

NWRPDP

**Northwestern Nevada Regional Professional
Development Program**

2023-2024 Annual Report

August 2024

Ben Dickson

Program Director

Table of Contents

Table of Contents	2
Introduction	3
Part One: NRS 391A.190 1c Evaluation of Regional Training Program	5
Five Year Plan	12
Part Two: Individual RPDP Information	16
NWRPDP Sponsored Training Programs	16
Regional Projects: NWRPDP Case Studies	18
Key Findings from 2024-2025 NWRPDP Evaluation Activities:	19
The Case Study Model	20
Case Study Infographics	21
Building Thinking Classrooms in Mathematics	21
Statewide P3 Initiatives	23
Innovative Leadership Institute	26
We Can Do Epic Things Podcast	28
NWRPDP Science of Reading Case Study	30
Parent Involvement and Family Engagement	33
Teacher Clarity Project	35
New Teacher Academy Churchill School District	38
Unlocking A Teacher’s Potential Through the National Board Cohort	40
Reciprocal Teaching	43
Multicultural Education	45
Appendix A: Index of Figure and Tables	48
Table of Figures	48
Table of Tables	48



NWRPDP

Northwestern Nevada Regional Professional Development Program

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 assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

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

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

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.

3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement (p. 16).

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

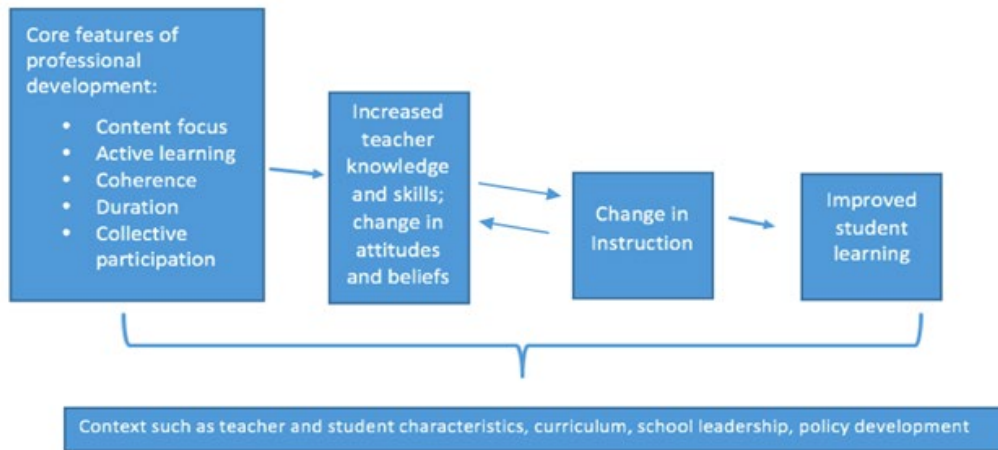


Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students

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

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

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

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

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

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

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

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

Table 1: 391A.190 1c (8)

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

RPDP State Approved Evaluation (5-point scale)	Average 2023-24
1. The training matched my needs.	4.69
2. The training provided opportunities for interactions and reflections.	4.85
3. The presenter’s/facilitator’s experience and expertise enhanced the quality of the training.	4.81
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.81
5. The presenter/facilitator modeled effective teaching strategies.	4.80
6: This training added to my knowledge of standards and/or my subject matter content.	4.71
7. This training will improve my teaching skills.	4.73
8. I will use the knowledge and skills from this training in my classroom or professional duties.	4.75
9. This training will help me meet the needs of diverse student populations.	4.71

Table 2: 391A.190 1c (2)

Type of training offered through the regional training program in the immediately preceding year.

	<i>Consulting</i>	<i>Instructional</i>	<i>Observation and Mentoring</i>	<i>Total Trainings</i>
<i>Carson City</i>	0.00% (0)	100.00% (8)	0.00% (0)	8
<i>Charter Schools</i>	28.57% (2)	57.14% (4)	14.29% (1)	7
<i>Churchill County</i>	40.00% (2)	20.00% (1)	40.00% (2)	5
<i>Douglas County</i>	0.00% (0)	86.21% (25)	13.79% (4)	29
<i>Lyon County</i>	0.00% (0)	80.95% (17)	19.04% (4)	21
<i>Regional (Multiple Districts)</i>	10.63% (5)	85.11% (40)	4.26% (2)	47
<i>Storey County</i>	0.00% (0)	100.00% (1)	0.00% (0)	1
<i>Washoe County</i>	3.13% (2)	84.36% (54)	12.50% (8)	64
<i>Aggregate</i>	6.04% (11)	82.42% (150)	11.54% (21)	182

Note: “Regional” training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

Table 3: 391A.190 1c (3)

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

	<i>Unduplicated Administrators</i>	<i>Unduplicated Teacher</i>	<i>Duplicated Administrators</i>	<i>Duplicated Teachers</i>	<i>Total Trained</i>
<i>Carson City</i>	11	193	14	89	324
<i>Charter Schools</i>	9	77	8	60	154
<i>Churchill County</i>	14	101	9	48	183
<i>Douglas County</i>	8	222	13	286	553
<i>Lyon County</i>	15	246	14	256	559
<i>Other</i>	5	11	0	3	35
<i>Storey County</i>	1	12	0	0	14
<i>Washoe County</i>	105	1,061	136	728	2,099
<i>Aggregate</i>	168	1,923	194	1,470	3,921

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

Unduplicated is the unique number of people in each category that attended at least one training.

Duplicated is the total sum of all additional trainings attended after their first training.

Total Trained is the total sum of all people from all training.

Table 4: 391A.190 1c (4)

The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

	<i>Unduplicated Administrators</i>	<i>Duplicated Administrators</i>	<i>Total Trained</i>
<i>Carson City</i>	11	13	24
<i>Charter Schools</i>	4	2	6
<i>Churchill County</i>	14	8	22
<i>Douglas County</i>	6	10	16
<i>Lyon County</i>	14	14	28
<i>Other</i>	0	0	0
<i>Storey County</i>	1	0	1
<i>Washoe County</i>	42	16	58
<i>Aggregate</i>	92	68	155

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

Table 5: 391A.190 1c (5)

The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.

	<i>Carson</i>	<i>Charter Schools</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>	<i>Aggregate</i>
<i>Teachers, Admin, OLEP</i>	2	2	17	0	1	0	5	27

Table 6: 391A.190 1c (6)

The number of teachers who received training in [family engagement] in the immediately preceding year.

	<i>Carson</i>	<i>Charter Schools</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>	<i>Other</i>	<i>Aggregate</i>
<i>Teachers</i>	8	14	7	14	30	0	75	5	153

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

Table 7: 391A.190 1c (7)

The number of paraprofessionals, if any, who received training in the immediately preceding year.

	<i>Carson</i>	<i>Charter Schools</i>	<i>Churchill</i>	<i>Douglas</i>	<i>Lyon</i>	<i>Storey</i>	<i>Washoe</i>	<i>Other</i>	<i>Aggregate</i>
<i>Paraprofessional</i>	3	0	1	0	18	0	12	0	34

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

Table 8: 391A.190 1c (9) I & II

Trainings that included NVACS in the immediately preceding year; III Trainings that included NEPF in the immediately preceding year; IV Trainings that included culturally relevant pedagogy in the immediately preceding year.

	<i>NVACS</i>	<i>NEPF</i>	<i>Culturally Relevant Pedagogy</i>
<i>Carson City</i>	8	8	7
<i>Charter Schools</i>	6	4	5
<i>Churchill County</i>	10	9	10
<i>Douglas County</i>	23	6	6
<i>Lyon County</i>	20	15	12
<i>Regional (Multiple Districts)</i>	29	31	34
<i>Storey County</i>	0	1	0
<i>Washoe County</i>	54	33	45
<i>Aggregate</i>	150	107	119

Note: “Regional” training includes schools not in a district, schools in counties outside the NWRPDP region, and regional training made up of participants from multiple school districts.

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



NWRPDP

Northwestern Nevada Regional Professional Development Program

Five Year Plan

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or 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.

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 18,250 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 310,000 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 [Nevada's Professional Learning Standards](#) recognized by Nevada Department of Education.

Goals

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

- **Provide professional learning opportunities for teachers to strengthen pedagogical content knowledge.**
 - *Develop and maintain positive relationships and trust with teachers*

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

Measurement

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

Assessment of Training Needs

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

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);

- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional learning plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education to design, implement, support, or roll-out plans for state initiatives.

Two-Year Focus and Budgets

Each 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 respective stakeholders. The RPDPs collectively provide learning opportunities across the state and current opportunities can be found online at rpdp.net, nwrpdp.com, and nnrpdp.com.

Total Biennial Budget 2023-2025

NWRPDP \$4,542,684.00

Part Two: Individual RPDP Information

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

The Nevada Regional Professional Development Programs revised two gifts and grants in the 2022-2023 academic year: 1) TESLA (Computer Science) and). The Southern RPDP served as the fiscal agent for the TESLA award and the Northwest RPDP for the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award.

TESLA

Fifty-three elementary teachers received a stipend for participating to attend a one-day workshop with emphasis on code.org computer science curriculum. The workshop was offered on weekends by a certified code.org computer science trainer. Participants were introduced to the K-5 Computer Science standards and had an opportunity to learn to implement a free resource for students in their classrooms.

Developmentally Appropriate Practices for Kindergarten (DAP K) Professional Learning

NWRPDP received the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award to work on creating a P3 cohort of Nevada Educators to identify examples of high quality P3 instruction grounded in the Science of Learning and Development with the goal of creating resources to be used across the state of Nevada as coaching tools. This work will continue in the 2024/2025 school year.

NWRPDP Sponsored Training Programs

The Northwest Regional Professional Development Program (NWRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NWRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NWRPDP has developed and provided the training listed below for teachers and administrators during the 2023-25 biennium.

