



**SNRPDP**

**Southern Nevada Regional Professional  
Development Program**

**2023-2024 Annual Report**

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## **Introduction**

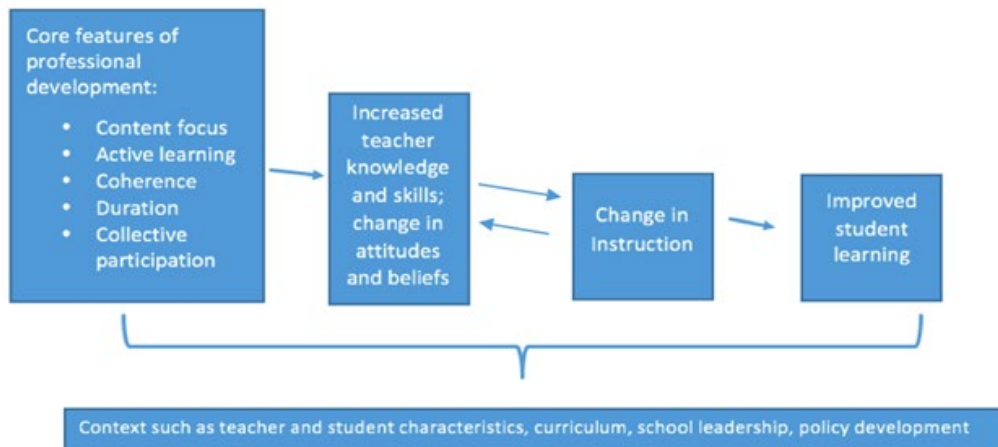
The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective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

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



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

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

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

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

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

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

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

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

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDG 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.

*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: [OBJ]*

SNRPDP Activity Evaluation Questions	Average 2023-24
1. The activity matched my needs.	4.73
2. The activity provided opportunities for interactions and reflections.	4.80
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.85

SNRPDP Activity Evaluation Questions	Average 2023-24
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.83
5. The presenter/facilitator modeled effective teaching strategies.	4.78
6. This activity added to my knowledge of standards and subject matter content.	4.74
7. This activity will improve my teaching skills.	4.72
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.78
9. This activity will help me meet the needs of diverse student populations.	4.73

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Instructional	59.31% (656)	52.74% (212)	50.00% (2)	51.85% (14)	61.11% (11)	16.99% (35)	49.52% (52)	95.93% (330)
Observation & Mentoring	22.51% (249)	29.60% (119)	0.00% (0)	3.70% (1)	5.56% (1)	45.15% (93)	33.33% (35)	0.00% (0)
Consulting/ Collaboration	18.17% (201)	17.66% (71)	50.00% (2)	44.44% (12)	33.33% (6)	37.86% (78)	17.14% (18)	4.07% (14)
<b>Total Trainings</b>	<b>1,106</b>	<b>402</b>	<b>4</b>	<b>27</b>	<b>18</b>	<b>206</b>	<b>105</b>	<b>344</b>

*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.*

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Teachers	5,460	4,113	8	53	44	374	820	48
Duplicated Teachers	9,151	6,884	10	75	52	1,494	610	26
Unduplicated Administrators	517	394	2	11	5	29	72	4
Duplicated Administrators	1,318	978	4	39	25	157	112	3
<b>Total Trained</b>	<b>16,446</b>	<b>12,369</b>	<b>24</b>	<b>178</b>	<b>126</b>	<b>2,054</b>	<b>1,614</b>	<b>81</b>

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

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Administrators	239	200	0	9	3	1	25	1
Duplicated Administrators	800	696	0	22	11	7	62	2
<b>Total Trained</b>	<b>1,039</b>	<b>896</b>	<b>0</b>	<b>31</b>	<b>14</b>	<b>8</b>	<b>87</b>	<b>3</b>

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

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Teachers, Admin, OLEP	46	43	0	0	0	2	1	0

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

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Teachers	89	24	0	0	9	10	44	2
Duplicated Teachers	0	0	0	0	0	0	0	0
<b>Total Trained</b>	<b>89</b>	<b>24</b>	<b>0</b>	<b>0</b>	<b>9</b>	<b>10</b>	<b>44</b>	<b>2</b>

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

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

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
Unduplicated Paraprofessionals	82	22	8	1	3	12	34	2
Duplicated Paraprofessionals	20	1	8	0	3	6	2	0
<b>Total Trained</b>	<b>102</b>	<b>23</b>	<b>16</b>	<b>1</b>	<b>6</b>	<b>18</b>	<b>36</b>	<b>2</b>

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

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



	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Charter	Other
NVACS	93.67% (1,036)	97.26% (391)	100.00% (4)	100.00% (27)	72.22% (13)	91.26% (188)	99.05% (104)	89.83% (309)
NEPF	90.14% (997)	94.78% (381)	75.00% (3)	74.07% (20)	66.67% (12)	85.44% (176)	91.43% (96)	89.83% (309)
Culturally Relevant Pedagogy	90.24% (998)	94.28% (379)	100.00% (4)	74.07% (20)	72.22% (13)	69.90% (144)	98.10% (103)	97.38% (335)
Total Trainings	<b>1,106</b>	<b>402</b>	<b>4</b>	<b>27</b>	<b>18</b>	<b>206</b>	<b>105</b>	<b>344</b>

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

391A.190 1c (12) *The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.* 391A.190 1c (12) *The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.* NRS 391A. 175 1d (1,2) *The governing body of each regional training program shall (d) prepare a 5-year plan for the regional training program for review by the Statewide Council, which includes, without limitation: (1) An assessment of the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program; and (2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan including, without limitation, the biennial budget of the regional training program for those 2 years.*



## Five Year Plan

The three Regional Professional Development Programs (RPDPs) were established during the 70th Session (1999) of the Nevada State Legislature upon passage of Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state; since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's Academic Content Standards (NVACS) through regionally determined professional learning activities. The planning and implementation of professional learning services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8). A Statewide Council for the Coordination of the Regional Training Programs provides oversight statewide and includes members from each regional governing body, the Superintendent of Public Instruction or 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 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 88 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.

## 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**

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 [rpd.net](http://rpd.net), [nwrpd.com](http://nwrpd.com), and [nnrpd.com](http://nnrpd.com).

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

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

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

**Total Biennial Budget FY23 & FY24**

**Collective RPDP budget - \$15,134,786.00**

SNRPDP	\$8,060,814.00
NWRPDP	\$4,542,684.00
NNRPDP	\$2,531,288.00

## **Executive Summary**

### **SNRPDP Content Area Projects 2023-2024**

Director Chelli Smith, Ph.D., and assistant director Jerrad Barczyszyn lead a staff of 24 regional trainers to provide professional learning (PL) experiences rooted in scientifically based research and strategies to improve student achievement in Clark, Esmeralda, Lincoln, Mineral, and Nye counties. The trainers design and implement professional development, as defined by 20 U.S.C. § 7801(42), to facilitate teachers' acquisition and refinement of pedagogies. The responsive nature of the work reflects current educational research and addresses district and school Continuous Improvement Plans. The trainers respond to requests made by district and school site administrators to provide a continuum of professional development (PD) services. The experiences offered by Southern Nevada Regional Professional Development Program (SNRPDP) staff aim to address learner competencies by impacting teacher efficacy through various modalities.

The program's director and assistant director assist regional trainers in crafting projects tailored to meet the professional learning needs of administrators and educators in Nevada. Regional projects extend the professional continuum to enhance the expertise of early career through seasoned educators. These comprehensive, content-focused projects include a range of implementation structures reflective of the seven features of effective professional development (Darling-Hammond et al., 2017). Regional trainers capitalize on job-embedded professional learning by employing diverse delivery methods necessitated by individual schools. The experiences described in each project include coaching individual and teams of teachers within their professional learning communities, modeling lessons that showcase content-specific best practices, training to clarify and deepen educator understanding of the Nevada Academic Content Standards (NVACS), engaging in observations and debriefing centered on high-leverage instructional practices, and cultivating pedagogies through presentations and professional readings. Trainers use qualitative and quantitative data to evaluate the effectiveness of the programs. Southern Nevada Regional Professional Development Program's innovative approach and commitment to sustainability have resulted in several projects that address current educational challenges. Each of these initiatives showcases a unique aspect of the program's mission to offer professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

## **Content-Specific Projects Overview**

### ***Administrative***

Administrative trainers conducted professional learning workshops for site-based administrators and district leaders in Clark, Esmeralda, Lincoln, Mineral, and Nye counties, all tailored to align with the Nevada Educator Performance Framework (NEPF) Leadership Standards and the Nevada Department of Education's Professional Learning Standards. The workshops included informative briefs on educational best practices. Sessions were designed to focus on enhancing instructional leadership skills, with emphasis on effective leadership strategies, evidence-based practices, and actions to improve teacher effectiveness and student learning. The opportunities provided through this project included virtual and in-person sessions, classroom observation walks, and target workshops to advance school leaders' instructional leadership skills and align with NEPF standards for improved teacher and student outcomes.

### ***Literacy***

The SNRPDP Literacy team projects address the needs of Pre-kindergarten through 12th-grade educators. The literacy team provided professional development through sustained site-based structures, collaborative district meetings, conferences, teacher workshops, and courses, as well as four endorsement programs for teachers pursuing advanced certification and education in literacy-specific areas. Trainers also produce podcast episodes bringing professional content to teachers across the state. Several districts have purchased new English Language Arts curricula and have required additional support from the regional team to align the programs with research-based instructional practices. During the 2023-2024 school year, the team played pivotal roles in statewide initiatives collaborating with universities and the Nevada Department of Education for early childhood education, the Science of Reading research dissemination, adolescent literacy, and the education of pupils who are English learners.

### ***Mathematics***

Math trainers focused their efforts during the 2023-2024 school year on bolstering teacher content and pedagogical knowledge to optimize student growth and achievement. Collaborative experiences with teachers, teacher leaders, and administrators provided opportunities to coordinate virtual and in-person professional development sessions for individual school sites across multiple counties and charter schools in Southern Nevada. Workshops, in-services, podcast episodes, and job-embedded training were conducted on diverse math topics and designed to address the unique requirements of schools and educators. Throughout the school year, various virtual synchronous, asynchronous, and hybrid courses were provided, focusing on aligning the NVACS and the Nevada Educator Performance Framework (NEPF) Instructional Standards. Moreover, the trainers delivered customized assistance to PreK - 12 educators, emphasizing engaging teaching techniques and content understanding. The SNRPDP trainers concentrated on enhancing teacher efficacy and student performance through content expertise,



refining instructional methodologies, and integrating literacy strategies in math lessons. Additionally, efforts were made to enhance high school mathematics proficiency across various levels.

### ***Science***

The SNRPDP Science team focused on providing professional development and curriculum support for elementary science teachers in Nevada. The department goals for the 2023-2024 school year included expanding STEM education impact, aligning materials with NVACS, and enhancing science instruction through workshops and collaborative opportunities. Initiatives such as supporting the implementation of new science curricula, organizing the annual K-12 Science Conference, and partnering with the STEM Leaders Academy aimed to improve science education statewide. Classroom observations and feedback were provided to teachers leading to targeted professional learning sessions. Insights from the year highlight the importance of ongoing support for teachers and the growing demand for STEM certification pathways.

### ***Instructional Technology***

The instructional technology team provided instructional technology training and support for multiple counties and SNRPDP staff, with a focus on Code.org training and Google Workspace for Education integration. They offered various classes including computer science instruction and endorsement courses. The team managed equipment effectively, maintained digital tools, and supported RPDP staff in this area. The team also ensured the smooth functioning of web-based systems. Teachers were notably positive about the learning accomplished during instructional training. The SNRPDP instructional technology team ensures educators and administrators are equipped to provide students with the seamless integration of the Nevada Computer Science Standards.

### ***Family Engagement***

The Family Engagement department at SNRPDP has achieved significant milestones in supporting the state's vision for effective family engagement, social and emotional well-being, and cultural competency among educators and students. By offering professional opportunities aligned with AB 428 and focusing on the Nevada Educator Performance Framework (NEPF) and National Standards for Family-School Partnerships, the department has successfully enhanced educators' capacity to build meaningful partnerships with families and communities. The successful implementation of the Family Engagement course has resulted in improved family engagement efforts among educators. The NEPF Instructional Standards Learning program has provided valuable support for educators to enrich instructional practices and student learning.

### ***Teacher Leadership***

The Teacher Leadership department has worked to ameliorate professional development and the quality of instruction in Southern Nevada. The project emphasized critical aspects including Teacher Clarity, Professional Learning Communities (PLCs), and Tier 1 instruction that align with the Nevada Educator Performance Framework (NEPF) Standards. The team is committed to supporting educators by providing workshops, resources, and mentoring opportunities to improve instructional practices, facilitate effective PLCs, and enhance understanding of the Nevada Academic Content Standards (NVACS). Through collaborative efforts and data-informed decision-making, the team has worked towards improving student learning outcomes by elevating the effectiveness of educators within the region.

### ***Teacher Development and Support for Novice Teachers***

SNRPDP's Teacher Development and Support program targeted novice teachers intending to foster their professional growth to impact student achievement. The project focused on strengthening pedagogical knowledge, empowering teachers in educational settings, and promoting teacher retention. Utilizing a diverse array of instructional techniques, the program successfully engaged early-career educators in ongoing professional development. The initiative also provided structured support mechanisms, such as on-site assistance and personalized meetings, resulting in increased teacher efficacy as reported by both workshop participants and supervising administrators from diverse school settings. Feedback highlighted the positive impact of the workshops on the enhancement of teaching practices.

## **Part Two: Individual RPDP Information**

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

### **Gifts and Grants**

#### **Technology - Computer Science - Code.org/Tesla**

##### **Overview**

Throughout the 2023-24 school year, full-time technology trainers Jason Lillebo and Danielle Krempp organized computer science training for K-12 teachers across the state of Nevada. There was a continued effort to promote a train-the-trainer model using site leads at the elementary level in Clark County. They were assisted in these efforts by 10 part-time Code.org facilitators. Training was also offered three times throughout the year to give elementary administrators a base understanding of K-5 computer science and how to implement it in their schools. The overall goal was to continue to train educators in the implementation of the Nevada Computer Science Standards that became legally mandated for K-12 during the 2020-21 school year as there continued to be schools that had not yet made progress in this area.

##### **Objectives and Milestones**

One objective was to provide computer science training for secondary teachers. The team trained three groups of teachers at virtual five-day workshops in July 2023. The Computer Science Principles (CSP) group consisted of 17 teachers in grades 9-12 from throughout Nevada. The Computer Science Discoveries (CSD) group consisted of 15 teachers in grades 6-8 from throughout the state. Advanced Placement Computer Science Applications (AP CSA) was in its second year since the program launched with a cohort of 11 teachers in grades 9-12. Teachers who attended the five-day workshops continued to work with the team throughout the year at a series of four quarterly workshops for CSD and CSP or eight monthly workshops for CSA. Completion of the five-day workshop and the academic-year workshops provided those teachers with the opportunity to earn certificates recognized by the Nevada Department of Education to teach specific computer science courses.

A second objective was to provide computer science training for elementary teachers. Code.org's Computer Science Fundamentals (CSF) curriculum was a major focus. Teachers received stipends for attending outside of contract time through Tesla grant funding. To earn the stipend

in Clark County, teachers completed the CSF workshop and, in cases in which they were designated as site leads, took the information back to staff members at their school sites. A continuation of the site-leads model created an avenue for spreading the knowledge more widely in a district otherwise too large for SNRPDP staff to reach everyone. In addition, whereas 50 schools were not reached two years ago and just 12 remained at the end of last year, only one school was reported to not have computer science yet in their elementary curriculum. Elsewhere across the state, the trainings were held at sites where teachers self-selected to attend from a variety of schools. In all, the team did 16 CSF workshops. Of those, 12 were in Clark, 3 in northeast counties, and 1 in Lincoln County. A total of 171 teachers completed the workshops, which was an expected decrease over the previous year due to the fact that a saturation point has been reached with many computer science specialists already trained and covering full elementary schools as well as many classroom teachers having already been trained.

The third objective was to deepen the impact of computer science throughout the state of Nevada. To that end, the team worked collaboratively with the Nevada Department of Education. In one instance, Danielle presented at the Future of Learning Conference. Jason attended the Expanding Computing Education Pathways Datapalooza events with NDE staff to analyze computer science access data.

A final objective was to deepen the knowledge and continue to support teachers as well as administrators. The team provided PLC meetings six times during the school year for elementary teachers to come together to learn about new topics in computer science, to ask questions of the facilitators, and to collaborate with other teachers. A total of 261 teachers took advantage of this new offering, surpassing the number that took part in the previous school year. These PLC events are going to be expanded to include teachers statewide next year, and offerings for middle school PLC events are planned as well. As another support to teachers, the team brought together facilitators and district personnel to create the CodeNV.org website that provides teachers with a companion site for the new Code.org Nevada standards-aligned courses. RPDP worked with Code.org to be the first in the nation to have a state-specific course, and the companion site offers information about the standards, lesson plans, teaching materials, and assessment options. In addition, elementary administrator training in computer science was offered three times throughout the year to help that population better understand the computer science standards, laws, and curriculum. In total, 31 school-based administrators attended this training.

