and science notebooking. This professional learning strengthened teachers' capacity to facilitate scientific conversations, support student communication, and help students demonstrate learning through science notebooks. As teachers refined their science instruction, students gained tools to engage in scientific discourse, communicate ideas, and collaborate with peers.

These literacy, writing, science, and assessment-focused pathways helped educators connect standards, instruction, student discourse, and evidence of learning. Across these efforts, teachers gained practical tools that could be immediately implemented in classrooms, while students benefited from clearer expectations, stronger scaffolds, and increased opportunities to communicate their thinking through speaking, writing, and content-specific reasoning.

Responsible AI Integration

Several SNRPDP trainers focused on strengthening instructional leadership, educator evaluation systems, and responsible implementation of emerging instructional technology to equip educators and leaders with the tools and training necessary to provide aligned instruction. Karen Stanley and Mendy Henry facilitated Leveraging the NEPF to Elevate Teacher Quality in Your School, a professional learning series for administrators focused on classroom observations, evidence aligned to the Nevada Educator Performance Framework, confirmatory evidence, post-observation conferences, and targeted feedback. Participants examined the use of mini-observations and feedback sessions through the 10x10 model and explored how artificial intelligence could support the evaluation

Participant Voices

- *It is important to look at how AI can support observations as a tool, and signifying it is a tool, not doing the work for us.*
- *I appreciated the opportunity to reflect on authentic teaching samples through the lens of the NEPF.*
- *I liked that we were able to practice using the AI tool to inform our look-fors, observations, and debriefs.*

process and subsequent coaching opportunities. Feedback indicated that administrators valued opportunities to reflect on authentic teacher samples through the lens of the NEPF, practice using AI as a tool to inform “look-fors” and debriefs, and collaborate with teams around observation evidence.

Saralyn Lasley facilitated an AI-focused professional learning initiative at Sierra Vista High School centered on responsible classroom implementation of artificial intelligence tools. Because teachers entered the initial in-service with varied levels of experience, Lasley designed leveled choice boards to differentiate the learning. Following the presentations, teachers requested the formation of a cadre, the SVHS AI Support Team, to continue monthly reflection, discussion, planning, and resource sharing around AI integration. Seventy-five teachers participated in the initial presentation. Educators explored how AI could support lesson planning, rubrics, differentiation, emails, quizzes, and instructional resource development while also addressing the need to teach students to use AI responsibly and productively.

Internal Job-Embedded Professional Learning and Strategic Alignment

To cultivate an effective regional education ecosystem, professional learning systems must model the evidence-based, sustained practices expected within schools. Director Jerrad Barczynszyn and Assistant Director Nicole Jawhari systematically design internal learning opportunities to build the capacity of the program’s trainers. The primary vehicle for this continuous development is the monthly All-Team Meeting (ATM) framework. Rather than serving as administrative briefings, these monthly sessions function as professional learning communities that provide dedicated time for trainers to collaborate within their specific content teams as well as across different disciplines. This structural design allows trainers to acquire cross-curricular strategies, share regional insights, develop shared language, and build a cohesive system of support for schools and districts throughout Southern Nevada.

A cornerstone of this internal strategy is ensuring that all regional trainers remain aligned with legislative mandates and district-level priorities. During these collaborative sessions, leadership delivers crucial updates on legislation, Nevada Department of Education (NDE) initiatives, and regional district focus areas. Trainers then work with the directors to collectively translate these policies into professional learning enhancements. For example, Dr. Chelli Smith, Shan Pullan, and Christine Mecham engaged in analysis and audits of regional offerings to ensure alignment with the state’s Science of Reading (SOR) directives. To support leadership and evaluation systems, Dr. Pam Salazar shared upcoming changes regarding the NEPF, keeping the entire training staff equipped to embed NEPF Standards in future coursework. SNRPDP staff also

received updates regarding the K-3 STEM taskforce and forthcoming STEM endorsement program. Additionally, the SNRPDP team participated in preliminary, forward-looking discussions about the Educational Service Center (ESC) to ensure the SNRPDP remains proactively prepared for systemic shifts.

Beyond alignment, the ATM framework functions as a collaborative platform for peer-led professional learning, where trainers regularly learn from one another's high-impact strategies to continuously improve the design, delivery, and evaluation of the training they provide. To optimize program evaluation and data-driven iteration, Valerie Seals shared her comprehensive methodology for analyzing qualitative data with the entire team, illustrating how participant feedback can be synthesized to determine workshop effectiveness and guide program adjustments and revisions. Complementing this qualitative focus, Jennifer Loescher provided the SNRPDP staff with targeted professional learning on engineering evaluation tools to efficiently collect quantitative data to measure the impact of their work. In addition to evaluation strategies, internal sessions highlight innovative delivery configurations that optimize regional resources and expand trainer impact. Candice Meiries and Jennifer Loescher presented their newly developed professional learning delivery structure utilized during CCSD Staff Development Days, showcasing a structure that successfully maximized regional outreach by allowing them to simultaneously train middle school educators across multiple campuses.