- Gifted and Talented Education (GATE) endorsement courses- The NWRPDP, in collaboration with the Washoe County School District, facilitated courses for four cohorts of educators, with approximately 30 educators enrolled in each cohort, throughout the 2023-24 school year.

- Early Childhood Endorsement Project- This was a statewide collaborative project to design four courses required for an Early Childhood endorsement for teachers who hold a K-8 Elementary license.
- NVACS K-12 Computer Science Standards implementation and professional learning opportunities including Computer Science Endorsement courses, Python Programming with Raspberry Pi, Programming C with Robots, and Code.org courses. Additional endorsement courses were developed in 2023 and offered in 2024.
- NVACS Social Studies implementation and instructional resource support.
 - Various book clubs were facilitated with a focus on content and lesson development as a support in social studies classrooms.
 - ECON Summit
- (NELIP) Early Literacy Cadre/Literacy Cohorts:
 - Year 1 and year 2 of the Early Literacy Cadre were offered for PreK-third grade teachers. Classroom observation and feedback, peer observation, lesson study, and video self-analysis are included. Content to include: strategies for teaching and learning in reading and writing, guided reading, running records, choice of literature, speaking and listening, assessment.
 - Phonological Awareness training
 - Phonics
 - Decodable books
- Computer Science
 - K-5 Computer Science Fundamentals- Introductory course designed for elementary educators using resources from Code.org.
 - K-5 Computer Science scope and sequence and assessment planning
 - Computer science endorsement courses
- Math professional learning opportunities
 - Math support will include a variety of models
 - Math Workshop Model 1 & 2
 - Building Thinking Classrooms
 - Productive Math Struggle Book Study
- Teacher Clarity-
 - 5 School teams who were selected to attend a one-day workshop focused on content from the *Teacher Clarity Playbook*.at the end of the 2022/23 school year. NWRPDP staff worked with the schools on the implementation of content during the 2023-24 school year.
- Science of Reading- NWRPDP staff engaged in the creation of a 4 course Science of Reading Endorsement and stand-alone administrator course on the Science of Reading to be delivered to NDE for a future endorsement
- Innovative Teacher Leadership Institute was Institute work framed on the WCSD Leadership Pathway Project Competencies and focused on creating vision and strategy, working with people to build strong culture, supporting community, focusing on equity,

building instructional expertise and understanding how operations and organizational structures support education.

- National Board Certification (NBC) - continuation
 - Teachers meet throughout the year in a cohort model to learn the NBC process, work on submissions, receive feedback from facilitators and colleagues, as well as provide feedback and support to other candidates. Teachers are responsible for practicing the NBC expectations in their classrooms and bringing student samples to share and analyze. Classroom observation, peer observation, and video analysis are included.
- NWRPDP received the Developmentally Appropriate Practices for Kindergarten (DAP K) professional learning sub-grant award to work on creating a P3 cohort of Nevada Educators to identify examples of high quality P3 instruction grounded in the Science of Learning and Development with the goal of creating resources to be used across the state of Nevada as coaching tools. This work will continue in the 2024/2025 school year.
- Parent and Family Engagement
 - Educators receive training on how to engage parents, caregivers and families in the educational process. This course meets the requirement to remove the provision from the educators teaching license. For the 2023/24 school year 190 educators were served by NWRPDP staff.
- Multicultural Education
 - Educators receive training on the foundations of multicultural education and culturally responsive teaching practices. This course meets the requirement to remove the provision from the educators teaching license. For the 2023/24 school year 232 educators were served by NWRPDP staff.

Regional Projects: NWRPDP Case Studies

Self-Evaluation Procedures

As outlined in NRS 391A.190, Director Ben Dickson directs the in-house evaluation, assisted by support staff who coordinate data collection and compilation. Based on feedback from the NWRPDP board, staff, NDE and the district served by the NWRPDP the annual evaluative case studies took on a different look. The evaluative case studies still follow the Killion (2002) staff development evaluation model and are aligned with prominent teacher professional development frameworks (Desimone, 2009; Guskey, 2002). They continue to provide in-depth analysis of specific professional development projects, while showcasing the diversity and scope of the support provided by the NWRPDP to schools and educators in the region. The presentations that follow show a graphic representation of the work along with a one-page explanation of the work. These evaluation projects employ both qualitative and quantitative designs and incorporate mixed-methods data collection strategies to assess training outcomes. Collectively, they help to ‘tell the story’ and document the impacts of the diverse NWRPDP professional development

activities this past year and are meant to be delivered as a one-page handout to stakeholders to showcase the valuable work conducted by NWRPDP staff.

Key Findings from 2024-2025 NWRPDP Evaluation Activities:

Professional development services were conducted in all six districts that comprise the NWRPDP, reaching a total of 3,263 contacts with educators during 2023-24 year. These contacts include one time and duplicated contacts and this professional development covers varied training topics and consulting services. Elementary teachers (total served = 2,247) again were the largest educator group served this past year; followed by high school teachers (522); others, which include substitutes, counselors, paraprofessionals and district personnel (57); middle school teachers (437); and Administrators (362). Overall, 30% of the approximate 5,974 educators employed in the region (as reported by each district) participated in programs provided by the NWRPDP at least one time during 2023-24.

For the 2023-24 year NWRPDP examined how each facilitator was presenting their case study project and the decision was made to move to a more visual format. The data that is collected as part of these case study projects tells the story of the impact that NWRPDP work has and moving to a more visual format will help tell this story in a more succinct way. Stakeholders who see these graphical representations of NWRPDP facilitators case study projects will get a clear picture of the impact of each of these projects and the value of NWRPDP work.

Case study data reveal a variety of positive outcomes across the 11 NWRPDP 2022-23 case study projects. The diverse foci of case studies this past year included new teacher academies focused on supporting new teachers, building thinking classrooms in mathematics, supporting multiple schools with developing teacher clarity, supporting teachers around the Science of Reading, national board maintenance certification (MOC) cohort participation, impact on teachers practice around parent and family engagement, impact on educators after completing multicultural education courses, a showcase of P-3 work across the district to support educator knowledge and practice and supporting educators through podcasting.

This year, case studies focused on demonstrating the stories that show the ways in which the NWRPDP program is making lasting impacts in classrooms and on students throughout the state of Nevada. For instance, one participant noted the programs provided collaboration, support and tangible products/tools/techniques that could be utilized in classrooms with students immediately and in an ongoing fashion. Further examination of the case studies shows that information disseminated from the NWRPDP is being utilized in classrooms with students benefiting directly from the knowledge that their teachers are receiving from participation in these programs. Case studies presented below demonstrate both statistically significant change in teacher knowledge and that the learning is making its way directly to the students in our schools through increased teacher efficacy in a variety of domains.

The Case Study Model

Over several years, the NWRPDP has employed case studies to document professional development training. Each case study presented by NWRPDP staff is designed to show the depth and breadth of professional development support engaged in across the region. These case studies highlight the three major buckets that the work of NWRPDP fall in, requests for service, course development and delivery and work mandated by the Nevada State Legislature. Starting in the 2023/2024 year NWRPDP facilitators focused on developing infographics to highlight their work in one of these “buckets” Facilitators created a graphical representation highlighting their work and included a one page “explanation” or the topic.