## **Observation Report**

The computer science work done by RPDP trainers resulted in Nevada remaining at the forefront of computer science workshops offerings nationwide for K-12 teachers. Our work was recognized at the global CEdCon conference in Las Vegas in November 2023 with an award for “the most new K-5 Code.org teachers trained.” Teacher observations and survey data from

Code.org have been consistent over the years and continued to indicate that teachers felt more prepared to teach the material covered, knew where to go for help preparing to teach the material, and would recommend this professional development to others. One middle school teacher stated, “I am using the Code.org Computer Science Discoveries curriculum for all of my classes. Thank you so much for the professional development training that has given me the confidence and skill to take this on.” Many teachers commented this year about how much the CodeNV companion site made a difference for them and their students, with one teacher saying, “The CodeNV website is remarkable! I can't thank the creators enough! Thank you for creating a version of your product specifically for Nevada educators.” Another teacher echoed that sentiment: “Learning about CodeNV.org has helped me breathe a sigh of relief!”

Data in Code.org’s Tableau system indicates that the teachers trained in CS Fundamentals resulted in 24,268 students joining the platform. This is nearly double the national average of 12,958 for all of Code.org’s regional partners. 49% of those students were female, 47% came from rural schools, and 84% were from high-needs populations. While additional progress was made this year, some barriers to CSF implementation remain. Schools without dedicated computer science teachers are, in some cases, not consistently providing computer science instruction.

In terms of the impact that the creation of Nevada-specific Code.org CSF courses and the companion CodeNV.org site have had, the team has been impressed with the uptake of course use. In grades K-5, 7,436 sections were created using the new courses. Assuming an average of 25 students per course, the number of students impacted is over 185,000. Despite wide outreach efforts to let school administrators and teachers know about the new courses and site, some teachers still do not know about it, so further work will be done to spread the word.

### **Insights, Reflection, and Next Year’s Goals**

For the past three years, the team has worked with site leads for elementary computer science in Clark County. Next year schools will continue to nominate site leads with the school district so we can reach all elementary schools in Clark County. In addition, based on district and teacher input, any teacher at the elementary level who is teaching computer science and has not taken the Code.org training in the past will be invited to attend. Furthermore, additional, more intensive support is planned through a program to provide mentoring and co-teaching. The team will continue to reach out to rural counties for support on an as-needed basis. One instance that is already planned for September is to do mentoring and co-teaching as well as micro:bits training over a week at all elementary schools in Lincoln County. A staff development day to support Nye County teachers has also already been planned.

In terms of secondary programs for Code.org, the goal is to have at least 30 teachers take part in a combination of CS Discoveries, CS Principles, and CSA. This is a reduced goal from previous years but reflects a natural level of saturation that has been reached. A partnership with the Colorado and Utah regional partners has been forged to combine CSD and CSP groups to create larger cohorts and cost savings.

## Endorsement and Certificate Areas

### K-12 Endorsement to Teach Reading (CILR)

#### Overview

The K-12 Reading Endorsement (CILR) is an 18-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The CILR program consists of seven, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 Endorsement to Teach Reading. Shan Pullan serves as the full-time regional trainer designated for this project. She teaches coursework along with a full-time literacy trainer and a part-time trainer to conduct the classes. The overall goal of the program is to increase teachers' content knowledge of research-based reading and writing instruction and to help them skillfully apply best practices to effectively teach all students to read.

#### Objectives and Milestones

The CILR 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 main objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction. This is accomplished with graduate-level coursework grounded in the following areas: foundations of reading, elementary methods and materials, secondary methods and materials, diagnosis of reading disabilities, a practicum in reading remediation, early literacy instruction, and contemporary literature for children & young adults. To satisfy the state requirements for the reading endorsement, all classes offer a K-12 perspective. Five required courses plus one of two elective courses, for a total of 18 credits, fulfill the requirements to earn the reading endorsement.

Required courses include: (1) *Foundations of Literacy Learning*, designed to assist teachers in gaining a critical understanding of the philosophical, historical, sociological and curricular foundations of literacy education; (2) *Comprehensive Reading Instruction*, an elementary methods class in which teachers examine philosophies about literacy instruction, current, research-based classroom literacy practices that are effective for all students, evidence-based strategies for literacy learning and teaching, and new perspectives related to specific issues within the literacy field; (3) *Content-Area Literacy*, a secondary methods course in which teachers explore literacy processes and strategies that may be implemented within the content-

areas to improve students' reading, writing, and oral language development; (4) *Assessment in Literacy*, a practical experience providing teachers the opportunity to field test selected assessment procedures and introduces them to strategies for improving instruction based upon student needs; and (5) *Practicum in Diagnosis and Instruction of Reading Difficulties*, a field experience providing instruction in principles, materials, and techniques for the diagnostic/prescriptive teaching of reading and writing.

Elective courses include (1) *Literacy Instruction for Young Children*, intended to provide learners with opportunities to: study the historical and theoretical foundations of early literacy; become familiar with recent research in the field of early literacy; learn current strategies/approaches to the teaching of early literacy; study the role of the family and technology in early literacy; learn how to help children develop a love of reading and writing; and study how literacy impacts children's social, emotional, and intellectual growth; or (2) *Contemporary Literature Children and Young Adults*, focusing on the evaluation, selection, and sharing of contemporary literature for children and young adults.

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

A second objective of the CILR program is to prepare and qualify teachers for reading specialist positions at the school level. Courses within the program are designed to immerse teachers in the theoretical underpinnings of literacy education and link those with practical application. All classes provide opportunities to apply strategies with students and reflect upon their effectiveness. More specifically, the *Assessment in Literacy* and *Practicum in Diagnosis and Instruction of Reading Difficulties* classes require ongoing work with a struggling reader. In the assessment class, participants each select a student with reading difficulties and administer a battery of assessments to determine the student's strengths and instructional needs. Participants are taught how to properly administer the assessments and how to analyze the data for assessment-based instruction. In the practicum, participants design an instructional plan based on student assessment data and continue their work with the student to provide tutoring instruction for a minimum of 10 hours. Course instructors observe at least one tutoring session per participant and meet with each one for a post-observation conference to provide feedback and guidance, as necessary. This learning process is designed to give participants practical field experience and specialized knowledge to diagnose and treat reading difficulties.

A third objective of the CILR program is to offer an affordable avenue for teachers to pursue higher education from an accredited university. With this program, licensed teachers can take six three-credit graduate-level courses at a reduced rate to fulfill the Nevada Department of Education for the K-12 Endorsement in Reading. Teachers enrolled in the CILR program also



have the option to continue their education toward a Master's degree in Curriculum and Instruction at UNLV with the first fifteen credits obtained through the RPDP-CILR courses.

Milestones for the 2022-23 program include:

A single cohort of 21 teachers completed the CILR program during the 2023-24 school year. All classes were designed and delivered using a virtual learning model via Google Classroom with regular instructional meetings held via Google Meet.

### **Insights, Reflection, and Next Year's Goals**

Twenty-one teachers completed the CILR program during the 2023-24 school year. Participants completed a course reflection at the end of each class providing feedback on the course's benefits, its impact on their teaching, and suggestions for improving the class. These reflections provided valuable insights into the overall program's effectiveness as most teachers indicated positive results from taking the class. Many reported on their pedagogical and instructional growth as reading teachers and the impact it had on their students' learning.

One of the most impactful experiences participants in the CILR program report is the opportunity to tutor a struggling reader during the practicum. Teachers unanimously expressed their joy and professional growth as they participated in one-on-one tutoring. This continues to be a crucial part of the CILR program in helping teachers become better equipped to teach reading to all students.

New goals for the upcoming 2024-25 school year include: (1) increasing efforts to advertise the program so that more teachers are aware of and could enroll, and (2) improving communication to encourage more participants to continue their studies at UNLV toward a master's degree in literacy.

## **K-12 School Library Media Specialist Endorsement**

### **Overview**

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

program is to train current classroom teachers in all areas of school librarianship to prepare them for employment as a K-12 Library Media Specialist.

## **Objectives and Milestones**

The objective of the K-12 School Library Media Specialist Endorsement (LMS) program is to prepare classroom teachers to become certified and qualified school librarians. To receive an endorsement as a school library media specialist, a licensed teacher must complete 21 semester hours of coursework in the following areas: organization and administration of a school library; the cataloging and classification of materials for a library; reference, bibliography, and information skills; the use and selection of educational media for a library; children's and young adult's literature; and technology in the library.

Required courses in the RPDP LMS program include: (1) *RPDP 572: Reference Methods and Resources*, a study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher, and instructional partner; (2) *RPDP 574: Organization of School Libraries*, introduces the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval; (3) *RPDP 571: Materials Selection for the School Library*, explores research-based practices and methods of assessing and selecting school library materials to meet curricular needs, standards, and reading interests and abilities of students; (4) *RPDP 573: Technology in the School Library*, introduces research-based practices and methods relating to identification, evaluation, management and use of all electronic educational technologies and resources and electronic information sources in the creation of an informationally-literate Pre K-12 environment; (5) *RPDP 575: Administration of the School Library*, a study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation in the K-12 school library setting; (6) *RPDP 580: Children's and Young Adult's Literature*, an exploration in evaluating, selecting, and sharing contemporary literature for children and young adults; and (7) *RPDP 576: Supervised Library Practice*, a supervised practicum in the school library under the direction of professional librarians in school settings.

Milestones to note in the LMS program include:

- Instructors have worked diligently to teach multiple cohorts over the past school year to accommodate the rising need within CCSD to qualify and certify classroom teachers who have accepted positions in the school library. During the 2023-24 school year, two cohorts of teachers either completed or entered the program. One cohort of 30 teachers

completed the program in December 2023, and a new cohort of 31 teachers started the program in January 2024.

- Approximately 100 teachers who have completed the K-12 School Library Media Specialist Endorsement Program are currently working as school librarians in the Clark County School District (CCSD) and various charter schools since the program's inception in 2014.
- The K-12 School Library Media Specialist Endorsement Program has succeeded in library advocacy, helping highlight the impact of school librarians on student achievement in schools.

### **Insights, Reflection, and Next Year's Goals**

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

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

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

## **Gifted and Talented Education (GATE)**

### **Overview**

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

### **Objectives and Milestones**

The GATE program was new to SNRPDP two years ago. Its main objective is to prepare teachers to work with students who are identified as gifted and talented. This is accomplished with graduate-level coursework in four, 3-credit courses focused on the following areas: characteristics and needs, assessment and programs, methodology, and curriculum.

Required courses include: (1) Characteristics and Needs of Gifted and Talented Students, meant for introducing the characteristics and social and emotional needs of gifted students and teachers of gifted students as well as including procedures for assisting gifted students in their independent and collective journey in maximizing their own talent; (2) Assessment of Gifted and Talented Students and Programs for Gifted Learners, which defines giftedness and explores the culture and ability levels which may impact gifted students, analyzes a variety of assessments used to evaluate linguistic and non-verbal behaviors and classroom performances, and looks at design considerations for gifted programs; (3) Methodology and Strategies for Teaching Gifted and Talented Students, designed to focus on methods and strategies, including how brain research relates to giftedness and the milestones of brain development as well as optimizing giftedness; and (4) Curriculum in Content Areas for Gifted and Talented Students, a course that provides educators 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. All classes are developed and facilitated by the full-time RPDP trainer and part-time trainers and include current, research-based methodologies and best practices.

Another objective of the program is to provide additional knowledge in working with gifted and talented students for secondary teachers. Districts have seen a need in this area as most often the focus for GATE is at the elementary level. As such, when students move to middle and high

school, their needs remain the same but the level of teacher preparation to meet their needs is generally lacking.

### **Insights, Reflection, and Next Year's Goals**

Twenty-six teachers completed the GATE program during the 2023-24 school year. Participants completed a course reflection at the end of the program in which they provided feedback on each of the four courses and the overall program. These responses reflected that teachers were appreciative of the program. One teacher said, "I can use the content of this course to help my teaching practice. Oftentimes we forget about the high/gifted students and focus on the struggling readers. With this course I feel like I am better prepared to help my gifted students grow." Another said, "[The instructor] showed how each class could be used immediately in our classrooms. There were amazing takeaways at every level, and I feel like I will never be able to go back to my previous way of teaching. It was so fun, challenging, and insightful."

In the 2024-25 school year, the coursework will remain the same. One instructor has moved to an administrative position and will not be returning, but another instructor is going to pick that up as a second class to teach. All other instructors are continuing with the program. Based on teacher feedback, the structure of the course schedule will also remain the same as it was changed two years ago and is working very well.

### **English Language Development (ELD) Endorsement**

#### **Overview**

The English Language Development Team (ELDT) consists of one full-time trainer, Valerie Seals, and four part-time trainers. As part of ELDT, SNRPDP offers courses to K-12 Nevada teachers to obtain an endorsement in English Language Acquisition and Development (ELAD) in partnership with Southern Utah University (SUU). Valerie, with the support of the four part-time instructors, taught the courses to teachers throughout Nevada, including rural and charter schools.

In addition to the ELAD Endorsement program, the ELDT offers workshops to support districts, schools, and K-12 teachers of English learners. During the 2023-2024 school year, the team offered three workshops, The Language-Rich Classroom, English Language Learners: GO TO Strategies, and ELD 201: Advancing Academic English Language Development for Nevada's Multilingual Learners which provided K-12 participants with strategies to support their Multilingual Learners (MLs).

Valerie is president of Nevadans Teaching English to Speakers of Other Languages (NVTESOL), a local affiliate of TESOL International. NVTESOL works to bring support,

research, and resources to Nevada teachers of ELs. SNRPDP and NVTESOL have partnered to bring support to teachers in Nevada.

The goal of the ELDT is to educate and support K-12 teachers of MLs so they can improve student achievement and language acquisition.

### **Objectives and Milestones**

During the 2023-2024 school year, the ELDT was able to provide the necessary courses for teachers to obtain the ELAD Endorsement and prepare theoretically informed and practice-equipped teachers. Two cohorts, over 50 participants including administrators, strategists, and teachers, completed the ELAD Endorsement coursework and are eligible to obtain their ELAD Endorsement with the Nevada Department of Education. In addition, a third cohort, approximately 30 participants, began their coursework in the spring semester and will finish the program in Fall 2024. Administrators and teachers continue to recognize and prioritize the importance of knowing how to support emergent bilingual/multilingual learners in their schools.

#### Participant Reflections of the ELAD Endorsement Program:

“The insights gained from the ELAD Endorsement courses will help me empower teachers to make more informed and data-driven instructional decisions for their EL students.” - TF

“I look forward to taking what I have learned and incorporating it into my lesson plans and teaching my students. After taking this course I have strategies and best practices that will help my ELL students be more successful in the classroom. I have also developed a deeper understanding of cultural norms and how to create a welcoming environment for all students.” - KH

“This program has been immensely beneficial. I have been able to learn about several concepts and strategies that I had not been familiar with as a teacher who has taught for seven years. Although I was an ELL student myself, I obtained my teaching license with little instruction and guidance on how to effectively teach ELL students. Yet, these courses have shed light on many strategies, scaffolding and differentiation techniques, and concepts that will now aid in my success as a teacher.” - NT

Included in the coursework for the ELAD Endorsement is a practicum experience. Participants are required to record themselves teaching a lesson that demonstrates their learning and application of strategies and supports for their ELs. By recording themselves teaching, they can view the lesson and make an honest reflection. During the observation cycle, Valerie was able to observe effective and engaging lessons from Pre-K to 12th grade, including intervention groups, special education, and classrooms for students identified as autistic, and then partake in one-on-

one conferences. During the conferences, the participants reflected on their lessons, with emphasis on considerations made for their ELs and how those considerations affect student achievement and language acquisition. The conferences also included goal setting for upcoming lessons and additional ways to support student language proficiency.

One objective that Valerie has been working towards is supporting teachers in rural areas. She provided English language development PD for Nye County high school content teachers, Mineral County high school content teachers, and elementary educators and administrators

Valerie continued to serve as president of NVTESOL. Valerie supported the organization and its members by providing webinars and building the community through social media accounts. SNRPDP and NVTESOL have become partners in supporting teachers of English learners.

In partnership with the Nevada Department of Education, Office of Student & School Support, and English Language Learners, Valerie taught ELD 201: Advancing Academic English Language Development for Nevada's Multilingual Learners. This workshop was created to prepare content educators as they support multilingual learners in an assets-based learning environment to equitably access academic content while simultaneously developing academic English proficiency.

### **Insights, Reflection, and Next Year's Goals**

The ELDT's goal for the 2023-2024 school year was to continue to offer ELAD Endorsement courses, support teachers with their ELs, and provide workshops in the areas of discourse, effective strategies, and asset-based teaching. The team met these goals.

The purpose of this project is to not only provide Nevada teachers with courses in ELAD but to also educate and support K to grade 12 teachers of ELs so they can improve academic language acquisition and student achievement in the content areas. With that said, the coursework and the practicum offered in the ELAD Endorsement program proved to be beneficial. Participants' reflections demonstrated that they plan to use the knowledge gained to support their students and colleagues. Building capacity is the vision of the ELD program at SNRPDP. We want teachers to take what they know and share it with others. When this happens, everyone benefits, especially students.

Partnerships and collaboration with stakeholders within our state are imperative. Valerie stayed current with state and district initiatives through her role at SNRPDP and NVTESOL. She built relationships with the English Language Learners Department with the Nevada Department of Education, which resulted in partnering with them to provide workshops and support for teachers. Valerie hopes to connect with CCSD's ELL Division to continue to support teachers.

During the 2024 -2025 school year, the ELDT will continue to offer the ELAD Endorsement in partnership with SUU with approximately 90 teachers having the coursework completed to obtain their ELAD Endorsement with the State of Nevada.

The ELDT will continue to offer workshops to support districts, schools, and K- 12 teachers of English learners. In partnership with NVTESOL, the ELDT will host the SNRPDP/NVTESOL Conference which will bring together educators from across Nevada who support and teach English Learners to provide professional development and a chance to gather with colleagues to discuss the latest developments with MLs.