In response to digital advancements, SNRPDP dedicated a significant internal learning focus to the responsible and effective integration of technology, particularly generative AI. This internal training was designed and delivered by Jason Lillebo, who maintained currency on the latest research, trends, and guidance regarding the responsible use of AI to optimize educator efficiency and support student growth. Through Lillebo's guidance, the SNRPDP staff continually built its technical proficiency to ensure that regional offerings seamlessly integrated technological innovations. Specifically, he developed targeted learning modules to support trainers in understanding best practices to utilize available tools for high-quality media creation, supplementing and enriching educators' professional learning experiences. Additionally, Lillebo constructed a program-specific data dashboard to provide trainers with up-to-date visualizations of data collected from regional participants. His extensive knowledge in the technology space, combined with a comprehensive understanding of the multi-modal approaches of his colleagues, allowed him to build and refine systems for efficiency and effectiveness.

Nicole Jawhari and Jerrad Barczynszyn collaborated with NWRPDP and NNRPDP directors to facilitate statewide professional learning for RPDP staff focused on the inter-regional alignment and the pedagogical evolution of RPDP services. A central theme of the

session was clarifying the difference between professional development and professional learning, with emphasis on sustained, evidence-based, classroom-focused support that impacts long-term change, rather than isolated training. This work strengthened shared understanding across RPDP regions and supported more coherent implementation of professional learning systems aligned to NVACS and state priorities. Trainers from across the state participated in structured, professional discussions focused on current challenges impacting professional development initiatives at the state and national levels. This networking opportunity laid the groundwork for a collaborative approach to addressing statewide problems of practice. The RPDP teams also met with the Executive Director of Nevada's ESC to gain a better understanding of how the department will work with the RPDPs to streamline educator support. The goal of these collaborative efforts is to cultivate a culture of continuous professional growth within a sustainable system to ensure educators in Nevada have access to high-quality professional learning opportunities.



Building Sustainable Systems

SNRPDP prioritizes sustainability, collaboration, and long-term capacity building. Professional learning was designed to move beyond isolated workshops toward ongoing cycles of implementation, reflection, coaching, and collaborative inquiry embedded within educators' daily work. Teachers, instructional coaches, administrators, and regional trainers strengthened leadership capacity, increased collective efficacy, and fostered cultures of continuous improvement. The work emphasizes alignment, data analysis, learning theory, opportunities for practice, focus and quality, cultural competence, and educator self-awareness. Trainers supported educators in aligning instructional practices with NVACS, high-quality instructional

materials, formative assessment, student discourse, differentiation, metacognitive learning, assessment literacy, and equitable access to rigorous instruction.

Across the region, schools reported increased instructional coherence, stronger implementation of evidence-based instructional practices, increased student engagement, improved discourse and reasoning skills, stronger intervention systems, improved access for multilingual learners, and measurable gains in student achievement and school performance indicators. This approach to professional learning through job-embedded practices was especially powerful because it connected professional learning directly to classroom implementation. Trainers delivered content, observed instruction, modeled lessons, co-planned with teachers, analyzed evidence of student learning, and supported educators as they refined practice in real time.

Through sustained, evidence-based professional learning aligned to Nevada Standards for Professional Development and the Nevada Department of Education's strategic priorities, SNRPDP continued to strengthen Nevada's educator workforce and support improved outcomes for students across diverse school communities. This work demonstrates the essential role of regional professional development programs in building educator capacity, supporting instructional improvement, and helping ensure that every student has access to effective, responsive, and rigorous instruction.

Table 12. *Summary of SNRPDP Job-Embedded Support Modalities, Educator Growth Outcomes, and Student Impact*

SNRPDP Job-Embedded Support	Educator Growth	Student Impact
Coaching cycles	Stronger instructional decision-making and implementation of high-leverage instructional strategies	Increased engagement, growth, and achievement
Classroom observations	Targeted feedback and reflection	More responsive instruction
Lesson modeling/co-teaching	Practical implementation of strategies	Greater access to rigorous tasks
PLC/structured collaboration	Shared instructional language	Improved coherence across learning experiences
Data and assessment analysis	Standards-aligned planning	Stronger readiness to meet grade-level expectations

Investing In Excellence

Benchmarking the SNRPDP Investment

The Southern Nevada Regional Professional Development Program (SNRPDP) serves as a critical fiscal lever for the State of Nevada. SNRPDP removes a massive budgetary burden from individual districts while ensuring equitable access to high-quality professional learning. With a biennial budget of \$8,060,814.00, SNRPDP provides a comprehensive continuum of services that maximizes taxpayer investment.