Case Study Infographics

Building Thinking Classrooms in Mathematics

Infographic

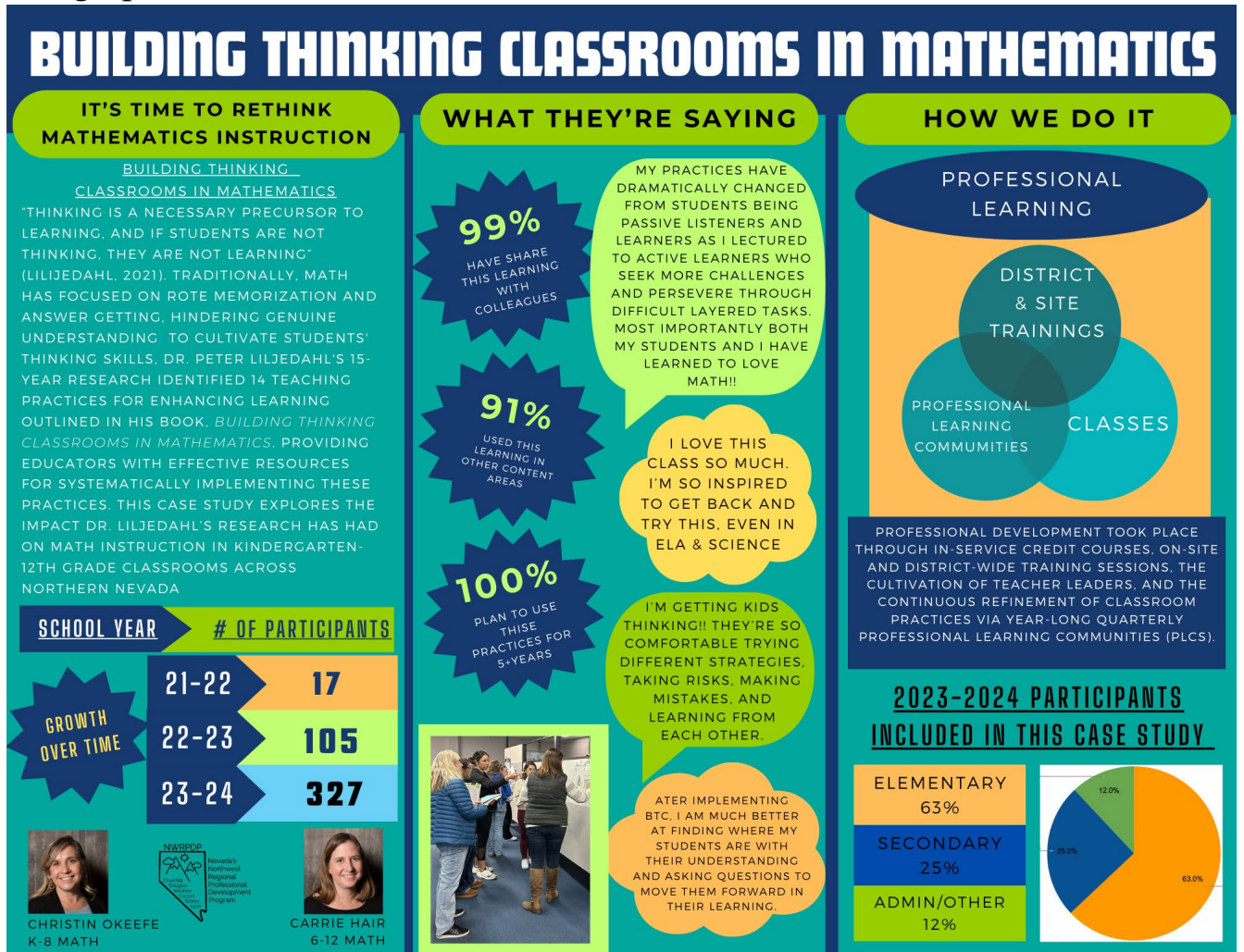


Figure 2: Building Thinking Classrooms in Mathematics Case Study Infographic

Explanation

Introduction

The Smarter Balanced Assessments and the National Assessment of Educational Progress have reported significant declines in students' mathematics proficiency since 2019, highlighting a failure in understanding and retaining math concepts. Despite advances in neuroscience and technology, math instruction remains outdated. This case study follows 288 participants dedicated to transforming their math instruction into a more student-centered, thinking classroom by implementing Dr. Liljedahl's practices.

Timeline

The case study concentrated on two primary areas: building initial capacity for this movement in math instruction and providing ongoing support for educators already implementing these practices.

To build initial capacity, four "Introduction to Building Thinking Classrooms in Mathematics" professional learning courses were offered to educators across our region—two in the fall and two in the spring. Additionally, monthly professional learning sessions were held for two different groups during the 2023-2024 school year: one at Dodson Elementary School in Reno, NV, for both the fall and spring semesters, and the other for instructional leaders and department heads of middle and high schools in Washoe County during the spring semester.

To support educators who have already begun implementing these practices, two "Building Thinking Classrooms - Part 2" professional learning courses were offered, one focusing on elementary education and the other on secondary education. Furthermore, a Building Thinking Classrooms professional learning community was established, providing a platform for addressing challenges, sharing successes, and answering questions through a Teams group and/or quarterly in-person collaboration meetings.

Results

Data shown in this table was obtained through a pre and post survey given to 127 participants who are in their first year of implementation. The table below shows participants' growth in the five practices introduced in the first Building Thinking Classrooms course.

Table 9: Results of Building Thinking Classrooms in Mathematics Case Study

	<u>Mean: Before implementing</u>	<u>Mean: After implementing</u>	<u>Difference</u>	<u>t-score</u>	<u>Significance (p- value)</u>
1. Types of tasks we provide.	1.7019	4.0313	-2.3294	-19.89	<.001
2. Forming Collaborative groups.	2.7879	4.5529	-1.765	-11.99	<.001
3. Where students work	2.5076	4.5294	-2.0218	-14.17	<.001
4. How we answer questions.	2.3333	4.0824	-1.749	-13.05	<.001
5. Consolidating a lesson	2.0303	3.7294	-1.6991	-12.23	<.001

Next steps

As this movement expands, the next steps will involve ongoing support for current practitioners through coaching and mentoring, alongside the previously mentioned opportunities. Additionally, the focus of professional learning will shift from offering individual educator opportunities to adopting a train-the-trainer model, thereby creating a larger base of professional learning providers.

Statewide P3 Initiatives

Infographic

Northwest Regional Professional Development Program Statewide P3 Initiatives

“The greatest effects on children’s learning come from the expertise of the early childhood educator.” (Visible Learning in Early Childhood, 2022, p.8).

In 2020 The Northwest Regional Professional Development Program partnered with the Nevada Department of Education and National P3 expert Dr. Eva Phillips to build a network of early childhood educators across the state of Nevada. From there, the work transitioned into the projects listed below and continues to grow. To date, 646 Nevada Educators have participated in one or more of the initiatives listed below. The data for this year’s case study was pulled from the Early Childhood Endorsement Cohort. Participants in NWRPDP P3 Initiatives so far represent 9 of the 17 counties in Nevada (see map on next page).

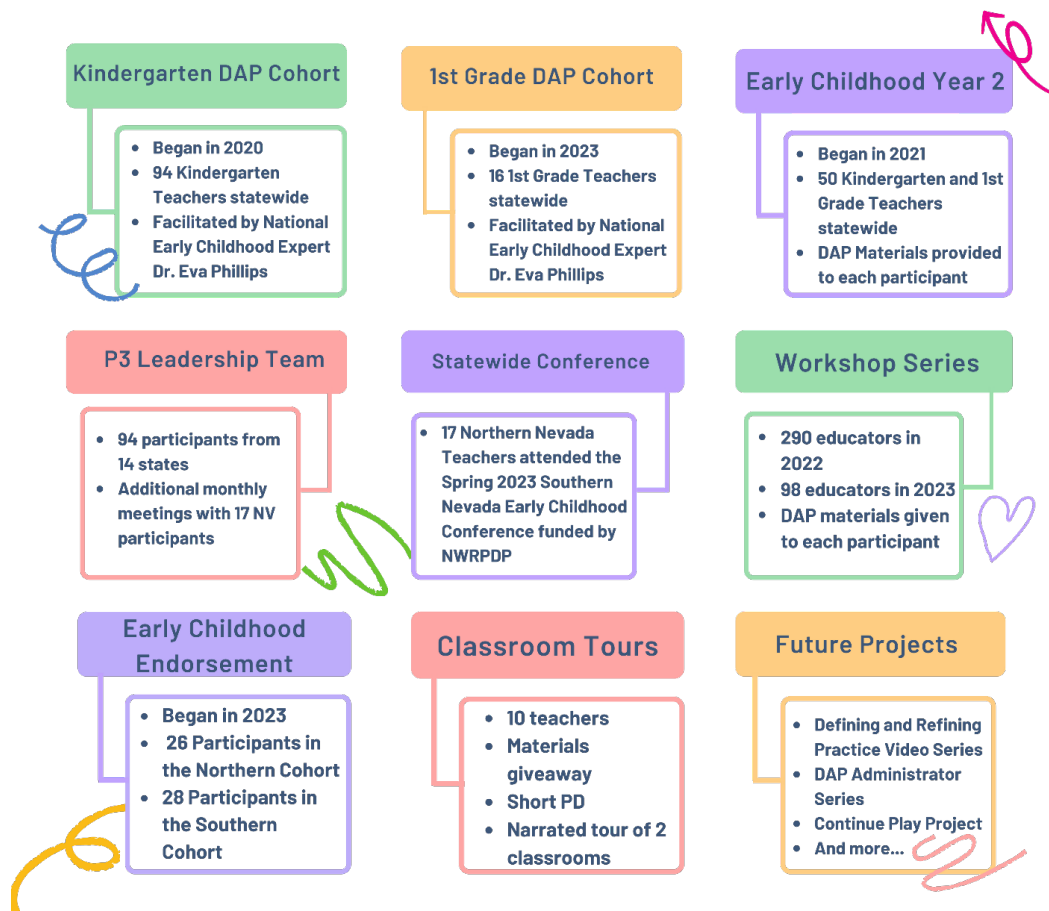


Figure 3: Statewide P3 Initiatives infographic

Explanation

Comments from participants in the Early Childhood Endorsement Cohort:

“I have learned so much about appropriate instruction for early childhood. This endorsement has greatly improved my teaching and has made my instruction rigorous and fun.”

“I enjoyed the conscious discipline aspect of this endorsement/course and am chomping at the bit to learn more.”

“I loved the opportunity for being online- It took travel time off my plate for the class. It also allowed us to work with people from other counties.”

“My teaching has changed greatly. I am teaching the standards with the support of play. Watching my students learn through play has made teaching much more enjoyable for me and my students. It's been reinigorating for me. I am grateful for the emphasis on kids learning through play and how we can support all students learning this way and not just our preschool friends.”

“I also have a much better understanding of child development (from pre-birth on) and I'm so grateful for that! I can use that knowledge to work with my students, to work with colleagues also working with early childhood age students. I have a better understanding of how to meet children's needs in different phases of childhood.”



Table 10: Paired Samples T-Test for Early Childhood Endorsement Courses

	Mean Pre	Mean Post	t	p	Cohen's d	SE Cohen's d
Continuum of Development	2.480	4.560	16.242	< .001	3.248	0.432
Domains of Child Development	2.760	4.600	11.500	< .001	2.300	0.406
Dominant Play Theories	2.680	4.625	9.261	< .001	1.890	0.389
DAP in Practice	2.600	4.640	10.428	< .001	2.086	0.382

Early Childhood teaching methods	2.680	4.560	10.136	< .001	2.027	0.350
Early Childhood Curriculum	2.240	4.440	11.489	< .001	2.298	0.425
The Pyramid Model	1.760	4.040	14.401	< .001	2.880	0.450
Conscious Discipline	1.440	4.200	17.718	< .001	3.544	0.580
Average	2.330	4.456	16.634	< .001	3.327	0.508

Note: Data was collected in the form of survey ratings and question responses. The results in the table above reflect the effectiveness of the four Early Childhood Endorsement Courses.