## Early Childhood Education Endorsement

### Overview

In 2021, the Nevada Department of Education created a new pathway for current K-8 licensed teachers, with at least one year of teaching students under six, to obtain an early childhood endorsement. After working with NWRPDP throughout the 2022-2023 school year to develop the courses, the Early Childhood Endorsement program was ready to go. After reviewing many applications, 30 teachers from Clark and Nye Counties were chosen to participate in the first cohort in Southern Nevada.

### Objectives and Milestones

**1. Run the Endorsement program from August 2023 through May 2024 to help 30 teachers earn their endorsement program.** In addition to holding a valid K-8 teaching license and having at least one year of experience teaching students under six, the NDE's pathway to an Early Childhood Endorsement requires four university classes. These four classes were scheduled and run through RPDP in conjunction with Southern Utah University. Thirty participants from 3 counties originally began the program. Two of the participants withdrew. The other 28 participants have learned and grown as educators. Their passion and knowledge of best practices and developmentally appropriate practices are evident in their pedagogy and the changes they have made to their schedules, strategies, and classroom design. They consistently share their knowledge with families, coworkers, and administrators. While only 28 teachers will earn their endorsements this year, they have impacted so many more adults and children. The program is significantly impacting Early Childhood Education in Southern Nevada. The 28 teachers have become advocates for Early Childhood Education and have recommended this program to their colleagues and administrators.

**2. Make this program viable for several years to come.** Through advertising on our Google Classrooms, word of mouth, and help from NDE's Office of Early Learning and RPDP's website, more than 150 teachers expressed interest in being part of the 2024-2025 cohort. NWRPDP and SNRPDP leaders began holding informational meetings in April 2024. In addition to attending a brief informational meeting to learn the requirements of the endorsement program, interested teachers must also complete a short application form to ensure equity in each cohort - with spaces held specifically for rural districts and those with critical need of the endorsement. Our 2024-2025 cohort will have 33 teachers and an administrator participating in the program. Teachers who commit to the program are required to attend class nearly every Tuesday during the school year. It is quite a commitment, but teachers recognize the value of the program. Due

to the overwhelmingly positive feedback, we expect this program to endure for many years to come.

### **Insights, Reflection, and Next Year's Goals**

Through the creation of the Early Childhood Endorsement Program, SNRPDP provided 28 teachers from Clark and Nye County the opportunity to earn the endorsement and improve their teaching. Not only have teachers embraced the program, but there have been notable improvements in teaching methods translating to improved student outcomes. The collaboration between teachers in the program has been incredible. Educators completing the program have been armed with resources, research, and ideas to implement in their classrooms that will impact individual student learning and school culture. Teachers are committed to implementing best and developmentally appropriate practices in their classrooms including a focus on increasing parent involvement.

Working with leaders from across the state led to more than just quality courses for the Early Childhood Endorsement Program. Information and workshops, as well as future goals and plans, were shared which will enable teachers and leaders from all three RPDP regions to learn from each other, participate in professional development together, and collaborate. While the endorsement program will be managed independently through NWRPDP and SNRPDP, early literacy trainers from both regions plan to collaborate on future projects.

In addition to providing professional development through the Early Childhood Endorsement Program and the Early Childhood Conference, our early literacy trainer will continue to provide workshops for novice and veteran teachers and support schools and rural districts with site-specific workshops to enhance their knowledge of early literacy instruction. The presence and support of the SNRPDP's ELT have played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. Based on the team's observation, as well as formative feedback from teachers, administrators, and class participants, there is a definite need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. SNRPDP can offer such support as the Elementary Literacy Team has a working knowledge of research-based best practices to positively impact student achievement and support teacher effectiveness.

## **Administrative**

### **Better Leadership - Better Schools**

#### **Overview**

Dr. Pamela Salazar and Mrs. Karen Stanley provided professional learning workshops for site-based administrators and district leaders in Clark, Esmeralda, Lincoln, Mineral, and Nye. All workshops were aligned to the Nevada Educator Performance Framework (NEPF) Leadership Standards and the Nevada Department of Education's Professional Learning Standards.

Additionally, informative briefs highlighting articles on educational best practices and SNRPDP administrator professional learning opportunities were distributed to district and site-based leaders. The comprehensive projects outlined below were designed to improve participants' instructional leadership skills.

#### **Objectives and Milestones**

##### **SNRPDP – Leading with Intention to Advance School Success**

The professional learning sessions focused on effective leadership strategies, encouraging administrators to analyze evidence of best practices and explore leadership approaches that impact teacher actions and student outcomes. Administrators actively examined successful leadership strategies, considered supporting evidence for these best practices, and formulated practical steps to boost student performance. All leadership workshops were developed through the perspective of the NEPF, John Hattie's Visible Learning® research, and insights from other educational researchers and authors. Leaders focused on key actions to enhance teacher effectiveness and student learning, and they were provided with the necessary tools and resources to support their initiatives. Participants were involved in reflection, discussion, and the development of practical steps to advance school improvement efforts. Eight to ten virtual professional learning sessions were offered monthly. Administrators and/or teacher leaders registered for these sessions based on their interests and the needs of their schools.

##### **School Leaders' Academy**

The school leaders' professional learning series were held throughout the year in Lincoln and Mineral Counties. Monthly workshops, in-person and online, were specifically tailored to the administrators' needs of each district. Drawing from research aimed at enhancing the capabilities of both leaders and teachers, participants engaged in activities, discussions, and strategic planning aligned with their school goals. Workshops were customized to not only reflect the school improvement goals but also the leadership priorities of the district. These discussions frequently included potential feedback options and follow-up inquiries for the site administrator.

## **Classroom Observation Report**

NEPF Calibration Walks were offered to districts as part of their professional learning and to individual schools interested in deepening their understanding of the NEPF Teacher Instructional Standards. Designed for school leaders at all levels of experience, these walks aimed to refine their skills in observation, coaching, and feedback. Site-based leaders joined administrative professional learning providers for classroom visits, where they engaged in reflective discussions after each observation to connect teacher action to student learning as identified in the NEPF. Lincoln County administrators and teacher leaders participated in monthly classroom learning walks aligned to the NEPF, with the primary goal of honing observation and conferencing skills. These walks were designed to foster greater consistency and inter-rater reliability across the district. After each observation, discussions took place that involved citing specific observational evidence as aligned to a specific standard which allowed for greater clarity and inter-rater reliability among administrators. Teacher leaders from all schools were encouraged to participate in the learning walks as part of professional learning aimed at identifying and examining the NEPF high-impact instructional strategies taking place in classrooms and schools.

## **Insights, Reflection, and Next Year's Goals**

Administrative professional learning providers continue to work closely with district and site-based leaders to design targeted professional learning workshops and observation walks aimed at building leader and teacher efficacy across schools and districts. In all professional learning sessions, site-based leaders are encouraged to connect the NEPF Leadership Standards to individual leadership actions that lead to greater teacher and student success. SNRPDP administrative professional learning providers will continue to engage in planning alongside the Nevada Department of Education and to regularly provide updates to the Teachers and Leaders Council centered around professional learning related to the NEPF Teacher Instructional and Leader Standards.

Across all five counties, administrative professional learning providers will continue to offer a range of professional learning formats, including virtual, in-person, and hybrid sessions.

- In response to district leadership's feedback and requests, develop and deliver workshops designed to advance school leaders' skills in instructional leadership. These workshops will focus on adopting best practices to improve collective teacher efficacy for greater student success.
- Provide resources and opportunities through professional learning sessions and classroom observation walks for school leaders to improve their mastery of the NEPF Teacher Instructional Standards; the aim is to increase reliability with which evidence is recorded.
- Provide resources and opportunities through professional learning sessions to improve leadership actions as defined in the NEPF Leadership Standards.

## Literacy

### Early Childhood Literacy - Early Childhood Conference

#### Overview

The goal of the Early Childhood Conference is to create an opportunity for early childhood educators from across the region to gather in person to share ideas, connect, and receive professional development that focuses on the unique needs of early childhood education. Suzie Hinrichsen, early childhood literacy facilitator, organized this conference to include one keynote speaker and four breakout sessions with eleven workshops in each session, all targeting early learning.

#### Objectives and Milestones

##### **1. Create a conference for Early Childhood educators from across the region.**

Work began at the end of the 2022-2023 school year to organize this conference. It was decided to include first-grade teachers and pre-k and Kindergarten teachers. Flyers were distributed through Google Classroom and emails to regional office managers and principals. Due to SNRPDP's collaboration with the Department of Education Office of Early Learning, a group of leaders from the state also attended and presented at the conference. In total, 295 teachers registered for the conference, representing seven counties and several charter schools.

##### **2. Provide professional development opportunities for early childhood educators.**

This conference provided an opportunity for many teachers to participate in several workshops. Lindsay Kemeny, author of the book "7 Mighty Moves", was hired as the keynote speaker. All those who attended the conference received a copy of her book. Mrs. Kemeny also delivered two other presentations. Representatives from the Nevada Department of Education (NDE), presented three sessions, including an introduction to the NDE Developmentally Appropriate Practices Platform Statement and an opportunity for teachers to review the first draft of the PreK revised standards. Christine Mecham, Nicole Jawhari, Stacy Bird, and Valerie Seals (full-time RPDP trainers) presented workshops on science, social-emotional learning, writing, and math. Other presenters were from charter schools, Clark County School District classroom teachers, and curriculum publishers.

##### **3. Create the opportunity for teachers to connect and share ideas.**

To accomplish this goal, workshop leaders were encouraged to provide hands-on opportunities and opportunities for teachers to collaborate during their sessions. Additionally, several vendors set up display areas at the conference. The vendors included curriculum publishers, three children's book authors, Lakeshore, NV TESOL, and NDE. Each vendor donated materials, gift cards, and products for drawings throughout the conference.

## **Insights, Reflection, and Next Year's Goals**

The Early Childhood Conference aimed to deliver a day full of learning, building strategies, hands-on best practices, and current research on early literacy. Several classes were on developmentally appropriate best practices for early childhood learning. Lindsay Kemeny's presentations on teaching early literacy were very well received. Many teachers and leaders left with new knowledge for science-based reading instruction while others had their practices reconfirmed. All those who attended the event were excited to meet and receive professional development that addressed the needs and concerns specific to early childhood educators.

Through this conference, and other workshops and professional development opportunities, the Elementary Literacy Team will continue to support and participate in NDE's literacy-based initiatives and support all districts in Southern Nevada with the implementation of research-based literacy instruction.

## **Early Childhood Literacy - Workshops and Professional Development**

### **Overview**

The Southern Nevada Regional Professional Development Program's Elementary Literacy Team (ELT) focused on the professional growth of teachers in all areas of literacy to support student achievement. Full-time trainers for the ELT worked in a variety of roles to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. The ELT serviced schools by providing professional development before, during, and after contract time. The team has worked to provide professional development to hundreds of elementary teachers in Southern Nevada. This year, our Early Literacy Trainer was able to provide professional development for all five counties SNRPDP serves.

### **Objectives and Milestones**

1. **Provide teachers with research-based best practices in early literacy.** The ELT continued to develop workshops and professional development based on research. Our early literacy trainer, Suzie Hinrichsen, continued a series of "bite-sized" workshops on early literacy foundational skills. These three-hour workshops were well received by new and novice teachers in Clark County, Nye County, and several charter schools. The workshops provide more than one hundred teachers with knowledge and applications vital to student literacy success.

Additionally, our Early Literacy trainer traveled to Esmeralda County and worked with all early childhood teachers and para-pros. She developed a strong working relationship with these teachers and will continue supporting teachers in Esmeralda County in 2024-2025.

Along with a secondary literacy trainer and a computer literacy trainer, Suzie traveled to Mineral County and provided two workshops on classroom management as requested by Mineral County District leaders. All elementary teachers in the county attended one of her sessions. Teachers walked away with increased knowledge and strategies to run their classrooms more effectively.

In Lincoln County, PreK through Second-grade teachers worked with Suzie on district-mandated proficiency scales for ELA standards. These workshops were held virtually, and math trainers were also involved. In-person training will occur in the 2024-2025 school year. This continued work will enable teachers to increase their effectiveness by equipping them with the pedagogical knowledge needed to provide clear performance expectations for students.

**2. Help teachers create lessons that align with Nevada Academic Content Standards.** At the heart of the ELT's professional development, the goal is to help teachers employ research-based best practices in literacy instruction. In answer to Sewell Elementary School's principal's request for assistance helping staff members teach writing across the curriculum, our trainer, Suzie Hinrichsen, provided monthly whole-staff training followed by grade-level PLC strategies. Teachers involved in workshops, as well as Sewell's administration and teachers, reported that their knowledge and practices were positively impacted by the instruction they received.

Also, the principal at Manse Elementary School in Nye County asked for assistance for their kindergarten team. Suzie provided several hours of face-to-face instruction for their kindergarten team on best practices in early childhood literacy. After working with the kindergarten team, Suzie was asked to provide writing strategies first for the K-2 team at Manse, and then for the entire staff.

**3. Provide support as teachers implement research and standards-based practices.** The Read by Grade 3 strategist, administration, and grade-level teams at Sewell Elementary School have often met with our Early Literacy trainer. Together they have seen improvement in standards-based writing. Looking to continue implementing these changes and best practices throughout the school, a plan has been made for monthly school-wide professional development throughout the 2024-2025 school year.

### **Classroom Observation Report**

Suzie has observed in several early childhood classrooms across Clark, Nye, and Esmeralda counties. These observations provided an opportunity to build relationships with teachers and informed the development of workshops that impact teacher efficacy. Additionally, through

classroom observations, Suzie was able to invite several master teachers to present sessions at the Early Childhood Conference. At Brookman Elementary School, Suzie observed all kindergarten classrooms and then presented 4 hours of staff development to their kindergarten team on best practices in literacy. The teachers were then able to better align their literacy centers to reading research, district-adopted curriculum, and the state Developmentally Appropriate Practices policy statement.

### **Insights, Reflection, and Next Year's Goals**

Early childhood literacy continues to be a “hot topic” in education. The entire ELT recognizes the need for professional development that focuses on research-based, standards-aligned best practices. In early literacy, this need is paramount, and we must also consider that strategies and resources must be developmentally appropriate and maintain rigor. As such, our early literacy trainer plans to continue to create and deliver classes and workshops as well as on-demand, site-based professional development that will help improve teacher efficacy, student learning, and administrator understanding of these points.

In the 2024-2025 school year, the ELT plans to intensify the work in Esmeralda County. There will be a strong focus on data-driven instruction. They have included more time for classroom observations to better understand the unique situations in Esmeralda and then to help teachers implement the strategies taught in district-wide PD sessions. The ELT has plans to participate in family literacy nights in Esmeralda County.

In Nye County, our ELT will meet monthly in virtual training for new teachers. These trainings will focus on the book, “7 Simple Secrets”. Due to the overwhelming success of this professional learning experience, at the request of Nye County administrators, the SNRPDP trainers will deliver this training again in the 2024-2025 school year.

### **Elementary Literacy- Workshops**

#### **Overview**

The Southern Nevada Regional Professional Development Program (SNRPDP) Elementary Literacy trainers focused on the professional growth of teachers in all areas of literacy to support student achievement. During her third year, Christine Mecham, a full-time trainer for the Elementary Literacy Team (ELT), worked in various roles to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. This included providing teachers with varied workshops to incorporate research-based practices in their classroom instruction.



## **Objectives and Milestones**

During the 2023-2024 school year, literacy trainer Christine Mecham, supported Southern Nevada counties, including charter schools, with training in the areas of literacy, the Nevada Academic Content Standards, and the Nevada Educator Performance Framework to support student achievement. There is an ever-increasing desire for teachers to provide instruction that hinges on the research that is available regarding best literacy practices. Multiple workshops were created and provided to prioritize instructional content in ELA and research-based instructional practices, commonly known as the “*Science of Reading*.” Through these workshops, Christine supported novice and veteran teachers and strategists to acquire an understanding of effective research-based literacy practices that they can implement to address the wide needs of their fellow teachers and students.

Christine provided region-wide and school-specific workshops that provided an overview of the body of research known as the “Science of Reading.” This workshop provided teachers with practical instructional methods to address the literacy needs of students in classrooms grades K-3, regardless of school programs or chosen curriculums. Additionally, Christine developed and provided multiple workshops about the individual components of the body of research known as the “*Science of Reading*.” These workshops included focused work in vocabulary instruction, listening and language comprehension, and the use of Sound Walls in the primary classrooms to support phonemic proficiency. Additionally, Christine responded to the requests of teachers in grades 3-8 and provided targeted workshops for teachers working with struggling readers.

## **Insights, Reflection, and Next Year’s Goals**

As the districts in Southern Nevada and across the nation reconsidered literacy instruction for young children, Christine prognosticated the need for providing training to help districts, schools, administrators, teachers, and assistants make sense of the information by providing well-planned, yet easy-to-understand professional development. As such, SNRPDP provided training in this area early on and continued to provide it as teachers requested more. The desire for this training was evidenced in the consistently well-attended PD offerings held by Christine throughout the year. While much of her work focused on the body of research known as “*The Science of Reading*,” Christine made sure that the information was disseminated in a way that honors the work that has been done through decades by those who work with children. Christine employed skepticism as a key tenant of her work helping teachers make informed decisions as the “*The Science of Reading*” has infiltrated not only their classrooms but news feeds and social media feeds. Helping teachers and staff make sense of the “noise” surrounding this topic has become paramount in her work.