National Versus Regional Professional Learning Costs

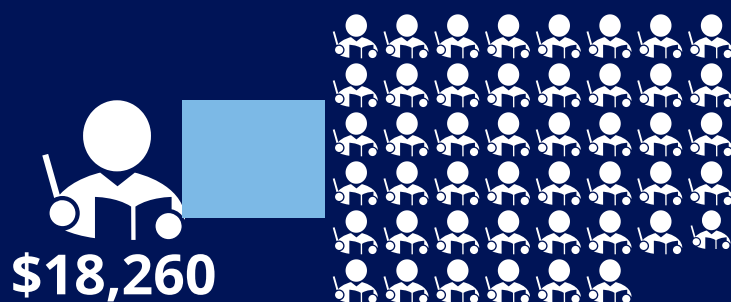
Between fiscal years 2025 and 2026, SNRPDP provided direct unduplicated service to 10,282 educators across five counties and the State Public Charter School Authority. This represents an average two-year investment of only \$783.97 per educator. When measured against national policy benchmarks, the efficiency of the RPDP model is staggering:

- A 2025 report from the Research Partnership for Professional Learning (RPPL) finds that the average U.S. district now spends \$8,346 per teacher annually on professional learning. SNRPDP delivers regionalized expertise at a fraction of this cost (Boguslav et al., 2025).
- Nationally, districts spend approximately 30% of their professional learning budgets (\$2,503 per teacher) on non-personnel costs, such as external vendors and consultants. SNRPDP fulfills this role as a state-funded partner, effectively saving Southern Nevada districts millions in potential “out-of-district” vendor fees.
- High-quality intensive coaching (a 1:10 coach-to-teacher ratio) is estimated to cost \$18,260 per teacher. SNRPDP’s Priority Goal 3 work provides this level of job-embedded classroom support with its existing regional framework, significantly lowering the barrier to evidence-based instructional shifts.

**RPPL
National
Average**
\$8,346
per teacher

**SNRPDP
Annualized
Average**
\$392
per teacher

Maximizing Educational Investment

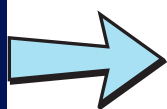


Efficiency Advantage

- National 1:10 coaching costs \$18,260 per teacher, but SNRPDP supports 46 Nevada educators for that same investment.
- With a reach of 364,968 students, this model costs the state only \$11.04 per student annually

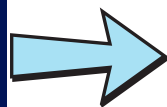
Next Steps

Scaling Regional Excellence



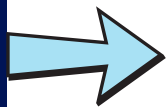
Alignment to Strategic State Partners

Over the past few months, the Nevada Department of Education released Core Values and Core Strategic Priorities for our state. In the 2026-27 school year we will continue to ensure we align ourselves with these values and priorities at SNRPDP with the mission to equip educators with the deep content knowledge and pedagogical expertise needed to translate rigorous standards into authentic, student-centered classroom practice. We will work closely with all state partners to identify the districts, schools, and teachers who have the greatest need for improvement and provide them with long-term, ongoing, aligned support.



Response to Legislation

Senate Bill 460 and Assembly Bill 335 have brought changes to education in our state. SNRPDP has been called to support several components of these bills and spent the 2025-26 year developing Science of Reading modules for K-3 educators, administrator training for the Nevada Educator Performance Framework (NEPF), and an English Language Development course. Over the 2026-27 school year, SNRPDP will prioritize the statewide rollout of these initiatives by delivering these workshops to educators, paraprofessionals, and administrators across the state while expanding targeted resources and supports to ensure teachers and leaders can apply their learning directly to their schools and classrooms to benefit learners.



Data-Driven Prioritization

SNRPDP is collaborating closely with partner districts to align our professional learning directly with their strategic academic needs. While all of our services are valuable, responding to individual requests does not always allow us to focus on the areas of greatest instructional need, especially as flat funding and rising costs require us to maximize our capacity. Moving forward, SNRPDP is working to use district and regional achievement data across subject areas to deliver focused, ongoing support to high-need schools. To make this work sustainable, we are expanding our “coaching the coaches” and trainer-of-trainer models. By partnering with administrators, site-based coaches, learning strategists, and department chairs, we empower local school leaders to provide continuous, research-backed guidance within their own buildings, extending our reach far beyond direct service alone.

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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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