Innovative Leadership Institute

Innovative Leadership Institute 2023-2024 by Kristin Campbell & Kylie Maddy

Infographic

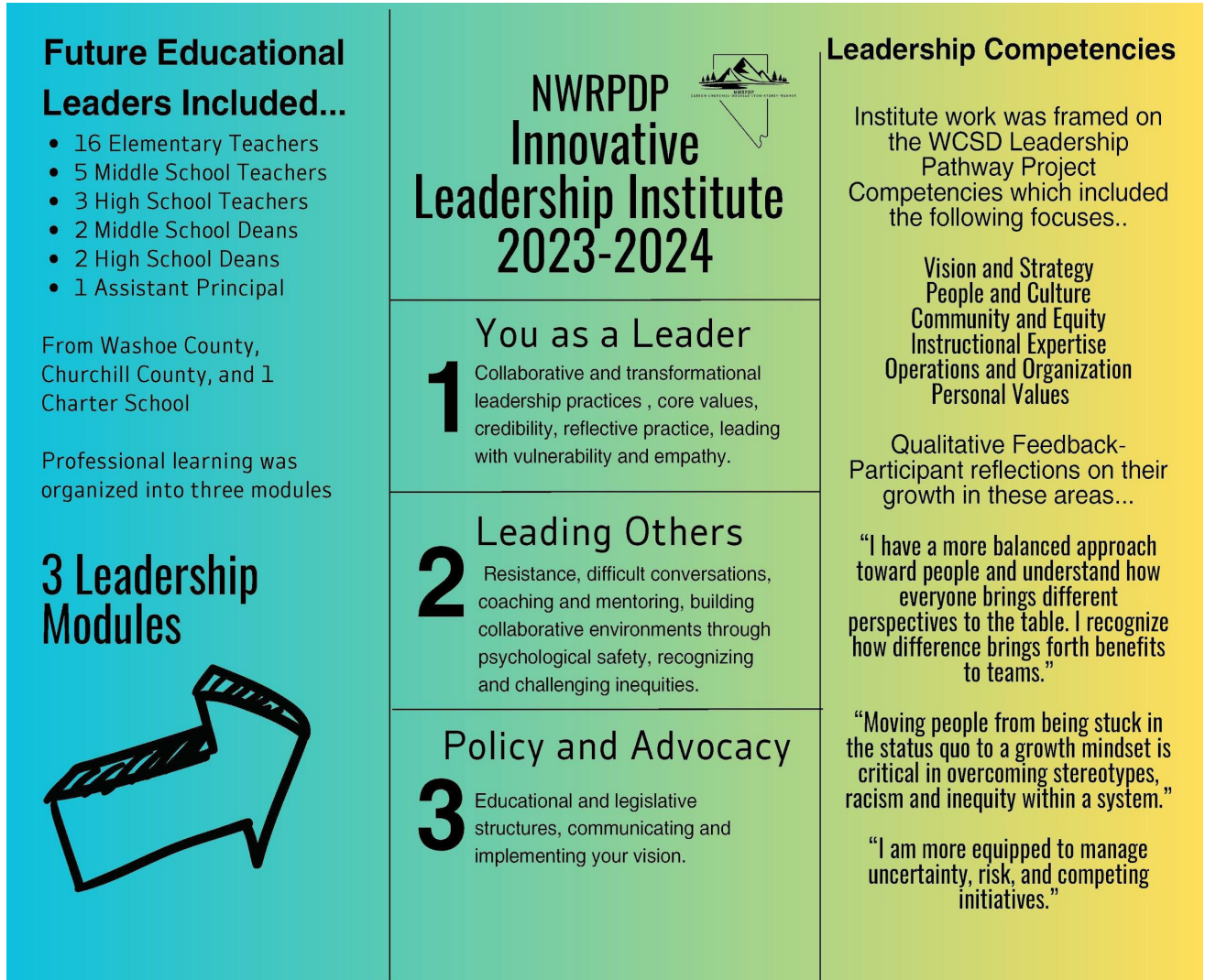


Figure 4: Innovative Leadership Institute Infographic

Explanation

Background

Teacher leadership increases teacher agency through a combination of influence and behaviors that promote educator effectiveness. This construct is often referred to as *collective efficacy*. A 2018 ASCD article defined collective efficacy as the shared belief that through unified efforts educators can overcome challenges and produce intended results for students (Donohoo, Eells, & Hattie). The Innovative Leadership Institute's professional learning was designed to build collective efficacy and increase retention by expanding leadership capacity in our educators. The course was open to all teachers interested in leadership in the region's largest school district.

Plan

The institute was aligned with the district Leadership Pathway Project (LPP), a partnership between the Office of Human Resources and the Office of School Leadership, to ensure teacher leaders had opportunities to develop the knowledge, skills, and dispositions necessary to situational, organizational, and systems leadership. The identified competencies and components are included in the graphic on the previous page. The course was separated into three modules: *You as a Leader, Leading Others, Policy and Advocacy*.

Participants completed an artifact and delivered a presentation for each of the three modules. Upon completion of the first module, educators presented an Ignite presentation to highlight their leadership story and identify their core beliefs and values. The second module focused on a case study to examine a group of educators and analyze how group dynamics, resistance, and communication support group development and effectiveness. The policy and advocacy module required participants to identify a need for change that was aligned with the district's strategic plan to improve student outcomes.

Results

Institute participants collaborated to create presentations after the third module on policy and advocacy to share with a panel of politicians, educators, and union leadership. Those presentations addressed such topics as testing policies, mental health resources, kindergarten preparedness, individualized education plans, dean allocations, and position descriptions. The response of the panel and facilitators was overwhelmingly positive and provided participants with some next-step ideas and contacts to impact change.

Once all course requirements were completed, graduates were placed in the district teacher leadership pool to take advantage of positions and roles open to pool participants.

Next Steps

The Innovative Leadership Institute will continue in the 2024-2025 school year with a new group of participants. At the time of this report, 45 educators had registered for this opportunity. NWRPDP would like to expand this offering to other districts within the region to continue efforts to impact change that improves outcomes for students throughout the region.

We Can Do Epic Things Podcast

Infographic

WE CAN DO EPIC THINGS: A PODCAST FOR ANYONE INTERESTED IN EDUCATION



WHAT IS WE CAN DO EPIC THINGS?

- Teaching is hard. As it turns out, we can do EPIC things; a podcast for people who love learning.
- Started in August 2023
- New episodes published weekly on Tuesdays during the 2023-24 school year.

MOST PLAYED EPISODES



Rank	Episode Title	Plays
1	The One Where We Go Straight to the Top	242
2	The One Where We Take It Down a Notch	222
3	The One Where We Were on a Break	203
4	The One Where We Huddle Up Part 1	169
7	The One Where We Get Busted	140
5	The One Where We Huddle Up Part 2	140

STATISTICS:

- 39 episodes published
- 3,745 total plays to date
- Over 1,040 minutes of content
- 100 teachers, administrators, & staff members listening for inservice/recertification credit

WHY DID WE MAKE THIS PODCAST?

We noticed a decline in teachers attending after school inservice classes. We know people love podcasts because they can listen whenever and wherever they want. We thought we would give it a try.

IMPACT:

- 2 schools created student podcasts
- 1 other school district started a podcast for professional development
- 71 teachers & staff members appeared as guests
- 8 classes of students were guests
- Celebrity guests included: AJ Juliani and Catlin Tucker

Find us at: dcsd.net/about/podcast [@wecandoepicthings](https://www.instagram.com/wecandoepicthings)

Figure 5: We Can Do Epic Things Podcast

Explanation

Comments from listeners of the Podcast

“Two is a choice. I learned that on the podcast. You can give students two choices and that is enough. I love listening. I weed my yard and laugh.”

-Kindergarten Teacher

Regarding *Episode 34: The one with AJ Juliani*

“I am excited. I really enjoyed it when he spoke at our learning forum. Everyone is interested in something...it’s our job to find out what it is for each kid. Once again, it’s all about connections.”

-High ELA School Teacher

Regarding *Episode 23: The One where we get flexible*

(The Episode on Flexible Grouping)

“Loved the Intro. I’m inspired and intrigued. I do a little of random grouping already, but for a whole unit. It works well sometimes, but not so much other times. I really Like the new ideas.”

-HS Math Teacher

Regarding *Episode 36: The one Where we paint a portrait of a learner, part 2*

“The boys participated in a team building activity with the goal of showing students What EPIC is all about. One student said he felt empowered to give the district feedback about EPIC. How does this apply to my job? Get students outside for team building activities.”

-Elementary School Counselor

Regarding *Episode 27: The one with Catlin Tucker*

“My big takeaway is that secondary teachers need to use more pre-assessments and formative assessment to drive their instruction so the classroom activities are differentiated. During station activities, we do not need to collect a work sample from each station... instead we can give students a checklist to use: What are 3 things you learned, 2 questions you have, and 1 thing that surprised you? I wonder how I can embed more blended learning into my 8th grade English classroom so students have more control over their pacing and learning paths. I would like to have a more interactive roadmap that students can modify and self-assess with, and I’d like it to help students determine what they are going to do next in the classroom, which might not necessarily be an online activity but a conference or hands-on project, etc. “

-Middle school social studies teacher

Statistics:

- 39 episodes published, over 1,040 minutes of content
- 100 teachers, administrators, & staff members listening for In-service/recertification credit

Impact:

- 2 schools created student podcasts
- 1 other school district started a podcast for professional development
- 71 teachers & staff members appeared as guests
- 8 classes of students were guests