Based on Christine’s observation, as well as formative feedback from teachers, administrators, and class participants, there is a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction as it pertains to the body of research known as the “*Science of Reading*.” Going forward, Christine plans to offer such support by way of additional classes, workshops, and on-demand professional development in schools. Christine’s working knowledge of current resources and research-based best practices will positively impact student achievement and support teacher efficacy. To support her work regarding the “*Science of Reading*” Christine created an SNRPDP Science of Reading Website which is updated regularly providing teachers with curated information. Christine plans to expand her workshops to include more targeted professional development for teachers of students in grades 3-8 who are working with struggling readers.

## **Elementary Literacy- Rural Support**

### **Overview**

Elementary and Secondary Literacy developed an intimate working relationship with the teachers and staff teaching in the schools in Esmeralda County. The unique circumstances of teachers and staff in Esmeralda provided Christine and other SNRPDP trainers with opportunities to support and train teachers and staff in the areas of the NEPF, NVACS, grade-level literacy instruction, and instructional coaching to address areas of improvement school-wide. Ongoing support was provided throughout the year as the SNRPDP trainers participated in all the county’s professional development days and provided coaching, classroom observations, and modeled lessons during the school year. Additionally, Christine provided monthly support in two Nye County Elementary schools, created a virtual literacy speaker series for all rural teachers, and met with all elementary principals in Lincoln County to consider literacy professional development plans for their schools

### **Objectives and Milestones**

In Esmeralda County, a year-long professional learning plan was developed for teachers. Christine and two other literacy trainers (Sandi Ohman and Suzie Hinrichsen) regularly traveled to Esmeralda County to provide professional development and conduct classroom visits. Best instructional practices were the focus of the provided professional development. Christine offered support in the five pillars deemed necessary for effective reading instruction as outlined by the National Reading Panel. Practical strategies were modeled in classrooms during visits, and teachers could receive support through email and phone communication.

Each visit to Esmeralda County involved providing professional development and getting to know the intricacies of a small rural district. Working within the confines of a system that at times struggled to staff positions necessary for school operation, Christine and the other trainers provided appropriate training to the paraprofessionals who work alongside the teachers at each site. Christine and the other trainers involved in this work have been personally asked by the superintendent to continue with the work next year as he feels it has had a tremendous impact on his district. Plans to work with the teachers in Esmeralda County continue to grow. Next year, the three trainers will provide PD at all four of the district's designated professional development days as well as multiple visits providing opportunities to work alongside teachers in their classrooms modeling lessons and supporting their efforts. Additionally, the three trainers have been invited to participate in their leadership team meetings monthly to afford additional support.

In Nye County, Christine provided ongoing, in-person training on literacy topics including vocabulary, language comprehension, purposeful read-alouds, morphology, and supporting struggling readers at Floyd Elementary School and JG Johnson Elementary School. Finally, Christine created a successful literacy speaker series that offered teachers in all rural schools in Southern Nevada an opportunity to hear from literacy experts. The series was offered in the fall and again in the spring with growing enrollment for each session and teachers from all of SNRPDP's counties in attendance.

### **Classroom Observation Report (Esmeralda)**

Christine's classroom observations in Esmeralda County served multiple purposes. The first observation gave Christine an idea of where support was most needed. Christine's remaining observations were tied to the instruction she provided during professional development. After meeting with the two multiage upper elementary teachers, Christine developed lessons and approaches that best meet the needs of students in multiple grade levels, helping the teachers see the vertical alignment of the standards they are charged to teach. Christine modeled and demonstrated lessons to allow these teachers, who rarely see another teacher teaching, to observe instruction. Christine also worked alongside these teachers as they implemented new strategies to best meet the needs of their multi-age students. Additionally, Christine helped the entire staff develop a working word-reading intervention model to support their district interventionist as she works with students who need word-reading help.

### **Insights, Reflection, and Next Year's Goals**

The work done in Esmeralda County continues to be extremely rewarding. Because the Esmeralda school district is small, the impact made was evident. Teacher confidence grew tremendously in the months in which SNRPDP provided support. The teachers indicate this growth is related to the training we provided to them throughout the year. Going forward,

Esmeralda County requires continued support. Teachers desire to learn more and want to continue to grow professionally. Teacher retention is a problem in this rural county. As was the case last year, several teachers moved out of the district causing shifts in staffing and classroom assignments. SNRPDP Literacy Team plans to support Esmeralda teachers as they transition to their new settings and assignments. In Nye County, principals at both schools have asked Christine to support them next year with monthly professional development as they further explore literacy topics. Christine's meetings with Lincoln County administrators have generated a year-long, monthly professional development plan at Pahrangat Valley Elementary School covering Academic Conversations. The Literacy Speaker Series will continue at the request of the many teachers who attended. I hope to increase involvement in the districts that were less represented with better advertising.

## **Elementary Literacy- Google Classroom Gathering Places**

### **Overview**

SNRPDP aims to reach as many teachers as possible to provide research-based instructional strategies to improve student achievement. Due to the number of elementary teachers in the five counties in SNRPDP's region, it is impossible to have contact with every teacher through professional development, workshops, or conference offerings. To disseminate information efficiently, full-time elementary literacy trainer Christine Mecham manages three separate Google classrooms, called Gathering Places, where SNRPDP trainers share upcoming courses and conferences, and Christine shares a monthly literacy strategy, tool, or tip.

### **Objectives and Milestones**

To reach as many teachers as possible and provide information regarding best practices, Google Gathering Places served as a vehicle to share current research-based instructional strategies and best practices. Throughout the year trainer Christine Mecham posted on different topics about literacy in the elementary grades. Throughout the year five such posts were made in each of the Google Classroom Gatherings. Christine and other members of the literacy team posted events, course offerings, and other pertinent information in the Gathering Places. Trainers from other departments posted course happenings and conference information, making the Google Classrooms an informative space for teachers to find the information they need.

### **Insights, Reflection, and Next Year's Goals**

The Google Classroom Gathering Places have the potential to reach many teachers. Sharing information via social media, blog posts, and other online platforms is readily accepted by

teachers and school staff. Going forward, I would like to continue with these informative posts and involve more trainers in other departments to share information regarding their content area as well.

## **Secondary Literacy - Layered School-Based Support: Writing in Response to Reading & SBAC (Smarter Balanced Assessment Consortium)**

### **Overview**

This initiative was designed and conducted by two full-time trainers, Julie Cooper and Sandra Ohman. Inservice sessions were facilitated with a focus on Nevada Academic Content Standards (NVACS) for ELA and SBAC alignment. These sessions were offered at a cross-section of school sites including Clark County School District middle and high schools, rural, secondary school sites, and secondary charter schools. Monthly sessions addressed pedagogy and instructional best practices for specific writing and reading comprehension strategies, through a three-layered support structure (whole group, PLC teams, and individual teachers).

### **Objectives and Milestones**

Optimal student performance on the Smarter Balanced Assessment Consortium (SBAC) is consistently a concern for middle schools across the state. To ensure teachers are covering the breadth and depth of the NVACS assessed on the SBAC assessment, content training included an overview of the test blueprint in terms of the standards students will be assessed on. One goal of this inclusion was to inform teachers in making pedagogical decisions about lesson development and pacing. This proved to be particularly important for Clark County School District teachers, who were navigating the implementation of a new ELA curriculum. Teachers were provided with instruction regarding the structure and nuances of the assessment and strategies to use with learners in preparation for the state assessment.

Also, schools were provided with monthly site-based support designed to address the following areas: NVACS, SBAC, *Stepping Up to the Standards* booklets, *The Writing Revolution* text, and reading comprehension strategies from *Reading Apprenticeship*. These whole-group sessions were provided to English Language Arts teachers, Social Studies teachers, Science teachers, learning strategists, and administrators.

Further, professional learning community team support provided grade-level departments assistance in long-range planning and pacing to ensure student preparedness by the time the assessment was to be administered. These sessions also included when, where, and how to incorporate specific strategies shared during the whole group sessions. In addition to the whole

group and team sessions, individual teacher coaching through observations and feedback was provided.

## **Classroom Observation Report**

The trainers conducted periodic observations to provide feedback to teachers based on the strategies they acquired during the in-service sessions. Following the observation, the trainer gave feedback to the individual teacher and utilized insights from these observations to develop subsequent training when trends were observed across classrooms. The observations were evidence of which strategies were effectively used by students in individual classrooms.

## **Insights, Reflection, and Next Year's Goals**

This year was packed full of opportunities to assist schools and educators in multiple counties. The team collaborated monthly with the ELA, Social Studies, and Science teams at eight middle schools and one high school.

Several of the schools have requested next-level support for next year by continuing the 3-tiered approach with updated content. There will also be new schools added to the monthly rotation. The monthly PD sessions will focus on topics to address the four strands of the standards while aligning instructional activities and tools to prepare students for the SBAC. The next tier will be PLC planning support at each grade level. The last tier will be individualized support for the teachers. They will be able to schedule time for classroom observations and/or one-on-one support.

SBAC support will continue to be given to middle schools. The monthly sessions at the schools will include SBAC instruction and strategies. The SBAC Boot Camps will be updated and improved to better support our educators. ACT support will be given at the high school level to support the literacy instruction at that level.

## **Secondary Literacy - Learning Strategist Sessions**

### **Overview**

Secondary Literacy continued offering workshops specifically designed for secondary Learning Strategists. Four in-person workshops were held over the 2023-2024 school year. Topics covered during the workshops included: building relationships, communication with teachers and administration, support for new teachers, time management, coaching strategies, and tech tips. At each workshop, strategists collaborated and learned valuable tools to take back to their school communities.

## **Objectives and Milestones**

Isolation poses a significant challenge for secondary strategists, highlighting the importance of fostering networking and collaboration during sessions. A key feature of these gatherings was the “Ask the Experts” segment where strategists could openly discuss concerns and receive constructive feedback. Throughout the four workshops, participants gained valuable tools and established professional connections with peers from various schools in the Las Vegas Valley. These professional learning experiences covered a range of topics, including relationship-building, effective communication with administrators and educators, support for new teachers, time management, coaching techniques, and technological tips. In addition, guest speakers from the Secondary Math coaching series enriched the sessions providing further insights for the strategists. As a result of the four workshops, secondary strategists have gained practical skills to improve their school communities.

## **Insights, Reflection, and Next Year’s Goals**

In the Secondary Learning strategist training meetings, the main objective is to support and enhance the pedagogical practices of learning strategists in middle and high schools. While these sessions have received positive feedback, there is an ongoing challenge with lower-than-desired attendance. Lessons learned from strategists’ feedback indicate that lack of support from campus administrators is a significant barrier to attendance. Moving forward, the plan for the upcoming year includes addressing attendance issues by directly involving site administrators and emphasizing the benefits of the sessions. Additionally, efforts will be made to improve communication and networking among strategists through tools like Google Classroom or a dedicated website.

The lessons learned from the 23-24 school year have directly influenced the new goals for the meetings in the upcoming year. By recognizing the importance of administrator support and effective communication, the focus will be on building stronger relationships with school administrators and creating more accessible channels for information sharing among learning strategists. These insights will guide the efforts to increase attendance and engagement in the learning sessions, ultimately leading to a more collaborative environment for the secondary learning strategists.

## **Secondary Literacy - Literacy Conference**

### **Overview**

The RPDP K-12 Literacy Conference was held in May 2024. It was offered to K-12 educators in Southern Nevada. Speakers and presenters from a variety of backgrounds and expertise

facilitated sessions centered around the conference theme “Building Literacy Instruction for Success.”

## **Objectives and Milestones**

The primary objective of the SNRPDP Literacy Conference is to bring together literacy educators from Southern Nevada to engage in high-quality professional development activities. It was held in May. The conference was delivered in a hybrid style with Friday night sessions held via Google Meet and Saturday sessions held in person at Roy Martin MS. Early in the planning stages, a conference website was developed. The website included basic information about the date, location, when registration would be available, and FAQs. A link to this website was shared at all training courses to encourage enrollment. As planning progressed the website included information about presenters, course offerings, registration, parking, and food. Presenter proposals were sought out and reviewed. Extensive preparation ensured a successful conference.

There were about 175 participants in attendance for both Friday evening and Saturday sessions. The participants represented at least two different counties from Nevada and included educators from public, charter, private, and rural schools. The 25 presenters were a mix of well-known professionals across the country and experienced educators from across Nevada. The keynote speakers, Dr. Lindsay Prendergast and Piper Lee spoke about teacher resilience to open Saturday’s sessions. The other keynote speaker, Elizabeth McCormick, closed out the day with a motivational speech comparing teaching to learning to fly a Black Hawk helicopter. Sessions included a wide variety of topics that spanned the grade levels. The feedback from the participants was overwhelmingly positive and appreciative of the content and support provided. The conference was a joint effort with the Elementary Literacy team.

## **Insights, Reflection, and Next Year’s Goals**

This conference was well received, provided a wide range of professional development topics, and gave educators access to valuable materials and supplies. However, the amount of time, manpower, and financial resources devoted to this one event does not reflect the best return on investment concerning the number of participants who benefited. Thus, there will not be a conference in 2025. The resources will be redirected to endeavors that will directly meet the needs of specific schools, departments, and teachers.

## **Secondary Literacy - Workshops**

### **Overview**



*Practical Reading Strategies* was taught in the fall in a virtual format by Sandra Ohman. Nineteen teachers from across Clark County, including charter schools and CCSD, attended this workshop. All sessions were held virtually to give teachers more access and flexibility. There were synchronous and asynchronous activities required for the class/workshop. ELA and various content-area teachers completed the coursework. Teachers reported using resources and strategies from the coursework with their students as soon as the day after the session.

*Practical Writing Strategies* was taught in the spring in a virtual format by Sandra Ohman. Twenty teachers from across Clark County, including charter schools and CCSD, attended this workshop. All sessions were held virtually to give teachers more access and flexibility. There were synchronous and asynchronous activities required for the class/workshop. ELA and various content-area teachers completed the coursework. Teachers reported using resources and strategies from the coursework with their students as soon as the day after the session.

The team has learned that teachers prefer the convenience of online learning. With this in mind, the consultant rewrote her face-to-face brain learning workshops as online workshops. Saralyn and Julie Cooper, another RPDP secondary trainer, co-taught The Brain Learning Series, a series of 5 workshops in the spring of 2024.

### **Objectives and Milestones**

By offering workshops in a virtual format, it is more accessible for educators to attend from Las Vegas Valley and rural counties. The achievement of this goal was evidenced by the enrollment of teachers from the northernmost area of the valley to the southernmost area of the valley. Additionally, workshops were offered in both the fall and spring. This adds another level of potential accessibility to the workshops for teachers.

### **Classroom Observation Report**

Attendees shared how strategies and materials were incorporated into their teaching practice almost immediately. During a visit to the classroom of a teacher who took the writing workshop, the use of strategies and materials from the course was observed.

### **Insights, Reflection, and Next Year's Goals**

The number of registrants increased for both strategy workshops compared to the 22-23 school year. The increase can be attributed to former attendees sharing their experiences and recommending the workshops to colleagues. It is important to create new workshops and provide opportunities for returning students to continue accessing professional development. The online Brain Learning Series was successful as was evidenced by attendance and evaluation comments, so the team plans to offer the series again in the fall. Making professional learning accessible to

teachers from rural counties continues to be a goal. Personal invitations and emails will be extended to encourage their participation.

## **Secondary Literacy - Podcast**

### **Overview**

The podcast project was in collaboration with Elementary Literacy. We recorded and posted a monthly podcast episode. The episode topics varied throughout the school year. With both elementary and secondary literacy represented, we discussed topics that supported teachers in kindergarten through 12th grade.

### **Objectives and Milestones**

The podcast episodes are meant to support teachers with insights, teaching strategies and tools, and encouragement every month. It is a way for us to reach teachers on their schedule. We posted an episode a month. Each episode focused on a relevant skill, strategy, or topic that educators could implement easily.

### **Insights, Reflection, and Next Year's Goals**

Although the number of podcast listeners almost tripled this school year as compared to last year's listeners, it is still a small group of subscribers. We will support the podcast with Instagram posts and more advertising in our sessions. Our goal is to have at least 2 episodes posted monthly.

## **Secondary Literacy - Rural District Support**

### **Overview**

The Secondary Literacy team has facilitated educational efforts across Esmeralda, Mineral, Nye, and Lincoln counties. Saralyn Lasley, secondary literacy trainer, leads professional learning for all of Lincoln County throughout the academic year, with a specific emphasis on Meadow Valley Middle School (MVMS), Lincoln County High School (LCHS), and Pahranaagat Valley secondary schools. Furthermore, Julie Cooper and Sandra Ohman, SNRPDP full-time trainers, supported educators in rural districts by employing diverse strategies to meet the needs of the district. In Lincoln County, the primary focus revolved around the development and implementation of standards-based proficiency scales and continued support in building effective teaching practices. Meanwhile, in Nye and Mineral Counties, the trainers concentrated on enhancing classroom management techniques and assisting new teachers. Esmeralda County's teachers received professional development sessions geared towards enhancing reading standards and implementing strategies aligned with the three phases of reading, which can be applied across subject areas. The Secondary Literacy team collaborated with learning strategists and administration to develop and provide professional development sessions, delivered through both in-person and online formats.

### **Objectives and Milestones**

The Secondary Literacy team has been instrumental in assisting Lincoln County as it transitions towards a more student-centric educational approach, standards-based grading system, and blended learning environments. Leveraging the foundation laid by three years of professional development aimed at fostering student-centered classrooms and refining grading methodologies, Saralyn Lasley provided targeted, consistent professional development sessions at both LCHS and MVMS. In the current academic year, Julie Cooper collaborated with the district's strategist to offer support to both middle and elementary schools in Lincoln County. This collaboration paved the way for Ms. Lasley to train elementary educators on developing proficiency scales that align with those established by LCHS and MVMS. Furthermore, ongoing support was extended to middle school teachers in Panaca through various means, including email correspondence, virtual meetings via Google Meet, and face-to-face instructional sessions. Regular discussions and meetings were held with school administrators and the district's strategist to tailor support according to the unique needs of each school.

At the commencement of the academic year, a book study was offered to the teachers at LCHS focusing on "Breaking with Tradition: The Shift to Competency-Based Learning in PLCs at Work" by Brian Stack and Jonathan Vander Els. Teachers engaged in bi-monthly virtual discussions on the text with the trainer. Additionally, they collaborated with the trainer during

four half-day training sessions throughout the year to develop resources based on the book. LCSD has implemented the Modern Teacher professional development program to advance its objective of fostering student-centered learning. In collaboration with a teacher leader representative, Saralyn Lasley has actively contributed to this work. She has familiarized herself with the platform and conducted professional learning sessions aligned with the Modern Teacher framework. These sessions encompassed classroom observations, teacher coaching, and student interviews.

Secondary literacy professional development in Esmeralda County is dedicated to enhancing teachers' pedagogical understanding of the English Language Arts Nevada Academic Content Standards. Educators delved deeply into these standards, acquiring instructional techniques tailored to the three phases of reading. Ongoing assistance through coaching and professional development will persist as teachers refine their instructional competencies in this domain. Sandra Ohman collaborated with SNRPDP elementary literacy and science trainers to facilitate professional growth among new educators, employing the book "Seven Simple Secrets" by Annette Breaux and Todd Whitaker. Moreover, teachers in Nye and Mineral Counties benefited from Mrs. Ohman's guidance on effective classroom management. This support was delivered through various means, including email communication, Google Meet sessions, Google Classroom resources, and in-person training sessions with secondary educators.

### **Classroom Observation Report**

Classroom observations played a pivotal role in shaping and delivering responsive professional development. In Lincoln County, educators at LCHS and MVMS underwent observation cycles spanning from August to April. The trainer dedicated two or more days per month at each school site. These observations, coupled with student interviews, served as the basis for offering personalized coaching sessions to educators, focusing on specific areas for improvement. The coaching sessions and student interview protocols were informed by the Modern Teacher professional development framework adopted by the district, encompassing elements such as prominently displayed road maps, posted, and unwrapped standards, code of conduct, and learning plans. In Nye, Esmeralda, and Mineral Counties, observations highlighted continuous teacher development over the academic year. It was observed that the most significant professional growth occurred when educators received ongoing support throughout the year and forged a collaborative report with the SNRPDP trainer.

### **Insights, Reflection, and Next Year's Goals**

In reflecting on the objectives and milestones achieved by the SNRPDP Secondary Literacy team over the past year, it is evident that the focus on providing comprehensive support to teachers has led to positive outcomes in enhancing literacy instruction across Southern Nevada. The

utilization of various strategies such as on-site professional development, virtual training, mentoring, and sharing of resources has significantly contributed to the professional growth of educators, as evidenced by the observed improvement in teachers' understanding and implementation of standards-based instruction. Despite facing challenges such as feelings of overwhelm and discouragement among teachers, the dedication of the trainers in fostering a supportive learning environment has resulted in increased morale and a sense of accomplishment among teaching staff.

A key lesson learned from the past year is the importance of collaboration and unity within the Lincoln County School District. Efforts to bridge the geographical gap and ensure consistency in professional learning opportunities have successfully aligned ELA and Math instruction across all schools in the district. The proactive approach taken by Julie Cooper and Saralyn Lasley in working with district stakeholders to secure funding for proficiency writing sessions exemplifies the team's commitment to promoting a cohesive educational approach within the community.

Looking ahead to the upcoming year, the new goals for the Secondary Literacy content area include sustaining the progress made at Lincoln County High School through continued online learning sessions, coaching, and proficiency scale writing workshops. Building on the positive feedback from teachers, the team aims to further enhance instructional practices and empower educators to take risks in their classrooms. The invitation to assist in planning the district's professional development days highlights the trust and respect earned by SNRPDP, underscoring the ongoing relevance and impact of the program in supporting teacher growth and student achievement.

## **Social Studies**

### **Overview**

Social Studies continues to be a content area being supported. There were new challenges for CCSD teachers this year as two new curriculums, *Educurious* and *National Geographic*, were rolled out to middle schools. Sandra Ohman leads the project with additional support from Carrie Howren.

### **Objectives and Milestones**

Several in-service sessions were facilitated that focused on Nevada Academic Content Standards (NVACS) for not only ELA and Science teachers but also Social Studies teachers. The standards sessions were offered at CCSD middle schools, charter schools, and rural schools throughout the school year. During these in-services, ELA standards books were given to all content area teachers. The “Reading Standards for Literacy in History/Social Studies 6-12” were emphasized for Science and Social Studies teachers along with the “Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6-12” found in the back of the standards books. Additionally, specific NVAC Social Studies standards books were given to social studies teachers.

Both trainers worked with the CCSD social studies director to review documents being developed for use district-wide which delineated learning intentions and success criteria for lessons included in the district-wide pacing guides. Meetings were held to review and analyze what had already been developed. Feedback, along with suggestions, was generated and shared back to the three social studies directors.

Mentoring for social studies teachers was offered. There was an extra need for this as middle school teachers navigated using two new curriculums provided by the district. Assistance was given in long-range planning and developing Project Based Learning formative and summative assessments. Assistance was also given in how to develop templates and rubrics for project-based learning. Significant support was given to one area school as they developed long-range plans which include the use of both *Educurious* and *National Geographic* as well as supplemental materials to assist in teaching the standards.

### **Classroom Observation Report**

Classroom observations were conducted in multiple social studies classrooms. On one campus, particular focus was given to observing the implementation of PBL choice boards and passion projects which had been designed with social studies teachers for use in a CCSD Middle School.

These projects provide students with opportunities to make choices and authentically interact with materials. They apply ELA standards from all four strands as they read, write, discuss, and research to create their projects.

On another campus, particular focus was given to the structure of mini lessons with the implementation of *Educurious* and *National Geographic* materials. Subsequent feedback conferences were held to assist teachers in their teaching practice

### **Insights, Reflection, and Next Year's Goals**

The foundational work done this year with CCSD has been especially important as learning intentions/success criteria are developed in conjunction with the pacing guides and teachers navigate how to use *Educurious* and/or *National Geographic*. Extensive long-range planning done with the one middle school will be beneficial next year as this knowledge and the ideas gleaned from the process can be shared with other middle schools. Additionally, work previously done with choice boards and project-based learning has been beneficial to share with schools as they design long-range plans.

## **Mathematics**

### **Elementary Mathematics - Response to Site-Based Needs**

#### **Overview**

Sue Dolphin, David Janssen, and Nicole Jawhari are trainers for SNRPDP's Elementary Math Team. As part of its comprehensive efforts to enhance mathematics education in Clark, Mineral, Nye, Lincoln, and Esmeralda counties and charter schools in Southern Nevada, the Elementary Math Team implemented a wide range of initiatives throughout the 2023-2024 school year. In close collaboration with site administrators and strategists, the team planned and executed virtual and in-person professional development (PD) sessions tailored to the needs of individual districts and schools. Several topics were covered during these sessions, including Number Talks K-5, Best Practices in Mathematics K-5, and Unpacking Nevada Academic Content Standards (NVACS) K-5. By utilizing a variety of instructional methods, the team demonstrated best practices in classrooms, including small group instruction, whole group instruction, classroom routines, Number Talks, and math workshops, all tailored to meet the unique needs of each teacher and school. Teachers were empowered by the Elementary Math Team to adeptly implement these insights into their teaching by emphasizing the integration of math practices into instruction, utilizing the Nevada Educator Performance Framework to inform instructional decisions, and exploring the intricacies of the NVACS. Additionally, the team guided teachers in long-term and short-term planning using the NVACS, identifying strengths and weaknesses in available teaching materials, and aligning them effectively with standards. The Elementary Math Team's dedication to fostering a culture of excellence in math education has impacted instruction delivered by math teachers in SNRPDP's region.

#### **Objectives and Milestones**

The SNRPDP Elementary Math Team aimed to provide professional development sessions that improve teaching practices and student understanding. The team was successful in its efforts to provide professional learning as evidenced by feedback from site-based administration, coaches, strategists, and educators. These structures were supported with follow-up professional development on best practices during grade-level Professional Learning Community meetings (PLCs), faculty meetings, emails, and virtual collaboration. The team also regularly modeled lessons demonstrating the infusion of best mathematical practices such as the use of appropriate models and tools, mathematical discourse, effective questioning strategies, problem-solving, differentiation, higher-order thinking, growth mindset, and implementation and use of assessments.



In addition to modeling lessons and professional development sessions, the team ensured the sustainability of the practices by conducting follow-up observations of the lessons and mentoring of the teachers. The team embedded these opportunities for teachers into the existing structure established at the school site. Additionally, the trainers worked with teachers during their preparation periods to partake in professional learning, reflect on the effectiveness of lessons and content, and plan for the implementation of best practices. Trainers worked closely with site-based strategists to help them continue daily support for teachers. This multi-tiered approach to professional development resulted in improving teacher practices in mathematics. Due to the ongoing nature of the work, both returning and new teachers improved teaching practices in mathematics, increasing student achievement and mathematical understanding.

### **Classroom Observation Report**

Nicole Jawari, David Jansen, and Sue Dolphin had opportunities to observe and model lessons in classrooms throughout the 2023-2024 school year. The trainers had opportunities to model Number Talks, whole group math instruction, math workshop, and small group math instruction in classrooms with teachers observing the lessons. Following the observation, teachers debriefed with the trainer to discuss educators' observations of students' thinking, connections to the lesson and the NEPF and NVACS, teacher moves, addressing questions, and discussing their next steps. The expectation was teachers would implement what they saw modeled with additional supports in place to ensure the teacher was prepared. In some cases, this entailed co-teaching before the educator attempted the routine or instructional opportunity independently. There were several opportunities for the trainers to observe educators' instruction and debrief accordingly. While not formal observations, the Number Talks K-3 classes allowed the trainers to observe lessons and transcripts of teacher's Number Talk routine in their classroom and provide meaningful feedback to help further teachers' instructional practice and impact student learning. For Clark County School District specifically, Tier 2 and Tier 3 instruction became a focus after meeting with administrators following several site-based professional developments. Trainers were able to offer several PD opportunities for administrators over a specific zone of the CCSD as well as a "train the trainer" model for coaches and strategists at schools to help build the capacity of the work RPDP does.

### **Insights, Reflection, and Next Year's Goals**

The 2023-2024 school year balanced work done with teachers throughout the school day while continuing to provide professional development opportunities outside of the school day. Teacher leaders from the 2022-2023 school year were utilized to give flexibility to educators and still allow them to engage in high-quality professional learning through asynchronous courses. Educators engaged in and appreciated these opportunities. By allowing teacher leaders to run some of these classes, the trainers had more time to spend in classrooms with teachers. The

2024-2025 school year will consist of continuing to increase the amount of high-quality, asynchronous PD offered focused on best practices in elementary mathematics and the NVACS by further utilizing teacher leaders, allowing RPDP trainers to work in person with educators during the school day, and allow them the time to be in classrooms modeling, and observing lessons focused on student learning.

SNRPDP's elementary math trainers collaborated specifically with Clark County School District to design and deliver professional development for Tier 2 and Tier 3 math instruction. Trainers offered PD opportunities for 10 administrators over a specific zone of the CCSD. Additionally, they conducted sessions following a "train the trainer" model for 32 coaches and strategists representing different schools to help build the capacity of the work RPDP does. The 2024-2025 school year will focus on providing continued support to those strategists and coaches trained in the Spring of 2024, while also providing opportunities to support additional coaches and individual schools on Tier II and III instruction in CCSD.

## **Elementary Mathematics - Professional Development Opportunities**

### **Overview**

K-5 Elementary Mathematics Project Facilitators Nicole Jawhari, Sue Dolphin, and David Janssen developed and offered virtual synchronous, asynchronous, and hybrid courses over the 2023-2024 school year to educators across Southern Nevada. Workshops ranged from 6 to 24 hours and focused on best practices as outlined in the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF).

### **Objectives and Milestones**

RPDP Project Facilitators set out to write and deliver professional learning that improves teaching practices and deepens the content area knowledge of educators who elect to attend the sessions, in turn positively impacting student outcomes and achievement. The team observed educators' needs to participate in professional development virtually synchronously and asynchronously to accommodate varying schedules. Trainers developed courses ranging from 6 to 24 hours respectively focused on NVACS, NEPF, and best practices. Some of the workshops included *Putting Number Talks into Practice K-3*, *Putting the Practices into Action*, *Math Routines*, *Children's Literature and Mathematics*, *Growing Confident Math Learners*, and *Good Questions for Differentiating Mathematics*. The educator's progress was measured through ongoing formative assessments and culminating assignments that measured the participants' growth throughout the workshop.

In addition, the team's ambition included offering workshops remotely, to provide access to educators outside of a specific region or county and allow for additional opportunities for teachers to engage in ongoing collaboration and deep learning. Due to this structural goal, upwards of 350 participants attended the workshops, with many attending more than one course. The positive results led instructors to develop additional opportunities for professional learning for the 2024-2025 school year and to utilize teacher leaders to continue to expand offerings while allowing full-time instructors to maintain time spent at schools with teachers and students.

### **Insights, Reflection, and Next Year's Goals**

Educators responded positively to flexible opportunities to complete meaningful professional development opportunities. Over 350 spots were open and attended in these workshops which ranged from six hours to twenty-four hours of professional learning. The number of educators able to participate was limited due to the number of trainers we had available to facilitate the courses. Trainers hope to continue to expand capacity despite limited resources to do so.

Elementary project facilitators will work to expand and deliver new workshops during the 2024-2025 school year to meet the growing number of educators requesting to participate in these courses. Utilizing strong leaders from our 2022-2024 Leadership Project cohort will also assist in expanding offerings for the 2024-2025 school year to help meet the high demand for these professional development opportunities and increase the number of educators able to participate.

These professional development opportunities for educators and administrators have led to invitations to provide school-wide PD at participants' sites across Southern Nevada. Many administrators and educators have requested RPDP trainers to co-teach, observe, model lessons, and coach following these professional opportunities as well. The RPDP Elementary Math Team has done its best to meet the requests despite a lack of capacity. By increasing leadership capacity and providing educators with high-quality support on the content and the method in which they teach, these professional development opportunities have played a crucial role in advancing SNRPDP's mission.

### **Elementary Math - Impacting Professional Development Through Reflection and Relationships**

#### **Overview**

Kathy Dees serves as a consultant for the SNRPDP Elementary Math Team. During the school year 2023-2024, Kathy concentrated on content areas and math practice standards aligned with the NVACS. Her work involved enhancing content knowledge, comprehension, application, and

assessment of best practices, and observing and reflecting on modeled lessons with students. Additionally, she focused on short and long-term planning. The project's goal is to encourage educators to engage in reflective practices regarding their instructional methods and develop professional learning opportunities that cater to the specific needs of each school and teacher.

## **Objectives and Milestones**

Kathy capitalized on the opportunity to provide professional development to several schools over time, incorporating a “reflection of practice” component into the sessions she designed. Subsequent training sessions at the school were responsive to the information included in the participants’ reflections. These learning opportunities aimed to provide teachers with the content and pedagogical knowledge to implement best practices with their students. The professional learning practices teachers learned about included effective questioning, content knowledge development, use of models and tools, employing mathematical reasoning, and communicating about mathematics. Teachers were encouraged to evaluate their teaching practice, utilizing their newly acquired knowledge. Participants would reflect on the question, “How did my practice impact my students?” Through follow-up conversations with teachers, it was noted that their reflections played a crucial role in guiding the professional development design process. Teachers reported a sense of validation when their concerns and questions were addressed. When the in-service session was tailored to the teachers’ needs, there was increased participation and a greater likelihood of the teacher implementing the new practice(s).

Incorporating a professional learning research component into the work with teachers was an additional key focus. This included activities such as providing teachers with professional journal articles to read and engaging them in reflective discussions with their colleagues during professional development sessions. This allowed the participants to expand their existing knowledge with the ideas presented by educational researchers and other professionals. Teachers indicated that they value reading and discussing prominent ideas about math instruction, making connections between the information they read about with their instructional practices, and participating in collaborative learning activities with their colleagues. Ensuring these components were part of each session resulted in an enhanced depth of knowledge demonstrated by the teachers.

Furthermore, the trainer valued the opportunity to collaborate and grow alongside the teachers. An objective for the year was for Kathy to engage in active listening and reflection with the participants in her sessions. She wanted to capitalize on the teachers' strengths in their current instructional practices. To do this, she needed to model the reflective habit of mind. Leveraging reflective practice and the relationships formed with teachers provided a pathway for mutual growth. Observations of the participants during these sessions indicated that teachers were more

receptive to learning and reflection when they felt acknowledged for their expertise and professionalism.