NWRPDP Science of Reading Case Study

Infographic

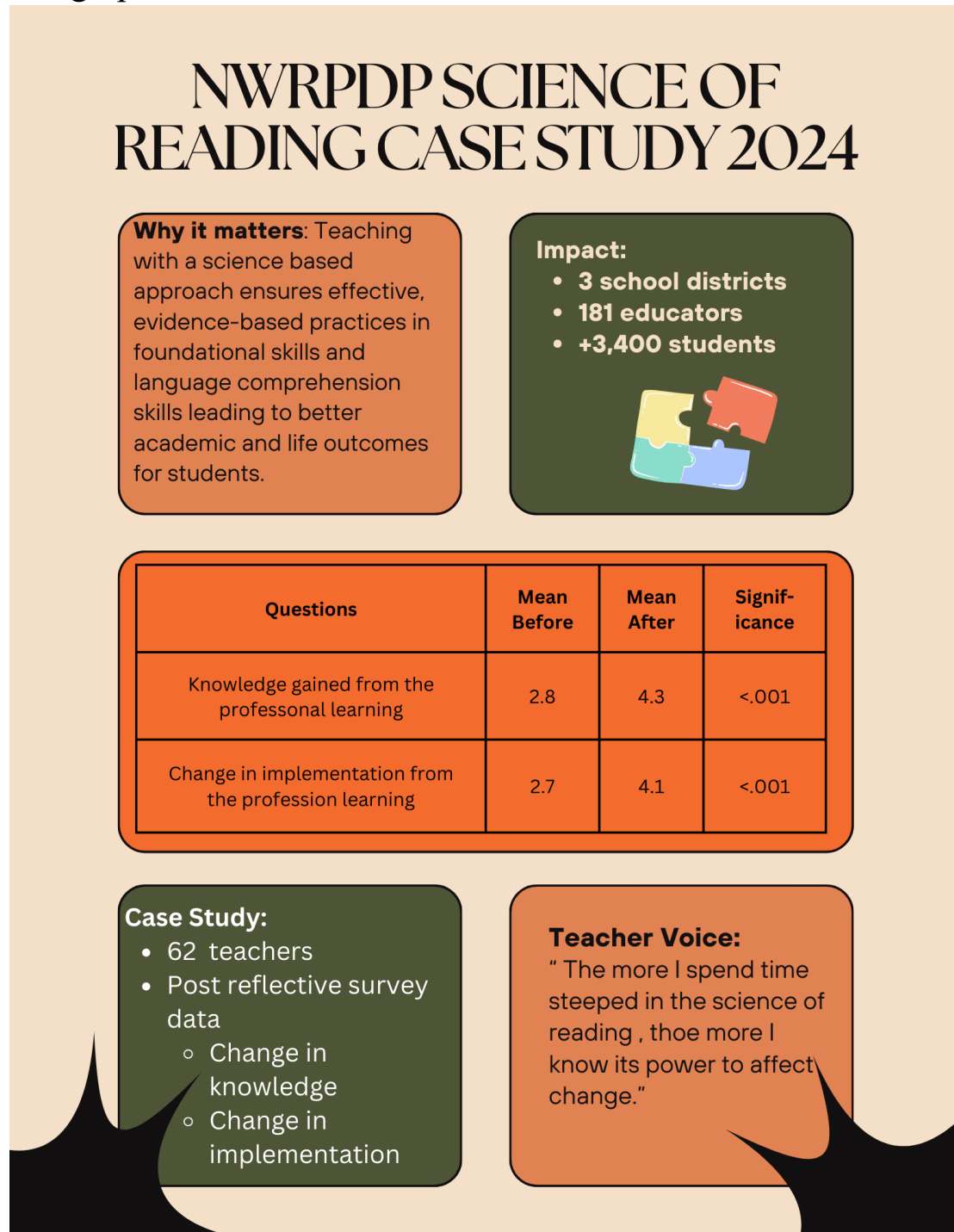


Figure 6: NWRPDP Science of Reading Case Study Infographic¹

¹ Reference: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

Explanation

Research Base

Scientific research on reading instruction emphasizes the importance of evidence-based practices, particularly those aligned with the Science of Reading. Key components include systematic phonics instruction, which helps develop decoding skills, and explicit teaching of phonemic awareness. Research also highlights the necessity of vocabulary development, fluency practice, and comprehension strategies. Effective reading programs integrate these elements, providing a balanced approach that supports all aspects of reading development. Ongoing assessment and differentiation ensure that instruction meets the diverse needs of learners. Ultimately, aligning reading instruction with scientific research fosters foundational skills and promotes lifelong literacy.

Situation/Timeline

During the 2023-24 school year NWRPDP provided multiple opportunities for educators to take professional learning focused on foundational knowledge and classroom practices that align with what is described in research regarding effective reading instruction. Formats for the professional learning included a 15 course for professional learning credit taken during off contract time, site-based school professional learning during early release time, and district-based professional learning during the contract day. The time for professional learning ranged from 6-16 hours. A total of 181 educators participated. Post reflective data were collected on 62 educators who took the for credit course or the site-based professional learning.

Results

Teachers were asked questions about change in their knowledge of research aligned practices and their implementation of research aligned practices. The knowledge based questions aligned with the foundation knowledge about the teaching of reading and the implementation questions aligned with classroom practices focused on during the professional learning. The educators were asked to evaluate both their knowledge and level of implementation on a Likert scale before and after the training. A number 1 indicated a little bit and a number 5 indicated a lot. The school site based participants were asked seven knowledge questions and five implementation questions. Participants who took the class for in-service credit were asked 4 knowledge questions and two implementation questions. The results in the tables below indicate that there was a significant difference between pre and post test levels of knowledge and implementation indicating both an increase in knowledge and an increase in level of implementation.

Table 11: Paired Samples T-Test for Science of Reading Case Study

Measure 1	Measure 2	t	df	p
Knowledge Pre	Knowledge Post	-14.113	10	>.001
Implementation pre	Implementation Post	-9.244	6	>.001

Note. Students t-test

Reference: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, What Works Clearinghouse.

Parent Involvement and Family Engagement Infographic

Parent Involvement and Family Engagement



"My advice is that we see our families and community members as co-creators and co-producers of the excellent school and learning opportunities that we want for all of our students."
-Karen L. Mapp

128 educators

The participants included 52 elementary teachers, 66 secondary teachers, and an additional 10 individuals from various roles such as administrator, counselor, social worker, nurse, and speech pathologist, from 6 Nevada school districts. They met for eight two-hour Zoom classes, completed assignments related to each module, asynchronous reading, and a final project.

On a scale of 1 to 5 rate the statement:

This course offered useful and important information about Parent Involvement and Family Engagement.

Mean: 4.49

Participants said:

(The most beneficial aspect of this course was) "learning all the resources that are available to families..."

"I also liked having family engagement become a top priority during the class. It became my focus at school. I found myself changing things that I did as a result of what I learned."

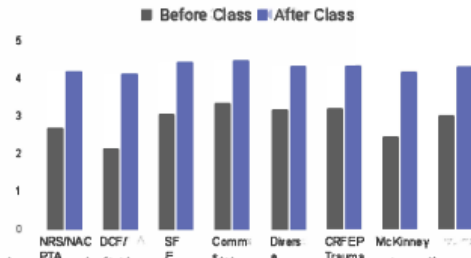
"I really love how well this course painted families in a positive light. I definitely feel like I came away with even more empathy for families."

(The most beneficial aspect of this course was) "learning how to communicate effectively with parents."

Impact Potential

- Students and families of 1,850 elementary students.
- Students and families of 12,567 secondary students.

The Results



Educators left the class with a strong understanding of best practices related to family engagement, preparing them to cultivate stronger and more equitable school-family partnerships in the future.

Parent and Family Topics Addressed:

1. Knowledge of Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030
2. Dual Capacity Framework and PTA Standards
3. Implications of Diverse Family Structures
4. Ideas to Support Family Engagement at Your School Site
5. Culturally Responsive Family Engagement Practices
6. Effective Communication Strategies for Working with Families
7. McKinney-Vento Act and Help for Families in Transition
8. Trauma Informed Practices

Looking ahead...

12% of participants completed a project that will include other staff members or be presented to a larger group of people increasing awareness of Parent Involvement and Family Engagement Strategies.

42% of participants completed a final project that will be implemented in the fall with their new families carrying the knowledge and best practices acquired to a new student and family population.



Figure 7: Parent Involvement and Family Engagement Infographic

Explanation

“At the end of the day, the most overwhelming key to a child's success is the positive involvement of parents.” – Jane D. Hull, Former Arizona Governor

The Office of Parental Involvement and Family Engagement was created in 2011 to actively promote and support the participation and engagement of families and communities in a child’s education. Pursuant to NRS 391.019 and NAC 391.030 effective July 2015, initial licensees require at least 3 semester hours regarding parental involvement and family engagement that: is consistent with the elements and goals for effective involvement and engagement set forth in NRS 392.457; and includes an emphasis on building relationships, outreach to families, and developing an appreciation and understanding of families from diverse backgrounds.

Course Construction

In 2020, a NWRPDP trainer collaborated with the professional development coordinator in Carson City School District to develop a learning model and process for teachers and administrators that would fulfill the NRS requirements. The resulting course resources provided research-based best practices, tools, and supports needed to create partnerships between school and families.