### **Insights, Reflection, and Next Year's Goals**

In the 2023-2024 school year, Kathy focused her early efforts on school sites to grasp the culture of each site and comprehend the teachers' perspectives on instructional approaches. Despite engaging in thoughtful communication with a coach or administration before the sessions, the planning phase posed challenges. Establishing connections with the staff over multiple sessions allowed for more focused and meaningful planning. Throughout the year, progress unfolded as insights into the strengths of the staff and administration emerged, guiding adjustments to align with the school's needs. For instance, on multiple occasions, a school's leadership team requested an initial professional development in-service, focusing on writing in mathematics. During the initial engagement, discussions revealed that students struggled to articulate their mathematical knowledge during math activities. Teachers noted that students lacked the necessary math language development to express their ideas in writing. Considering the teacher's needs, the trainer's presentation included an emphasis on the importance of empowering students by fostering mathematical confidence and understanding through purposeful interactions with peers and their teachers. Subsequently, teachers tailored their instruction to cultivate students' mathematical understanding through discussions, models, and vocabulary enrichment. This collaborative approach between the trainer, school leadership, and teachers laid a foundation for teacher instructional growth to implement writing in mathematics.

In the following session, teachers reported that students found it easier to verbalize their thoughts before recording their ideas in written form. The teachers also suggested incorporating revision opportunities to enhance clarity in students' ideas. Building on the initial groundwork, the subsequent session delved deeper into understanding mathematical practices and effective questioning techniques to nurture students' idea development. Blending content knowledge with mathematical practices during the next session allowed teachers to engage in problem-solving activities at both adult and grade-appropriate levels. The established rapport facilitated a conducive environment for risk-taking and idea-sharing during problem-solving tasks. Kathy investigated teacher content knowledge by engaging the participants in adult and grade-level problem-solving tasks. The established rapport facilitated a conducive environment for risk-taking and idea-sharing during problem-solving tasks. Recognizing the discomfort of problem-solving, teachers reflected on supporting their students in similar situations.

During the problem-solving work in the aforementioned session, teachers expressed confusion regarding the utilization of a standard "hundreds chart" with students. This led to the trainer supplying teachers with an article from the National Council of Teachers of Mathematics, featuring a restructured "hundreds chart" more closely aligned with upper-grade number line

concepts. The ensuing discussion, supplemented by the content derived from the article, encouraged teachers to embrace innovative ideas supported by reputable sources. This interactive process of planning, collaboration, and trust-building persisted throughout the year, unveiling new insights and discoveries in each subsequent session.

Based on the outcomes from the 2023-2024 in-service training described above, in which research-based tools were utilized to develop professional learning for teachers, the trainer will continue to plan similar professional development experiences. She is planning to use published books and articles in a virtual format. During the session, teachers will meet with the trainer. This will allow the trainer to connect with teachers from different school sites and to connect teachers doing similar work with each other across SNRPDP's region.

## **Secondary Math - Middle School Focus**

### **Overview**

RPDP Trainer, Jen Loescher, focused on high-quality and ongoing professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Teachers will increase content knowledge and develop pedagogical approaches to instruction.
2. Learning Strategists/Instructional Coaches will increase their effectiveness after building and refining their constructive feedback and professional learning facilitation skills.
3. Teachers will increase their effectiveness after building and refining their lesson planning and instructional delivery skills.

### **Objectives and Milestones**

*Teachers will increase content knowledge and develop pedagogical approaches to instruction.*

The trainer created/modified and provided professional development to 15 middle schools, including four charter schools (strengthening 13 relationships from the previous four years and adding two new relationships) on a variety of topics including SBAC Analysis, SMPs (Standards for Mathematical Practices), standard clarity and alignment to the NVACS using an SBAC lens, Depth of Knowledge (DOK), data analysis, and student-centered learning. She increased collaboration with administrators and strategists to determine their school or department's needs and debriefs to increase the sustained impact of each professional learning opportunity. A partnership with the Region 3 AARSI/NWEA Coach created an opportunity to design and

facilitate professional learning sessions for multiple schools on the Staff Development Days at a single school site, maximizing efficiency and impact.

Additionally, the trainer created and facilitated six workshops anchored around various educational texts, including *Up for Debate!* by Luzniak, *Uncommon Sense Teaching* by Oakley, Rogowsky, and Sejnowski, *The Shift to Student-Led* by Tucker and Novak. These workshops provided structured spaces for collaboration among attendees from diverse schools and districts, fostering inspiration and recharge. Overall, the workshops were evaluated at an average of 4.94 with 5.0 for “having opportunities for interaction and reflection” and an average of 4.99 for “the presenter’s experience and expertise enhanced the quality” of the workshops.

*Learning Strategists/Instructional Coaches will increase their effectiveness after building and refining their constructive feedback and professional learning facilitation skills.*

The trainer provided ongoing one-on-one support, including mentoring, training, and coaching, to six Learning Strategists/Instructional Coaches, with a focus on enhancing the specificity and effectiveness of the support provided. The trainer concentrated on site-specific expectations, best practices for coaching teachers, and approaches to improve the quality of professional development sessions. This was achieved through structured observation and debrief cycles and thorough reviews of instructional materials. Due to changes in teaching practices, Bailey Middle School, a tier 1, Title 1 school, had their overall class average RIT score on the MAP assessment increase in every class from the fall to the spring administration.

As a result of the sessions, coaches grew their capacity to better support 185 teachers with targeted, more intensive support for 14 teachers; coaches also plan to have coaching conversations and start peer observations earlier in the school year, craft more effective debrief questions, and create focused professional development for their staff.

*Your guidance and support were instrumental in helping me achieve my coaching goals. Your expertise significantly contributed to my development and success as a mentor. - Middle School Coach, CCSD*

The trainer facilitated Math Coach Workshops that increased the possibilities for relationship building and small group coaching opportunities. Evaluation questions reflected an overall average score of 4.94. She further differentiated the learning experience by organizing a virtual Guest Speaker Series four times throughout the school year.

## **Classroom Observation Report**

*Teachers will increase their effectiveness after building and refining their lesson planning and instructional delivery skills.*

The trainer provided personalized one-on-one support, including observations and debriefs, to 13 teachers. She focused on building relationships, best practices for instruction, and improving student outcomes. Several teachers acknowledged how impactful this learning opportunity was for them and their students due to having structured time to be observed and engage in non-judgmental debriefs reflecting on what was observed, pedagogically sound instruction, and the connection between teaching and learning which spurred many of them to continue being self-reflective about their teaching practices.

*Even with my better lessons, you still had areas that I could improve or suggestions to make the lesson better. I appreciate the ideas to help me be more deliberate about including vocabulary in each lesson. -Middle School Math Teacher, Charter School*

As a result of the sessions, teachers changed the way questions were asked which led to a stronger depth of knowledge and level of vocabulary acquisition, thoughtfully planned more appropriate pacing and chunking to support students' thinking process and created more frequent opportunities for student discourse that led to improved student engagement and outcomes.

### **Insights, Reflection, and Next Year's Goals**

Based on feedback from workshop participants, the trainer will continue to create and facilitate these professional learning opportunities. The depth of the conversations and application of learning was enriched by the diverse backgrounds and experiences of the educators.

Research indicates a positive correlation between offering professional leadership opportunities to classroom teachers, increased job satisfaction, and higher rates of teacher retention. With a focus on both teacher retention and student outcomes, Secondary Math will continue to integrate content knowledge and pedagogical strategies into our workshops.

## **Secondary Mathematics - Adolescent Mathematics Literacy (Year 3)**

### **Overview**

In 2021-23, RPDP Trainer, Jen Loescher, participated in statewide professional learning focused on adolescent mathematics literacy and mathematical thinking, including virtual sessions on



literacy strategies led by Dr. Dianna Townsend, UNR. In 2023-24, the trainer built capacity with three teacher leaders, engaging them as co-facilitators to support small teams of classroom teachers by providing feedback and planning ways to implement various mathematical literacy strategies. This was achieved through the following objectives:

Teachers will enhance student outcomes by integrating literacy strategies into mathematics instruction in secondary classrooms.

### **Objectives and Milestones**

*Teachers will enhance student outcomes by integrating literacy strategies into mathematics instruction in secondary classrooms.*

The trainer and co-facilitators hosted five virtual professional learning sessions focused on literacy strategies most appropriate for learning mathematics; this included morphology, interactive problem-solving guides, vocabulary development and attainment, and discourse. Each classroom teacher planned, implemented with their students, and reflected upon at least four literacy strategies, showcasing their progress in a shared slide deck.

### **Insights, Reflection, and Next Year's Goals**

By collaborating with UNR professor, Dr. Townsend and designing and facilitating the workshop series, there have been positive impacts on both teacher practice and student learning. This process structured opportunities to implement and reflect on literacy strategies, allowing teachers to continuously refine their craft, leading to improved student outcomes.

The trainer is committed to furthering this work and expanding participation to benefit more teachers and students. Two of the three teacher leaders will continue to support future workshops as co-facilitators.

## **Secondary Mathematics - Using Storytelling to Set the Mathematical Stage**

### **Overview**

RPDP Trainer, Jen Loescher, focused on utilizing storytelling to create engaging learning experiences in mathematics. By incorporating storytelling techniques, teachers can deepen students' understanding of mathematical concepts and practices, fostering motivation and application. This was achieved through the following objectives:

Teachers will increase student understanding of mathematics through storytelling techniques.

### **Objectives and Milestones**

*Teachers will increase student understanding of mathematics through storytelling techniques.*

The trainer facilitated five virtual professional learning sessions focused on the use of storytelling techniques that support mathematics learning. Teachers practiced with various storytelling media such as articles, poems, images/photographs, videos, comics, picture books, and technology platforms, discovering effective ways to make math more accessible and joyful. Each math classroom teacher planned, implemented with their students, and reflected upon at least three storytelling strategies, showcasing their progress in a shared slide deck.

### **Insights, Reflection, and Next Year's Goals**

This exploration of using storytelling in mathematics education has revealed significant insights into increasing student engagement and understanding of mathematics. Teachers noticed an increase in motivation and application among students when they integrated storytelling into their teaching craft. This learning process increased teachers' flexibility in thinking about and using multiple representations, helping them differentiate instruction for diverse student needs.

### **Secondary Math - Middle School Focus**

#### **Overview**

Candice Meiries is a trainer for the Secondary Middle School Mathematics Team. She brings diverse strengths to the overall 6-8 math professional development program. Her goal and focus are on professional development to increase student achievement by impacting teacher effectiveness. This was achieved through a variety of objectives: providing purposeful and strategic school support, enhancing math teacher leadership through coaching, offering mathematics standards and content workshops, fostering critical thinking through problem-solving opportunities, and cultivating teacher efficacy through sharing instructional strategies.

#### **Objectives and Milestones**

Candice provided an elevated level of support to teachers and schools highlighted with the following projects:

#### **Purposeful and Strategic School Support - *Job Embedded Professional Development (JEPD)***

Research shows the greatest challenge for teachers does not simply come in acquiring knowledge of new strategies, but in implementing those strategies in the classroom. Job-embedded professional development teacher learning that is grounded in day-to-day teaching practice and is

designed to enhance teachers' content-specific instructional practices. Ultimately, this structure aims to improve student learning. It is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement. JEDP is a shared, ongoing process that makes a direct connection between learning and application in daily practice, thereby requiring active teacher involvement in cooperative, inquiry-based work. High-quality JEDP also is aligned with state standards for student academic achievement and any school improvement goals.

In this second year, Mrs. Meiries worked with eight public middle schools and one public charter school. The work impacted 152 teachers across the sites. Professional learning on average included meeting twice a month throughout the school year. Training sessions were specifically designed based on each school's goals and included SBAC Connections, Standard Clarity and Vertical Alignment, Differentiated Instruction, Student Engagement, SBAC Analysis, and Content Misconceptions. Candice communicated quarterly with each school's administration to discuss progress and to plan future sessions.

### **Insights, Reflection, and Next Year's Goals**

This project was a success for 2023-2024. For the upcoming academic year, Candice will work with 6 middle schools and about 60 teachers. She will continue to provide professional learning twice a month designed for teachers and school goals for some schools. For other schools, Candice will provide professional learning to individual grade levels once per month, specifically designed for teachers and aligned with the school's goals. There will be an expectation that teachers will implement what was learned, reflect and discuss how the implementation went, and make changes needed to facilitate student achievement.

### **Teacher Leadership - *Coaching Mathematics Strategists and Teachers***

Candice Meiries coached four individual teachers and strategists to develop their abilities to be instructional leaders at their sites. Mrs. Meiries met with individuals for 42 hours from two CCSD and one charter middle school.

### **Insights, Reflection, and Next Year's Goals**

Based on the feedback from the participants from prior years and requests from school administrators who need assistance for their learning strategists and teacher leaders, Candice will continue providing this support for the upcoming school year. Some of the teachers at the schools she is currently working with have also moved into teacher leadership roles at new schools. She will support these new strategists in their new roles.

## **Mathematics Standards and Content - *Workshops and In-Service Sessions***

Increasing teacher effectiveness through content building was a continued goal for Mrs. Meiries this year. Professional development on standards-based instruction was consistently incorporated into all workshops and in-services provided to all counties. The sessions included topics such as SBAC Blueprint and NVACS, SBAC analysis, storytelling with rational numbers, building thinking classrooms in mathematics, creating proficiency scales, boosting student motivation, and performance tasks.

## **Insights, Reflection, and Next Year's Goals**

One of the strongest predictors of a student's success in mathematics is the quality of their teacher. Effective mathematics teachers need a solid understanding of mathematics content and pedagogy, and they must also be cognizant of how their students understand mathematical concepts. Teachers must be able to identify their students' mathematical strengths, misconceptions, preferred problem-solving approaches, and readiness to use mathematical tools. In the 2024-2025 school year, SNRPDP's Secondary Math Team will provide teachers with the pedagogical knowledge to support student-centered learning. This will be accomplished through the creation and facilitation of a three-part staff development day series with a focus on tier 2 instruction, building thinking classrooms, data analysis, and SBAC question analysis. During this professional development series, teachers will develop a deeper understanding of content applications, content knowledge, effective instructional strategies, and confidence in decision-making. The goal is to deliver these sessions during staff development days and to reach 60 educators in each session. Ms. Meiries will also continue to incorporate standards-based instruction and activities into other workshops and in-services that she provides.

## **Problem-Solving Strategies - *Solution Society***

Candice Meiries and Jennifer Loescher continued their work on Solution Society which was devoted to broadening the mathematical horizons of middle school math teachers and specialists. Ed Keppelmann, UNR Professor, collaborated with the team for each workshop to provide problem-solving activities that encouraged teachers to think critically, as students of mathematics.

The focus was on open-ended explorations of mathematical techniques and problems. Through this collaborative process, they provided teachers with an opportunity to enrich their knowledge and appreciation of mathematics. Problem-solving abilities and critical thinking engender success and promoting these abilities in teachers will, in turn, foster them in their students. Solution Society met four times during the 2022-24 academic year. There were on average 13 teachers in attendance for each workshop.

## **Insights, Reflection, and Next Year's Goals**

The team found that the program affected participating teachers in positive ways. Teachers developed stronger identities as mathematical thinkers and began to see themselves as both teachers *and mathematicians*. Teachers reported being more pedagogically prepared, increased self-efficacy as math teachers, and gained comprehensive mathematical knowledge after participating in a workshop. Teachers also noted a connection to the NEPF and the NVACS. The SNRPDP Secondary Math Team continued to have schools host each workshop. Schools were strategically chosen based on geographic areas. This allowed teachers from around the valley to attend because the workshop was closer to their current work location. Each school chose the workshop day, invited neighboring schools, and encouraged their teachers to attend. Teachers from multiple grade levels and content areas participated. Next year, they will continue to use host schools, Ed Kepplemann will continue to sponsor, and they will increase advertising to teachers around the host schools.

## **Instructional Strategies - *Where Math Happens* Podcast**

Candice Meiries and David Janssen focused on cultivating teacher effectiveness through an educational podcast. They created, produced, and published 5 educational podcasts for all mathematics educators in Southern Nevada for the entire 2023-24 school year. The topics included: Teaching is Hard, Rethinking Your Classroom, AI in the Mathematics Classroom, Building Thinking Classrooms, and Student Feedback. There were on average 25 plays per episode. This podcast was especially beneficial for communication and professional development, specifically for teachers in rural counties.

## **Insights, Reflection, and Next Year's Goals**

This year, listenership decreased. In reflection, the team determined three root causes. First, there was an extended length of time in between episodes as it was released once per month. Podcasts have become very popular in our culture and listeners expect to have a new episode at least once per week. Additionally, math episodes were published using the same account as RPDP's Lean into Literacy Podcast. Since the math-focused podcast episodes were mixed in with the literacy episodes, it was more complicated for a listener to locate and listen to the content-specific episodes within the platform. If they finished listening to one episode, it automatically would go to the next one. Listeners found this frustrating because the next episode may not have been math content. The team also noted that advertising continued to be a challenge. Bulk emails and social media were used to advertise. However, listenership did not increase.

In light of the aforementioned challenges, adjustments will be made. First, the team will be publishing a weekly podcast. The episodes will be titled “Math Nuggets.” They will be between five and ten minutes long and feature one trainer at a time. Second, they are separating from *Lean into Literacy* and will have a podcast account exclusive to math content. Third, the team plans to utilize social media to recruit listeners by adding an Instagram account. The podcast will be published on additional platforms such as Amazon Music, Castbox, and iHeartRadio.

## **Classroom Observation Report**

Candice conducted classroom observation and provided non-evaluative, instructional feedback to teachers in 5 different schools this year for a total of 33 unique classrooms visited, many with multiple visits totaling 77 observation and feedback sessions. Some of these observations were done as learning walks. Each observation session was followed with a debrief, during which the trainer and the teacher discussed the instructional practices and methods utilized and observed.