Results

Table 12: Results for Parent Involvement and Family Engagement Case Study

Topic	Pre	Post	Change +
Knowledge of the Parent Involvement and Family Engagement NRS 391.019 and NAC 391.030	2.69	4.19	1.50
Dual Capacity Framework and PTA Standards	2.16	4.14	1.98
Ideas to Support Family Engagement at Your School Site	3.06	4.43	1.37
Effective Communication Strategies for Working with Families	3.36	4.48	1.12
Implications of Diverse Family Structures Children in Transition, Military, Divorce, etc.)	3.20	4.35	1.15
Culturally Responsive Family Engagement Practices	3.20	4.34	1.15

Teacher Clarity Project

Infographic

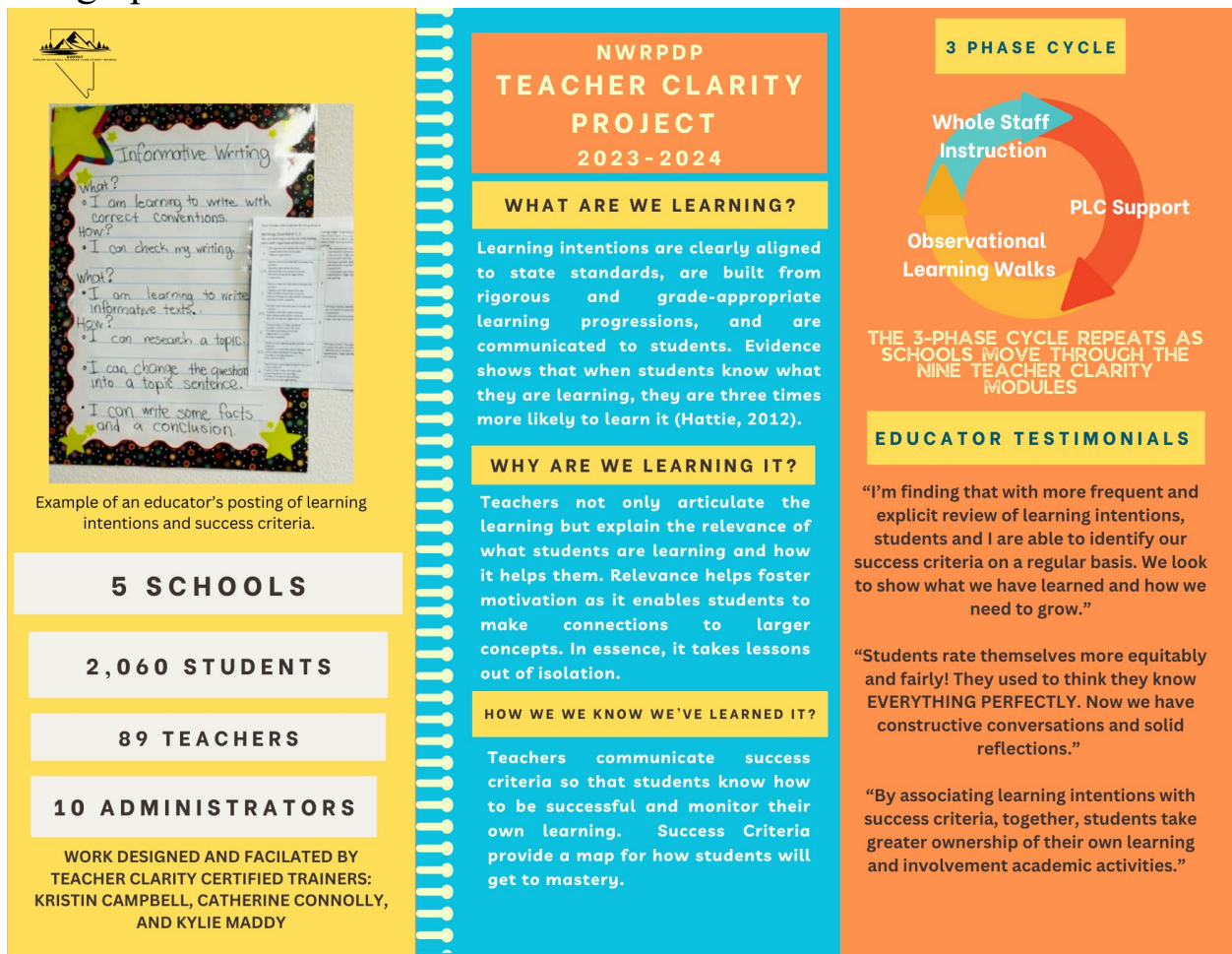


Figure 8: Teacher Clarity Project Infographic

Explanation

Teacher Clarity Implementation

Kristin Campbell
Catherine Connolly
Kylie Maddy

Background

Teacher Clarity elucidates fundamental instructional principles, empowering students to answer pivotal questions:

- "What am I learning?"
- "Why am I learning this?"
- "How will I know I've learned it?"

When students can articulate these responses, they are more likely to engage with and assume responsibility for their learning. Rooted in John Hattie's seminal Visible Learning research (2008), Teacher Clarity evaluates the efficacy of communication between educators and students, emphasizing pedagogical ideals that correlate with high academic achievement. These principles inform the work of Nancy Frey and Douglas Fisher in their *Teacher Clarity Playbook* (2019), which identifies four categories with significant impact ($d = 0.75$) on student achievement:

1. Organization of instruction
2. Explanation of content
3. Examples and guided practice
4. Assessment of student learning

These categories are elaborated into nine modules that define the essence of Teacher Clarity. The typical effect size for a year of academic growth in a classroom lacking Teacher Clarity is approximately $d = 0.40$. However, the implementation of Teacher Clarity strategies, coupled with effective communication to students, can elevate the effect size to $d = 0.84$, signifying substantial gains in student learning outcomes.

Plan

In the spring of 2023, three facilitators from the NWRPDP participated in the Teacher Clarity Playbook Certification in San Diego. This professional development program furnished them with the requisite knowledge and techniques to implement Teacher Clarity and provide professional learning support to schools within NWRPDP districts. Subsequently, NWRPDP hosted a one-day training session led by Nancy Frey, where eight schools, each represented by teams of six teachers and administrators, commenced their exploration of Teacher Clarity. These teams received a comprehensive overview of the nine modules and initiated the development of implementation plans for their respective schools.

NWRPDP's support framework consisted of an implementation cycle comprising:

1. Professional learning
2. Grade-level Professional Learning Communities (PLCs)
3. Schoolwide learning walks and reflective practices

The primary objective was to increase the number of students capable of answering the questions, "What am I learning?", "Why am I learning this?", and "How will I know I've learned this?" This initiative necessitated extensive learning, planning, and reflective practices from educators, who encountered challenges such as effectively communicating learning intentions and success criteria to students and involving students in the development and assessment of these criteria.

Results

At the conclusion of the academic year, teachers reported heightened confidence in articulating and formulating learning intentions and success criteria. One educator noted, "Students love saying and chanting the success criteria with me and have gotten used to reading the learning target before and after lessons." Even while celebrating these advancements, some teachers found the process to be time-consuming and expressed a need for increased efficiency: "I'd like to grow by being able to craft them more quickly and without so many revisions."

Educators also observed a paradigm shift from mere compliance to intentional planning and rigorous instruction. As one teacher articulated, "We went from begrudging compliance to really pulling apart the standards to plan our learning intentions, success criteria, assessments, and rubrics, then planning amazing assessments around it. Making weekly adjustments has become my favorite thing to do!" This approach ensured that instruction remained rigorous and grade-level appropriate, keeping them "accountable and consistent in the grade level." As teachers internalized the value of Teacher Clarity, they also noted significant student growth. One educator remarked, "Students and I are able to regularly identify our success criteria. We examine learning intentions, assignments, projects, and activities to demonstrate how we've learned or where we need to grow."

Next Steps

The implementation of Teacher Clarity is an ongoing, multi-year process. While there were numerous successes, there remains substantial work ahead. In the forthcoming year, the NWRPDP team will continue the implementation cycle, transitioning to a consulting role to facilitate schools' capacity-building in Teacher Clarity. Professional learning will persist as a foundational component, led by the NWRPDP team upon request. However, PLC work and schoolwide learning walks and reflective practices will gradually be managed by school-based teams.

Additionally, NWRPDP aims to expand the initiative by involving a vertical school set (including an elementary, middle, and high school) to explore how Teacher Clarity can benefit students throughout their K-12 experiences.

New Teacher Academy Churchill School District

Infographic



New Educator Academy ChurchillCSD

40 Participants

The participants included 6 elementary teachers, 8 secondary teachers, 2 Pre-k teachers, 2 classified on special assignment elementary specials teachers, 2 staff interning for counseling and social worker programs, and 20 long-term substitute teachers filling open positions. They met for 10 zoom meetings to obtain information and strategies, met with mentors monthly, and had observations completed.

Impact

Teachers of 300 elementary students and 3,000 secondary students had educators who participated in training to improve their management and teaching methods.

Moving Forward

Churchill County School District is adding 30 additional training time to the schedule for all long term substitute teachers in an open unfilled position, and all new licensed educators in years 1-3 of teaching. This will provide the opportunity for more depth and exploration on topics. Additionally, guest trainers will be invited to include additional topics.



“Since we live in an age of innovation, a practical education must prepare a man for work that does not yet exist and cannot yet be clearly defined.” – Peter F. Drucker

On a scale of 1 to 10 answer the question:

How would you rate your overall experience as a mentor or protege in the program this school year?

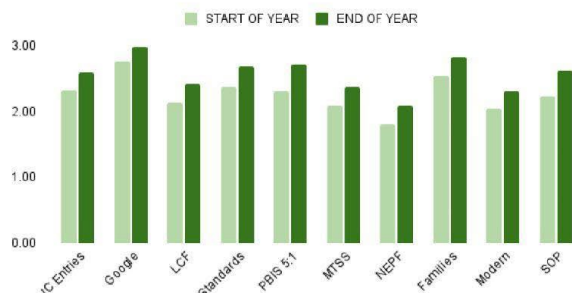
Mean: 6.50

Participants said:

“I liked having the checklist. It helped to organize our meetings and reminded me of important topics to discuss.”

“Communication and expectations were very clear.”

The Results



Educators saw an increase in understanding of best practices for teaching methods and behavior management strategies.

Topics Addressed:

1. Infinite Campus entries for grading, parent communication and behavior.
2. Google classroom and Google suites software products.
3. Churchill County School District Learner Centered Framework
4. Standards based grading practices, proficiency scales, and competency based grading.
5. PBIS and MTSS protocol and team communication.
6. NEPF and SLG setting.
7. Establishing parent partnerships.
8. Modern learning practices, teaching methods, modern digital environments, and modern learning classroom set up.

Figure 9: New Teacher Academy Churchill School District Infographic

Explanation

“Teaching is more than imparting knowledge; it is inspiring change. Learning is more than absorbing facts; it is acquiring understanding.”

– William Arthur Ward, American writer

In response to nationwide staffing shortages that have led to an increased reliance on long-term substitutes in unfilled positions, Churchill County School District implemented a New Teacher Academy for the 2023-2024 school year. This program aimed to address the pressing need for more comprehensive training in classroom management and teaching strategies for both new and transitioning educators. The New Teacher Academy served 40 staff members, including new teachers, teachers new to the district, and 20 long-term substitutes in open unfilled positions. Throughout the academic year, participants engaged in targeted professional development focusing on essential areas such as:

- Infinite Campus
- Modern Learning Practices and the Churchill County School District Learner Centered Framework
- Research-based instructional strategies
- Positive intervention methods

The program's primary objectives were to increase teacher effectiveness to improve student outcomes, boost teacher efficacy, promote retention rates within the district, and convert the long-term substitute teachers to fully licensed staff members.

At the end of the 2023-2024 school year, the data revealed a small improvement in the metrics measured. While the specific gains were small, they represent a positive trend that supports the continued investment in new teacher support programs.

Recognizing the value of this program, Churchill County has committed to expanding the New Teacher Academy by allocating additional training hours for the 2024-25 New Teacher Cohort. This decision reflects a proactive approach to addressing ongoing challenges in teacher recruitment and retention while prioritizing the development of a skilled educator workforce.

As we move forward, continued evaluation of the content and delivery methods for the New Teacher Academy will be essential to maximize its impact and ensure that it meets the needs of Churchill County School District.

Unlocking A Teacher’s Potential Through the National Board Cohort Infographic

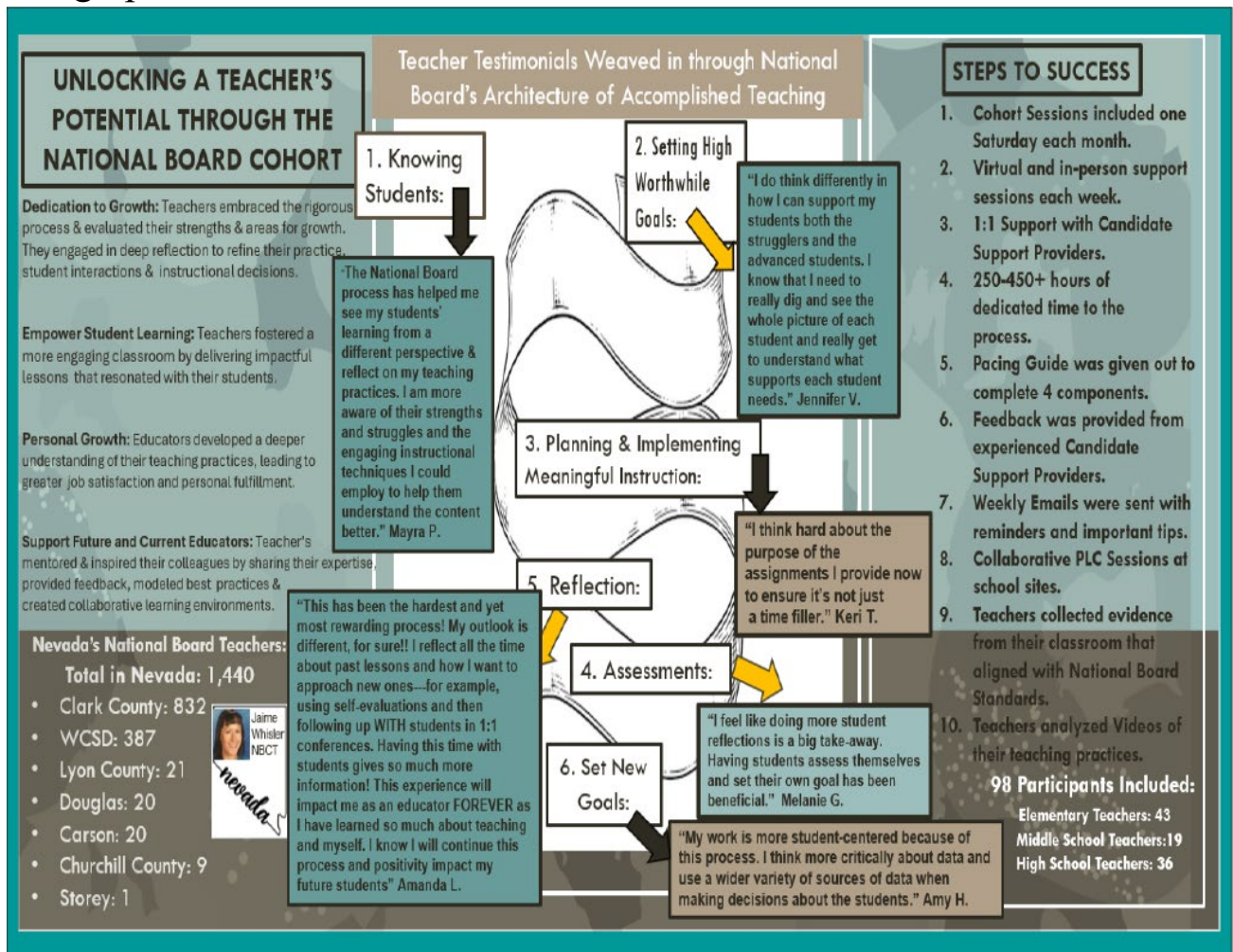


Figure 10: Unlocking A Teacher’s Potential Through the National Board Cohort Infographic

Explanation

Unlocking a Teacher’s Potential Through the Northern Nevada National Board Cohort:

Introduction

A recent global report from the United Nations Educational, Scientific and Cultural Organization (UNESCO) revealed that we have a global teacher shortage and will need 44 million teachers by 2030. According to this 2024 study, factors such as teacher motivation, morale, job retention, limited professional growth opportunities, workplace conditions, and teacher public perception need immediate action. To address these major challenges, we need to attract teachers who are empowered to transform education in a positive way. This case study involved 98 educators from kindergarten to 12th grade who participated in the National Board Cohort to transform their teaching practice and unlock their potential.

Timeline

The cohort involved sessions held one Saturday each month at Sparks High School, with additional virtual, in-person support sessions available each week, and personalized 1:1 support with CSPS. Candidates worked on 1-4 components and have up to three years to complete all four, benefiting from comprehensive guidance and resources throughout their journey.

Commonalities In the Qualitative Results

Positive Aspects of the National Board Cohort Experience:

- **Support and Feedback:** Many participants highlighted the invaluable support and feedback they received from CSP’s and peers. This support included timely, constructive feedback on their work, which helped them refine their submissions and stay motivated through the process.
- **Structured Meetings and Classes:** Participants commented that regular, structured meetings and classes were beneficial. They appreciated the monthly Saturday sessions that provided focused time to work on their components, discuss challenges and receive guidance.
- **Collaborative Environment-** Participants commented that the collaborative nature of the cohort was a significant positive factor. Teachers valued the opportunity to discuss their work with peers, share ideas, and gain insights from others’ experiences.
- **Motivation and Encouragement:** The consistent motivation and encouragement from cohort leaders were crucial. Many participants mentioned the importance of cohort leaders’ belief in their ability to succeed, which helped them push through challenging moments.

Impact of the National Board Process on Teaching Practices and Mindsets

- **Increased Reflectiveness:** Many educators noted that the National Board process has made them more reflective about their teaching practices. This increased reflectiveness has led to a deeper understanding of why they use certain methods and how they can improve their instructional strategies.
- **Fous on Student Assessment and Self-Assessment:** A significant number of teachers mentioned a shift toward more frequent and meaningful use of student self-assessment and reflections. This has helped them better understand student needs and tailor their instruction accordingly.

- **Data-Driven Instruction:** There has been a notable shift towards using data more effectively to inform teaching practices. Teachers are now more diligent in collecting and analyzing student performance data to guide their instructional decisions.
- **Improved Communication and Relationships:** Educators reported that they have become more conscious of the importance of building strong connections with students and their families. This includes better communication about student progress and more involvement in the educational process.
- **Validation and Confidence Boost:** For many teachers, the national board process has served as a validation of their skills and practices. This boosted their confidence and reaffirmed their commitment to high standards in teaching.
- **Professional Growth and Development:** Many commented that the experience has been transformative, leading to significant professional growth. Teachers feel that they have become better educators because of the rigorous reflection and feedback process.

Next Steps

Educators plan to continue to integrate reflective practices into their daily routines and apply strategies such as differentiation and data-driven instruction to enhance student outcomes. They emphasized the importance of sustained collaboration, mentoring others, and celebrating their accomplishments, while also enhancing engagement with students and families. Additionally, teachers feel empowered by the process and are committed to ongoing professional development to further refine their skills and stay current with best practices. Approximately 27% of educators will be returning to the cohort to focus on 1-2 more components, while the remaining 72% will be eagerly awaiting their scores that are released in December. National Boards becomes an integral part of a teacher's career, so they will also renew their National Board certification every five years as part of their maintenance of certification (MOC) process.