The teacher being observed along with the observing teachers participated in a debrief session. Following the debrief, the teachers stated that it positively impacted their teaching. With this in mind, Candice will incorporate more observations and learning walks in her work with schools in the upcoming school year. Her goal is to schedule opportunities for teachers to participate in observations at least once per month. To facilitate focused, professional learning that leads to improved teacher efficacy and student-centered instruction, teachers will be asked to set a student-facing goal that the trainer and the teacher can work on together throughout the school year.

## **Secondary Math - High School Focus**

### **Overview**

Doug Speck, a full-time trainer, provides SNRPDP’s High School Math support. Doug is committed to improving High School Mathematics in the Southern Nevada region at various levels. At the school level, he provides direct in-school support; at the individual teacher level he assists with content knowledge development and instructional improvement through classes offered and resources provided through the RPDP website; and at the system level, Doug provides support with district initiatives in Clark County, Nye County and Lincoln County.

### **Objectives and Milestones**

High School Math support was centered around five main objectives. The first objective involved conducting in-person classroom observation and feedback cycles with teachers. Doug

completed observations in 61 unique classrooms across 6 different schools, providing valuable feedback during a total of 148 visits—this effort aimed to enhance math instruction by offering insights and recommendations to teachers based on direct observation.

The second objective focused on face-to-face meetings with administrators at a school. Doug engaged in 23 meetings with school administrators to collaborate on plans for how SNRPDP can support math instruction in their schools. The consultations and subsequent planning were centered around how the school administration might support math teachers and the role SNRPDP could play in impacting math instruction.

School wide professional development sessions were essential elements of the support Doug provided this school year. He designed and delivered 21 professional development sessions, including 11 sessions designed for delivery in rural districts in Southern Nevada. These sessions, lasting between 1 to 3 hours, concentrated on various aspects of instructional planning and lesson delivery. Some of the topics included long-term planning, active math classrooms, student engagement, and strategies to ensure success on the ACT Math test.

Also, the program aimed to provide curriculum classes. Doug taught 15 math content classes with a total enrollment of 280 teachers. These sessions focused on the specific needs identified in Algebra 1 and Geometry classrooms. This objective aims to enhance teachers' content knowledge and improve instructional skills that will lead to positive student learning outcomes.

In addition to content and instructional objectives, a significant achievement was the development and provision of materials for teachers to utilize. Doug created various resources to support classroom instruction, continually updating the materials on the website for teachers to use. Specifically, Doug has added resources to facilitate student engagement in math courses from Pre-Algebra to Algebra 2. 14 new activities were developed and added to the site throughout the year, enriching the available resources teachers can incorporate into their instruction.

### **Classroom Observation Report**

As noted earlier, there were 148 observation and feedback cycles conducted in classrooms in Southern Nevada. The feedback provided to teachers positively impacted teachers' instructional practices. Some teachers had as many as 9 observations which facilitated continued follow-up throughout the year. In addition to the cycles of observation and feedback, a formal lesson study component was added at one school which involved 14 teachers. The lesson study provided teachers with an opportunity to collaborate in the analysis, design, and delivery of a lesson.

## **Insights, Reflection, and Next Year's Goals**

One major success this year was the marked increase in the number of virtual training sessions offered with a specific and limited scope of content. Next year, the aim is to increase the number of such training sessions by 40%. In light of the successful outcomes connected to observation and feedback cycles, Mr. Speck plans to focus his attention on this structure for schools in Southern Nevada.

The year also presented challenges. The reduction in workdays continues to limit the number of face-to-face professional learning sessions that can be offered outside of the school day. Additionally, observation and feedback cycles are limited by the number of trainers for Secondary Mathematics at SNRPDP. Sustained support for teachers throughout the school year results in effective instruction and increased student achievement. With the number of schools in the region, additional personnel would be needed to reach all teachers with this approach. The upcoming SNRPDP facility change has resulted in some uncertainty regarding face-to-face training, the impact if any will be investigated in the coming year.



## **Elementary Science**

### **Overview**

The Elementary Science Department consists of one full-time trainer, Stacy Bird. There is currently one part-time trainer who helps facilitate classes and workshops for elementary science. Elementary Science offered state-wide science collaboration efforts, workshops, site-based science support, and statewide community family science nights. The Nevada Academic Content Standards (NVACS) for science were rolled out several years ago and teachers still need professional development and curriculum support for elementary science.

The overarching goal of the 2023-2024 school year was to continue to broaden the impact of Science, Technology, Engineering, and Mathematics (STEM) education for elementary science teachers in the five counties SNRPDP services and work on statewide science collaboration. A secondary goal for the Elementary Science Department was to provide access to materials and lessons aligned with NVACS. These goals were integrated into professional learning sessions, workshops, and collaborative opportunities. The need for high-quality NVACS-aligned science materials and assessments was evident in teacher requests for professional learning and during site-based professional learning sessions.

### **Objectives and Milestones**

#### ***Science Support for Clark County School District***

During the 2023-2024 school year, The Clark County School District (CCSD) is utilizing a new science program for all K-8 teachers, Amplify Science. Elementary science was a part of the leadership team that created documents and supported teachers as they used this program. These supports include examination of the integration of ELA standards, practices to enhance science assessment, science pedagogy, and strategies for implementation and integration. Several sessions were held on Saturdays throughout the school year as well as a “Summer Institute” that focused on effective science teaching strategies to integrate into the program. Support for the strategies will be provided over the next six years. An additional layer of support is the annual Science Institute which integrates science pedagogy and instructional routines into the curriculum to make it more robust and rigorous.

#### ***Annual K-12 Science Conference***

The annual K-12 Science Conference is held in Southern Nevada. This conference integrates science instructional strategies, pedagogy, content, and culturally relevant pedagogy. The SNRPDP Science team partnered with UNLV, CCSD, and NSSTA to bring the conference to our K-12 educators. Several rural school districts sent their teachers to attend. The conference also

partnered with informal science educators throughout the State of Nevada to bring virtual field trips, field experiences, and a new perspective to K-12 educators.

### ***STEM Leaders Academy***

The program that SNRPDP Elementary Science and the Office of Science, Innovation, and Technology (OSIT) partnered on over the past several years is the STEM Leaders Academy. The program's goal is to assist schools statewide K-12 interested in receiving the designation of a Governor's STEM Designated School in Nevada. The program takes school teams consisting of an administrator and grade-level representatives through the creation and implementation of a STEM strategic plan. Subsequently, the elementary schools in Southern Nevada sought support in science education for RPDP science to help teachers align their teaching of science standards with the NVACSS and three-dimensional learning. This year the leadership team focused on school visits and evaluating programs based on the state strategic rubric. The leadership team is also working on the development of a state-wide K-5 STEM endorsement for licensure.

### **Classroom Observation Report**

During the 2023-2024 school year, SNRPDP Elementary Science conducted multiple classroom visits, specifically in CCSD and charter schools. The visits were aimed at feedback and peer review regarding science instruction for each teacher. After observations and conferences, professional learning was formatted for small groups of teachers to help them improve their practice. Science instructional materials and pedagogy support were provided. There were also several classroom visits to STEM Designated School classrooms.

### **Insights, Reflection, and Next Year's Goals**

During the 2023-2024 school year, many schools continued to realize that professional learning sessions need to be held over time and include accountability to facilitate teacher change. With this in mind, the schools that have reached out for professional learning support have requested long-term support. Therefore, professional learning focused on content and standards alignment and teacher support to change how science instruction is implemented in the classroom. Moving into the 2024-2025 school year, several schools, including charter schools, have requested ongoing, long-term science professional learning support.

Another insight from this school year is the need for STEM professional learning and pathways to becoming a STEM-certified educator. The certificate program is currently being publicly reviewed and there will be several pathways that a teacher can get a STEM endorsement on their license. SNRPDP science will continue to be involved by providing professional learning for several of these pathways. The first is a partnership with UNLV so that teachers who choose this pathway can pursue a master's degree in STEM education after they complete the certification

pathway. The second pathway is a series of workshops that SNRPDP will provide for teachers to take for certification.

## **Instructional Technology**

### **Overview**

Technology team members Danielle Krempp and Jason Lillebo delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, and for the SNRPDP staff. Major team emphasis was centered around Code.org training and facilitation as defined in the Computer Science Gifts/Grants section of this document. Additionally, Google Workspace for Education technology integration classes, computer science integration classes, and computer science endorsement courses were offered. Assistance to teachers and schools was provided upon request, equipment was maintained for SNRPDP staff and class participants, the organization website was maintained, and assistance was provided for the Learning Stream registration system.

### **Objectives and Milestones**

An objective of the technology team was to provide Google Workspace for Education and other technology-integration classes throughout the school year. These included classes that were significantly updated this year in Google Docs, Slides, Sheets, Forms, Drawings, and Sites. In addition, classes were offered in computer science integration (Scratch, VexVR, micro:bits, and the No Fear Coding book study) and computer science endorsement courses (Concepts in Computer Science and Methods to Teach Computer Applications). In all, 384 educators participated in those classes. The goal for each class was to demonstrate how to use a variety of tools and sound pedagogy to support achievement and concept understanding.

Another objective was effective equipment and digital tools management and RPDP staff assistance. Maintenance and inventory of all equipment, such as Chromebooks, printers, and networking, was achieved. The Gigatrax inventory system was deprecated in favor of a simpler system for SNRPDP staff to check equipment in and out. For the first time this year, the team logged RPDP staff help tickets. There were 162 instances recorded, with 17% of those instances requiring more than one hour of assistance. Of the help requests, 21% were related to Google, 20% were for Learning Stream, and 11% were tied to printer issues.

The final objective related to internal web-based systems. The SNRPDP website created internally continued to serve the program well as it can be easily updated and is responsive to the organization's needs. Learning Stream continued to save staff time regarding issuing certificates and collecting course fees. The team made new use of the system for conferences and endorsement programs. The use of other web-based tools, such as DocHub and Screencastify, has continued as well.

## **Classroom Observation Report**

Serving as integration technologists, the technology team assisted with professional development activities and sessions. All SNRPDP disciplines required assistance with online equipment, resources, and best practices.

In terms of the technology classes offered, teachers regularly reported that they learned new skills that they could apply to working with their students and in completing their professional duties. In terms of feedback on the computer science endorsement courses, one teacher wrote, “The instructor-led sessions were valuable in increasing my knowledge of the CS concepts. As a result, I will be more confident in facilitating instruction in the concepts related to the NVACS CS standards.” Regarding a Google class, a teacher said, “I loved the final project the most. It was awesome to put my new knowledge to work on a project that directly impacted and benefited my career. I really loved this course. The work was interesting and useful. Truly one of the best continuing education courses I have attended.”

In terms of class evaluation, the RPDP survey sent by Learning Stream that followed each technology class included questions about course content and the instructor's skill. Notably, 96.7% of participants ascribed a 4 or 5 rating on a 5-point scale regarding the statement, “I will use the knowledge and skills from this activity in my classroom or professional duties.” In addition, 98.4% similarly rated the statement, “The presenter/facilitator's experience and expertise enhanced the quality of the activity.”

### **Insights, Reflection, and Next Year’s Goals**

Looking forward, the technology team plans to continue and expand upon the past year’s successes during the 2024-2025 school year. They have an ambitious plan to offer additional Google Workspace classes and continue to include two courses on integrating Google Apps with digital citizenship and financial literacy. Google Certified Educator Levels 1 and 2 classes will also be offered again but in a revised virtual format. Google Apps Slams, FigJam, advanced Google Sheets, digital citizenship, AI, computer science curriculum connections, and computer science basics are all classes that are new offerings for the upcoming school year.

Furthermore, additional, more intensive support is planned through a program to provide mentoring and co-teaching to teachers who are new to teaching computer science. This is already planned to be done in Clark, Lincoln, and Mineral Counties and will extend to others as needed.

RPDP staff trainings in technology will focus on updates to Google products as well as other subscription-based products that staff use. These will be done at team meetings and individually.

## Family Engagement

### Overview

The goal of SNRPDP's Family Engagement (FE) department is to support Nevada's vision for effective family engagement, social and emotional well-being, and cultural competency of its educators and students, by assisting educators in developing and improving practices that affect and promote increased student achievement and school improvement. Also, in alignment with AB 428, the FE department facilitates MOAs with districts and charter schools and fulfills SNRPDP's obligations by providing FE and Multicultural Education (ME) professional development opportunities at least two times per year, as well as providing an accelerated FE option for those in jeopardy of not meeting their deadline for provision removal. Nathalie Brugman is the full-time trainer for this department.

### Objectives and Milestones

In working toward meeting the overall goal, professional development opportunities were offered to meet the diverse needs of PreK-12 educators in Nevada. Professional Responsibility Standard 4 of the Nevada Educator Performance Framework (NEPF) and the National Standards for Family-School Partnerships were the foundation for every course, workshop, and presentation provided. To build educators' capacity for developing meaningful partnerships with their families and the community, as well as to promote an equitable opportunity for learning for every student, both in-person and online professional development opportunities were provided throughout the year.

The FE department offered two sessions of Parental Engagement: Introduction to Effective Family Engagement, a 45-hour course. The Nevada Department of Education approved this course to remove the Parental Involvement and Family Engagement license provision. This course focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's PreK-12 students. Analysis of the pre/post-assessment data, as well as qualitative data (see appendix a), suggests that educators who participated in the course did develop and improve their family engagement efforts and practices. Before taking the course, 7% of participants reported that they provided zero family engagement opportunities each month; whereas, upon completing the course, only 3% continued to provide zero family engagement opportunities each month. Also, the data revealed that educators' self-efficacy increased significantly in one area: *confidence in one's ability to increase family engagement*. Using a Likert Scale of 1 = not confident -> 5 = very confident, participants rated themselves before and after the course. When the course began, approximately 31% of educators indicated a lack of confidence (in the 1-3 range) in their abilities to increase family engagement, with only about 69% feeling "confident" to "very confident" (in the range of 4-5). In contrast, after completing

the course, the number of participants reporting a lack of confidence was reduced to 2% and the percentage of those who felt “confident” to “very confident,” increased to 98%.

Lastly, two different sessions of the NEPF Instructional Standards Learning Program, an independent professional learning opportunity, focused on the Teacher High-Leverage Instructional Standards of the Nevada Educator Performance Framework (NEPF), were provided. This comprehensive program was intentionally designed to support educators in using the NEPF Instructional Standards to improve instructional practices to foster student learning and growth. This professional learning opportunity continues to yield positive results. Analysis of the Evaluation Summary Report data, as well as qualitative data (see appendix b), suggests that educators who participated in the program did in fact value the learning experience.

### **Insights, Reflection, and Next Year’s Goals**

Based on feedback from both teachers and administrators, there is a strong desire to learn about effective family engagement strategies. The FE department will continue to offer a wide range of professional development opportunities that build the capacity of educators and support them in implementing effective practices that will benefit the school community as a whole. Instead of focusing on family engagement in a vacuum, one goal is to continue to integrate family engagement, social & emotional competence (adult), and multicultural education, as aspects of learning that will yield more return on investment, in terms of equitable learning opportunity, for every student.

Also, because family engagement plays such an integral role in student success, the FE department will continue to work collaboratively with content-specific instructors to integrate family engagement practices into educators’ pedagogical methods. Efforts will be made to demonstrate the correlations to a positive school culture, relational trust, teacher clarity, agency, and asset-based data discussions.

## **Teacher Leadership- Program Content and Development**

### **Overview**

SNRPDP's Teacher Leadership Department fosters teacher leadership opportunities within Nevada by offering teacher leadership experiences and training through various modes of professional development. Participants who engage in this professional development are district and school-site leaders who express a desire to support teachers with research-based practices to positively impact student achievement and support and mentor peers to create positive instructional change at their school sites. SNRPDP's Teacher Leadership Department has offered a variety of online and in-person workshops as well as site-based professional development sessions to strengthen teachers' pedagogical content knowledge and instructional practices connected to district initiatives and culturally relevant pedagogy. These professional development opportunities have been designed to prepare teachers to lead in different capacities at the school, support staff with district goals and initiatives, and create impactful change for student achievement.

Mendy Henry is the full-time trainer who has developed and delivered the content for the Teacher Leadership Department. Content for workshop and site-based professional development was based on school and teacher needs and district and site administrator requests. All professional development created addressed and supported school and district goals. One part-time trainer has supported the Teacher Leadership Department by offering workshops throughout the 23-24 school year.

### **Objectives and Milestones**

#### ***Teacher Clarity and the NEPF***

Teacher Clarity refers to the degree to which teachers can communicate the learning intentions and success criteria of a lesson to their students. The Nevada Educator Performance Framework (NEPF) Standards 4 and 5 are related to instructional quality and the implementation of instructional plans, specifically around metacognition and assessment practices. Supporting schools with Teacher Clarity and NEPF Standards 4 and 5 involves providing assistance and resources to help educators improve their instructional practices. Mendy has offered workshops and site-based professional learning opportunities throughout the year to classroom teachers and administrators that strengthen educators' pedagogy around these practices. Upon request, Mendy has shared all of her Teacher Clarity materials, resources, and presentations with Clark County School District to support the district's initiative around Teacher Clarity. Mendy has also provided coaching to administrative teams and site leads to support their teachers in providing clarity to students around learning goals and assessment practices.



### ***Professional Learning Communities***

Mendy has supported site-based professional learning communities (PLC) in Nevada, supporting educators who work collaboratively to improve their teaching practices and student learning outcomes. In supporting PLCs in schools, Mendy has provided assistance, resources, and additional training sessions to help these groups function effectively. Specifically for charter schools this year, Mendy provided strategies for teams to collaborate and share their expertise through various learning constructs. Mendy has also mentored site-based leads in facilitating PLC meetings and supported these leads in fostering a culture of continuous learning. Mendy has modeled for schools how to use data to inform instructional decisions and help educators understand how to use data to improve student learning outcomes. This ongoing work will continue into the 24-25 school year as schools seek to rework and elevate their PLC structures and make them more effective and aligned to student learning. By working together, educators can improve their instructional practices and help their students achieve better learning outcomes.