Reciprocal Teaching

Infographic

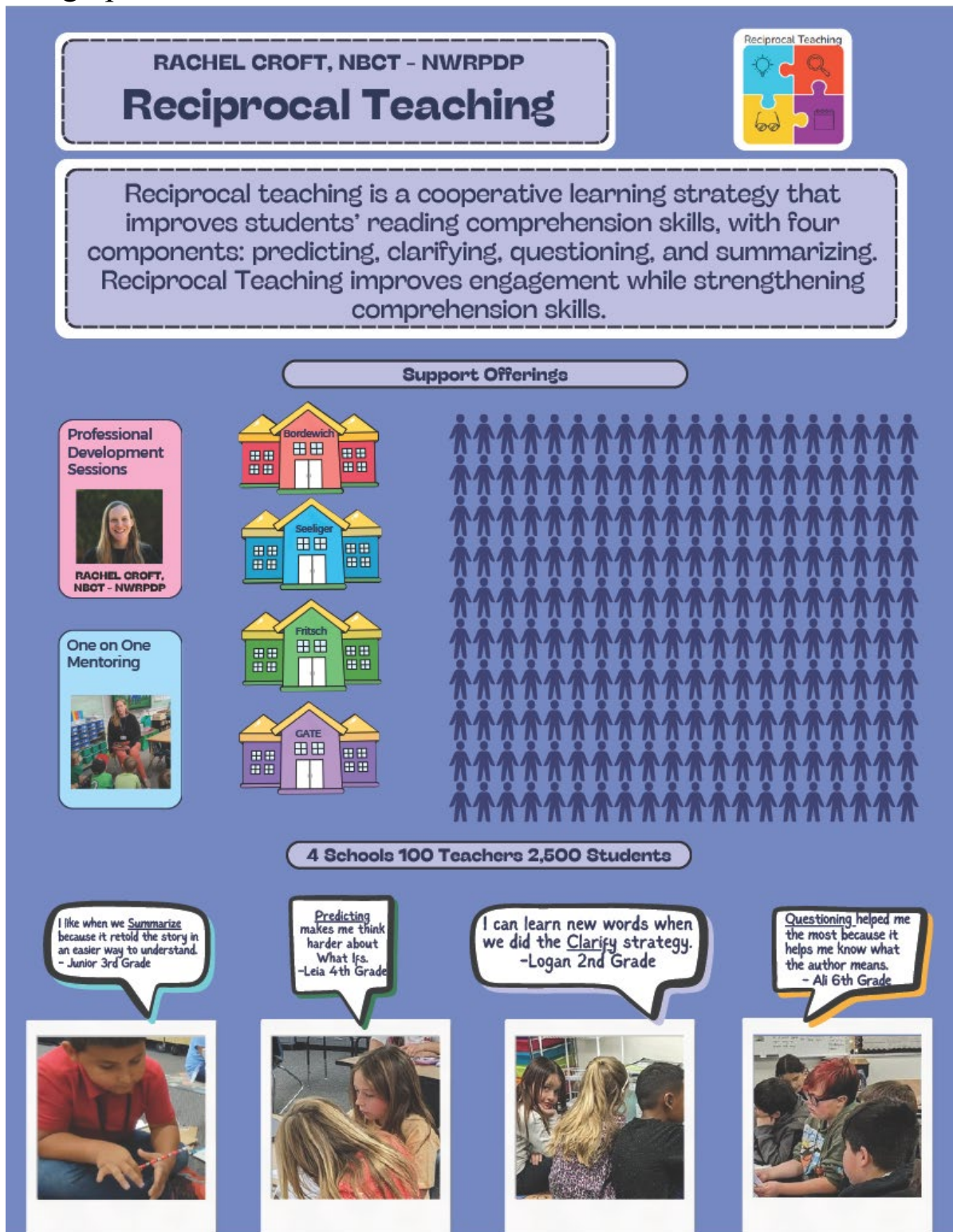


Figure 11: Reciprocal Teaching Front Infographic

Back of infographic

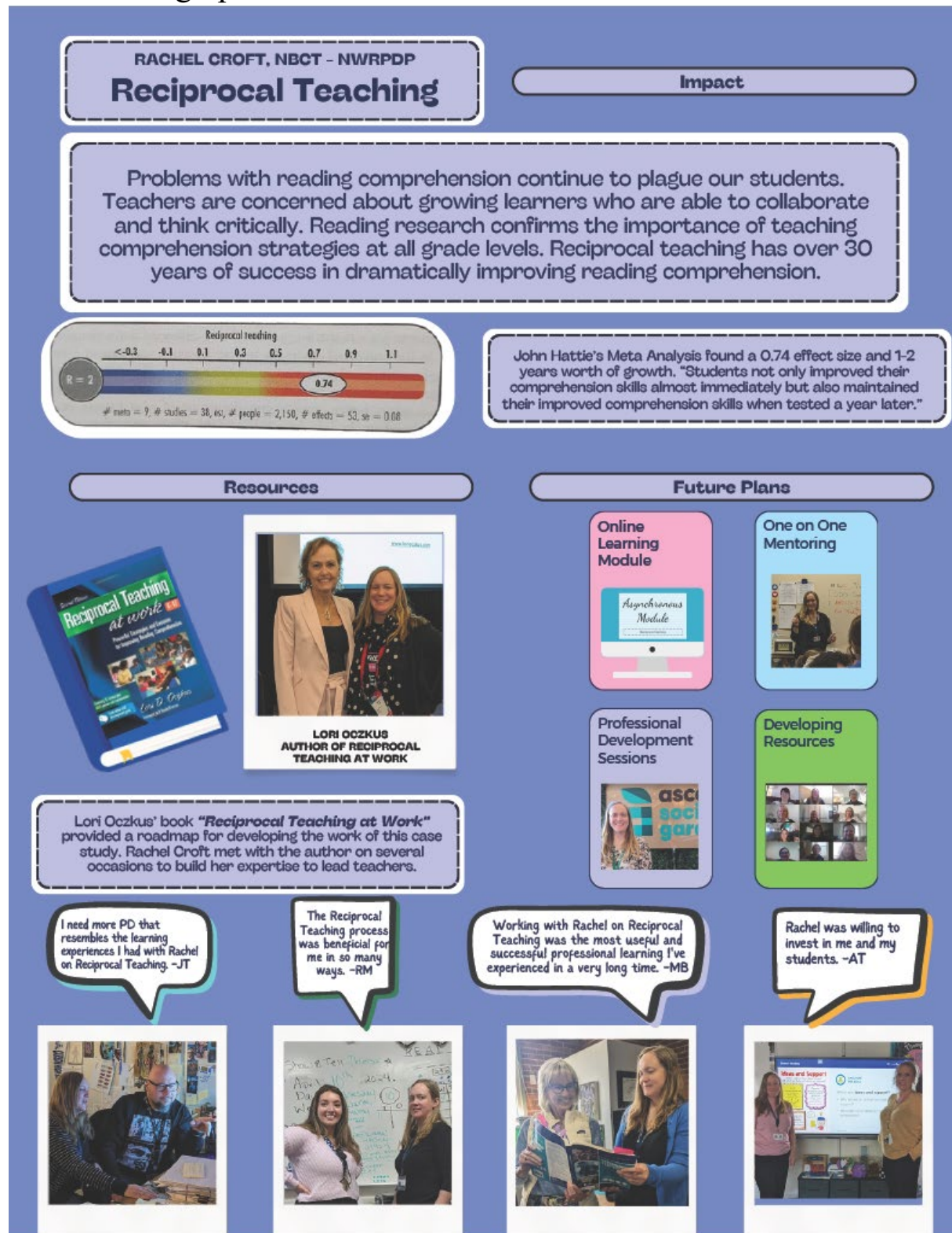


Figure 12: Reciprocal Teaching Back Infographic

Multicultural Education

Infographic

MULTICULTURAL EDUCATION

CULTIVATING CULTURALLY RESPONSIVE TEACHING ACROSS CONTEXTS



★NRS★



In July 2019, Nevada Revised Statutes required ALL education licenses to complete 45 in-service hours of coursework in Multicultural Education.

★NWRPDP★



DIVERSITY
Increase awareness and understanding of race and ethnicity and the interconnectedness of race and ethnicity with other aspects of diversity.



CULTURAL COMPETENCE
Assess and build the capacity for cultural competency and facilitate the development of knowledge and skills for cultural competency



BEST PRACTICE
Review best practices in pedagogy and selection and use of instructional materials, curriculum and assessments to ensure that all pupils are treated equitably



STATEWIDE PARTICIPANTS

Participants included 223 educators from 6 different districts across Nevada : **Washoe, Carson, Clark, Lyon, and Douglas.**

223

EDUCATORS



There is an urgent need to build cultural competency in educators when considering the growing diversity of classrooms and the world around them and as a mending of the previous marginalization of various groups in the past.

DESIREE GRAY - KYLIE MADDY - RACHEL CROFT - CATHERINE CONNOLLY

Figure 13: Multicultural Education Front Infographic

Back of infographic



Figure 14: Multicultural Education Back Infographic

Appendix A: Index of Figure and Tables**Table of Figures**

Figure 1: Conceptual Framework for Studying Effects for Professional Development on Teachers and Students	4
Figure 2: Building Thinking Classrooms in Mathematics Case Study Infographic	21
Figure 3: Statewide P3 Initiatives infographic	23
Figure 4: Innovative Leadership Institute Infographic	25
Figure 5: We Can Do Epic Things Podcast	27
Figure 6: NWRPDP Science of Reading Case Study Infographic	29
Figure 7: Parent Involvement and Family Engagement Infographic	31
Figure 8: Teacher Clarity Project Infographic	33
Figure 9: New Teacher Academy Churchill School District Infographic	36
Figure 10: Unlocking A Teacher’s Potential Through the National Board Cohort Infographic	38
Figure 11: Reciprocal Teaching Front Infographic	41
Figure 12: Reciprocal Teaching Back Infographic	42
Figure 13: Multicultural Education Front Infographic	43
Figure 14: Multicultural Education Back Infographic	44

Table of Tables

Table 1: 391A.190 1c (8)	6
Table 2: 391A.190 1c (2)	7
Table 3: 391A.190 1c (3)	8
Table 4: 391A.190 1c (4)	9
Table 5: 391A.190 1c (5)	10
Table 6: 391A.190 1c (6)	10
Table 7: 391A.190 1c (7)	10
Table 8: 391A.190 1c (9) I & II	11
Table 9: Results of Building Thinking Classrooms in Mathematics Case Study	22
Table 10: Paired Samples T-Test for Early Childhood Endorsement Courses	24
Table 11: Paired Samples T-Test for Science of Reading Case Study	30
Table 12: Results for Parent Involvement and Family Engagement Case Study	32