### ***NVACS and Tier 1 Instruction***

The emphasis on planning for Tier 1 instruction and educators having a clear understanding of the NVACS has become critical in the ever-changing landscape of new teachers entering the education field in Nevada. Learning loss coupled with new teachers joining the profession, this focus has been a top priority for many schools in Southern Nevada. Helping educators to unpack the knowledge demands within the standards and align rigorous tasks that invoke evidence of student learning has been the target of many site-based observations and debrief sessions with teachers. Mendy has also helped to support certain learning constructs such as assignment analysis and capacity-building learning walks which focus on the lesson delivery and student responses to Tier 1 instruction. Teachers discuss the data within PLCs and make changes to instruction based on the students' progress toward standard mastery. This work will continue throughout the 24-25 school year.

The Teacher Leadership Department at SNRPDP has impacted 1,639 teachers by designing and presenting thirty-three instructional professional development sessions in Southern Nevada during the 2023-2024 school year.

### **Classroom Observation Report**

During this year, Mendy held virtual and face-to-face meetings and trainings with coaches and strategists in counties throughout Southern Nevada. These meetings centered around ways school leaders could specifically model and share best practices with their staff connected to student learning gaps and school climate and culture. The topics of these meetings and resources shared were aligned to classroom observations, school-wide data, and experiences that coaches and

strategists felt they needed support with to strengthen the social cohesion and collective efficacy of their staff.

In conjunction with RPDP's administrative consultants, Mendy coached administrators and teacher leader teams in strategies that support and align with district goals. For example, in Nye County, Mendy supported those teams with close reading strategies reflected in their newly adopted Tier 1 materials. Mendy was also able to support Clark County School District teams with teacher clarity; specifically, how to align teacher clarity research and classroom application to the NEPF Instructional Standards. Mendy was able to view the work of staff and provide feedback to schools to help teachers and administrators become well-versed in the teacher clarity work.

A sampling of participant comments/evaluations of the workshops and professional development sessions offered by the Teacher Leadership Department are listed below.

The Teacher Clarity Class Pack: (semester-long course)

*I learned so much throughout this course, more importantly how to read and write my own learning intentions and success criteria so that I am able to meet the needs of my students. I very much enjoyed this workshop. Thank you for the support and for the learning journey. - CCSD High School Participant*

*I feel like I have dramatically improved my understanding of how to write my learning intentions and success criteria but also how to ACTUALLY use them to help my students. My students have become better at being able to evaluate their own learning. There is also almost a sense of calm since my students know what we're working on and what they'll be doing to achieve that. - Nye County School District Participant*

*I took this class to be able to better support the teachers at my school in my role as a strategist. Although this is my 3rd year as a strategist, I still feel like I have a lot to learn and often feel a bit disconnected because I am not in a classroom experiencing all of the new programs and requirements that current teachers are faced with. This class has helped build my knowledge and confidence and I feel better equipped to help teachers generate their own learning intentions and success criteria for their students. - CCSD Learning Strategist*

The RPDP Student and Staff Well-Being Workshop

*This course has been a real eye-opener for me. While I've always known the importance of incorporating Social and Emotional Learning (SEL) into my daily teaching practice, I lacked concrete strategies to do so. This class has provided me with a starting point to begin integrating SEL into my classroom, especially when teaching math. -Charter School Teacher*

*This class was very helpful to me as a leader, and I am thinking of ways I can bring change to my school. I am already recommending the class to other teachers and administrators. - Charter School Administrator*

### **Insights, Reflection, and Next Year's Goals**

Best practices in student learning and educator pedagogy have been at the forefront of content developed and delivered this year. As teachers face staffing shortages and academic learning gaps, the research-based practices that were included in the professional learning this year will continue to be a focus in the upcoming school year.

As the work with teacher leaders, administrators, and school teams moves forward in the 24-25 school year, Mendy will continue to focus on building the capacity of teacher leaders through evidence-based strategies and practices that support student learning. This will be accomplished by offering a variety of professional learning opportunities that support the unique needs and requests of schools in different districts throughout the state. Mendy will also continue to work with a part-time trainer to assist in addressing the access and frequency of the professional development offered in the Teacher Leadership Department. By doing so, the department intends that teachers glean research-based strategies to create intentional and purposeful change in their practice and add to the professional capital of others in their schools all the while impacting student achievement. These changes are based on research-based strategies and directly correlate to increased academic success for students and teacher attrition. The department intends that participants implement strategies from these professional learning opportunities that fit their context to achieve this goal. These goals and the emphasis of the Teacher Leadership Department were determined based on requests and data provided by district leaders, building administrators, and classroom teachers.

## **Teacher Development and Support**

### **Overview**

SNRPDP's Teacher Development and Support department is led by one full-time trainer, Carrie Howren. This project targets the issue of teacher retention, particularly concerning the retention of newly qualified educators and the imperative to provide them with the necessary support for classroom success. Implementation of this project involves enhancing novice teachers' sense of empowerment and developing effective research-based practices to implement in the classroom environment. Six after-school workshops were offered to novice teachers and their mentors and opportunities for individualized support through lesson modeling and one-to-one meetings. In educational institutions facing teacher shortages, there is a detrimental impact on student academic performance when teachers are not sufficiently prepared for the profession. Alternative pathways to acquire teaching licensure have become a prevalent means of introducing new educators to the field. Research indicates that teachers entering the profession without adequate preparation are two to three times more likely to leave than those who have completed a traditional teacher preparation program. Departing teachers frequently cite burnout, attributed partly to insufficient collaboration opportunities and the challenge of discerning their influence in the classroom. It is paramount to offer early-career teachers a supportive and developmental framework during their initial years. The primary objective of this initiative was to enhance student achievement by equipping novice teachers and their mentors with the requisite pedagogical knowledge and confidence to impact their instructional efficacy. A full-time trainer supported the novice teachers in Southern Nevada through this project.

### **Objectives and Milestones**

The main goal of the Teacher Development and Support Program for novice teachers and their mentors was to boost the participation of educators registered in RPDP workshops and courses for the academic year 2023-2024. Registration data shows a positive trend, as compared to the previous year, for teachers with 0-4 years of experience. In the 2022-2023 academic year, 850 educators with 0-4 years of experience engaged in a professional development activity provided by Southern Nevada RPDP. This number increased to 880 early-career teachers during the 2023-2024 academic year, as confirmed by Learning Stream data. Additionally, the count of individuals who completed one or more workshops for novice teachers has increased by 55% compared to the previous year's enrollment figures.

The Teacher Development and Support project aimed to enhance novice teachers' pedagogical knowledge, empower their agency in educational environments, and foster teacher retention. This was achieved through workshops utilizing instructional videos created by the trainer, real-time classroom videos showcasing teachers implementing the strategies, research articles, and

resources derived from educational journals and professional texts. Post-workshop surveys revealed that 100% of the participants who engaged in one or more workshops for novice teachers expressed their intent to continue teaching in the upcoming 2024-2025 academic year. Evaluation surveys after each course showed that 93.4% of respondents believed the workshops would significantly enhance their teaching skills. Moreover, 100% of the participants agreed or strongly agreed that their involvement in the workshops positively influenced the quality of instruction in their classrooms. Survey data from workshop participants indicated that 78.6% felt the workshops positively impacted their overall perception of being a teacher, while 100% felt better equipped to teach. Participants emphasized the value of the workshops, citing the sharing of innovative teaching ideas, the relevance of instructional materials, and the reflective nature of the tasks completed in the workshops.

The project aims to enhance teachers' efficacy through structured support mechanisms. Essential components of this initiative include on-site support for educators and personalized one-on-one meetings, which are critical for fostering effective teaching practices. This initiative was implemented across a diverse range of schools, including both charter and public institutions. Data collected from these sites revealed that novice teachers who participated in the workshop series reported significantly increased levels of efficacy, as noted above. This improvement was corroborated by feedback from supervising administrators. Specifically, administrators have observed tangible outcomes related to teacher efficacy. One elementary principal stated that the participation of both mentors and novice teachers "has uplifted a couple of teachers on my campus to be leaders and I appreciate it." A K-8 charter school administrator remarked, "The new teachers in my building now work alongside their experienced counterparts to collectively improve teaching practices. This has never happened before."

### **Classroom Observation Report**

During the 2023-2024 school year, classroom observations and lesson modeling were conducted in five schools (charter and public). These observations included novice teachers and experienced teachers previously identified as "not effective" according to the Nevada Educator Performance Framework. Significant improvements in teaching practices were noted, particularly among the novice teachers. For instance, in a 5th-grade classroom, student engagement increased from 15% to 67% during the first semester. During the second semester, the teacher worked alongside the trainer to plan lessons with the Nevada Academic Content Standards, focusing on enhancing teacher clarity practices. In an 8th-grade English Language Arts class, students showed substantial growth due to the teacher's implementation of the gradual release model to provide instruction and pre- and post-assessments to guide instruction. Additionally, in a 4th grade classroom, there were notable improvements in students' abilities to reflect on their learning and to take action based on those reflections.

Observations of mentor and mentee interactions were also conducted throughout the year. Significant changes were observed. At the beginning of the school year, the discussions often entailed the mentor, going through checklists with the novice teacher with little attention to discussion centered around best practices or pedagogical moves the novice teacher could make. In contrast, the observed interactions between the mentors and mentees at the end of the year included collective reflection on the impact of lessons, including data analysis, feedback provided by the mentor to the novice teacher, and pedagogical discussions.

### **Insights, Reflection, and Next Year's Goals**

The Teacher Development and Support project resulted in significant milestones for participating early-career teachers. Data collected over the year indicates increased participation in workshops delivered by Southern Nevada RPD, improved teacher self-efficacy, increased pedagogical knowledge, and high satisfaction levels among novice teachers, mentors, and administrators. Classroom observations at school sites are evidence of the marked improvement in teaching practices impacting student engagement, growth, and achievement. Furthermore, mentor-mentee interactions evolved from a checklist-based discussion to mutually beneficial collaborative reflections, underscoring the program's impact on fostering effective teaching practices and teacher retention.

Lessons were gathered from surveys, observations, and feedback sessions with teachers and administrators. This comprehensive method provided a well-rounded insight into the project's achievements and challenges. One significant obstacle was the difficulty faced by a single trainer in reaching more novice teachers in Southern Nevada. Building on the success and positive impact of providing personalized and small-group support, the program will expand to include two part-time trainers in the 2024-2025 school year. These trainers will concentrate on new elementary teachers, leading sessions, regularly meet with workshop participants, and providing feedback to enhance the teaching practices for early-career educators. The additional assistance will enable SNRPDP to offer more novice teachers the opportunity to refine their teaching techniques and pedagogy. The full-time trainer will continue supporting secondary teachers by addressing their instructional practices. Carrie will collaborate with secondary SNRPDP trainers in specific content areas to design content-specific professional development. Additional workshops tailored for novice teachers will be developed and featured in the RPD catalog for the upcoming school year. Given the notable progress of novice teachers whose mentors and site leaders received training on effectively supporting novice educators, further professional development will be extended to those responsible for new teacher support. Partnerships were established with a rural district, two K-8 public charter schools, a public middle school, and two public elementary schools. The Teacher Development and Support team will support mentors and novice teachers at these sites before the school year begins. The trainer will collaborate with these sites to revamp their teacher onboarding process and design tailored professional

development opportunities aligned with each site's Continuous Improvement Plan. With increased resources and opportunities, SNRPDP's Teacher Development and Support project aims to engage a wider audience of early-career educators.

## Appendix A: Introduction to Family Engagement Participant Feedback

### Introduction to Effective Family Engagement *Approved course for removal of the family engagement license provision*

The following is a sampling of responses for the last question on the *Post-Course Assessment* (It is noted that the assessment has NO bearing on course grade. The information gathered is strictly used to analyze the effectiveness of this course.)

Role	“Please provide a short summary of your take-aways from this course.”
ES Teacher	<p>"I would like to express my heartfelt gratitude for the Family Engagement course. It was truly an enriching experience that exceeded my expectations in many ways.</p> <p>Course Content: The content was comprehensive, well-researched, and incredibly relevant. I appreciated the blend of theoretical knowledge with practical strategies and real-life examples. Each module provided valuable insights that I can apply in both my personal and professional life to foster stronger connections with families.</p> <p>Course Structure: The course was well-organized, with a logical flow that allowed for a deep dive into each topic. The mix of lectures, group discussions, and hands-on activities kept me engaged and stimulated my thinking throughout the course. The pacing was just right, allowing enough time to digest the information and participate actively in discussions.</p> <p>Course Instructor: Our instructor was exceptional! Her expertise, passion, and commitment to family engagement were evident in every session. She created a supportive and inclusive learning environment where everyone felt valued and encouraged to share their thoughts and experiences. Her approachable nature and willingness to address our questions and concerns made the learning process enjoyable and rewarding.</p> <p>Overall Experience: The Family Engagement course was a valuable learning experience that has equipped me with practical tools and strategies to enhance my engagement with families. I feel more confident and empowered to build</p>



	<p>strong partnerships with families and create a supportive environment where children can thrive. I would highly recommend this course to anyone interested in deepening their understanding of family engagement and its importance in education.</p> <p>Once again, thank you to the course organizers and our wonderful instructor for offering such a valuable and impactful course. I look forward to applying what I've learned and continuing to grow in this area.</p>
ES Counselor	<p>Great class! I have learned so much about family engagement and what it all entails. I was happy to see that a lot of what our school is doing is on the right track. I also have learned that there is more that we still can do! Looking forward to presenting new ideas to our school to help build these foundational relationships with our families.</p>
ES Assistant Principal	<p>Activities have been very helpful in evaluating my school's current levels and identifying areas of focus. Great instructor, very helpful in the feedback provided. I enjoyed the class and feel I have more direction on where I need to get my school so we can build meaningful relationships with families and increase student achievement.</p>
ES Teacher	<p>Nathalie was awesome! She explains concepts very well and was very supportive throughout the entire course. I've learned a lot in this course, and I am ready to begin implementing the strategies that I've learned.</p>
HS Principal	<p>I think the course is great. In fact, I have asked my learning strategists to take the course as well so we can build capacity to change the way we engage parents.</p>
ES Social Worker	<p>I enjoyed the course. The instructor, Nathalie, was very thorough and helpful. She explained the course content well and made the class more enjoyable. You can tell she cares about helping the students succeed in the course.</p>
ES Teacher	<p>This was a very good course. There were lots of real-world examples of what worked in other schools and districts that I can adapt to my own classroom.</p>
ES Teacher	<p>The course outline makes sense and was helpful for my learning. I appreciated how gracious my instructor was with when I completed my work late even without hearing from me about why things took additional</p>

	<p>time- I didn't expect that, but very much appreciated it. I really enjoyed engaging with the resources in the coursework and felt inspired by many of the engagement methods we learned about. I think this course changed my attitude towards working with families from being a little negative/inconvenienced by it to seeing how it can work in my favor and can be used to my and my students' advantage.</p>
School Nurse	<p>The class was very informational, and the teacher was awesome! Thank you!!</p>
ES Teacher	<p>Hello, Miss Nathalie! I express my gratitude by saying thank you. To me, it's not just about the class; it's about imparting the significance of family engagement. I promise to hold these lessons in my heart and apply them in my classroom. Wishing you continued success as you inspire more educators with your passion.</p>
MS Teacher	<p>It was my pleasure and honor to have Ms. Nathalie as a course instructor. She is professional, smart, great leader and provided great resources for all of us. She taught us by using the best teaching techniques and tools. The course was amazing, I really enjoyed it and liked a lot the way how it was organized and structured. I believe this will help me not only to get the standard license:-) but also to improve communication with families .</p>
ES Teacher	<p>Nathalie is an amazing instructor! She was very thorough in feedback and communication. I felt like she actually read through my assignments and gave genuine responses. The class was set up in a way that gave me plenty of time to complete work and attend class without affecting my work schedule too much. I learned a lot in this course and definitely recommend EVERYONE take it.</p>
ES Teacher	<p>I think it was great. I was dreading this as it was a weeknight course. It ended just in time for me to start my next chapter of graduate school. I think everything was on topic and relevant to family engagement. I am very excited to implement more of this for the upcoming school year.</p>
ES Teacher	<p>I took 3 classes this semester this was by far my favorite one, and I learned stuff that I would actually use. There was a real value in this class and I liked the way it was ran with the modules and the timing of everything that was every other week etc. I would definitely recommend this class. I enjoyed the instructor very much as well she was very kind.</p>

HS Teacher	The instructor was very thorough and provided opportunities to apply knowledge of standards in ways which help us to all become better teacher team members with families.
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## Appendix B: NEPF Instructional Standards Learning Program Participant Feedback

### NEPF Instructional Standards Learning Program *Online Independent Study Workshop*

The following is a sampling of responses from the *Evaluation Summary Report*:

<b>“What aspects of this course were most useful or valuable?”</b>
Being able to dig deeper into the NEPF and see examples of teachers meeting these standards was very beneficial.
Looking at the examples and video models of the Standards was very valuable to me.
An excellent review of the NEPF standards
Well understanding of the 5 standards, 4 Indicators and 4 Levels of Nevada NEPF and how to implement in my classroom with the standards.
Observations of lesson to notice standard and indicators
<b>“How would you improve this course?”</b>
A great self-paced online course. Really learned a lot.