

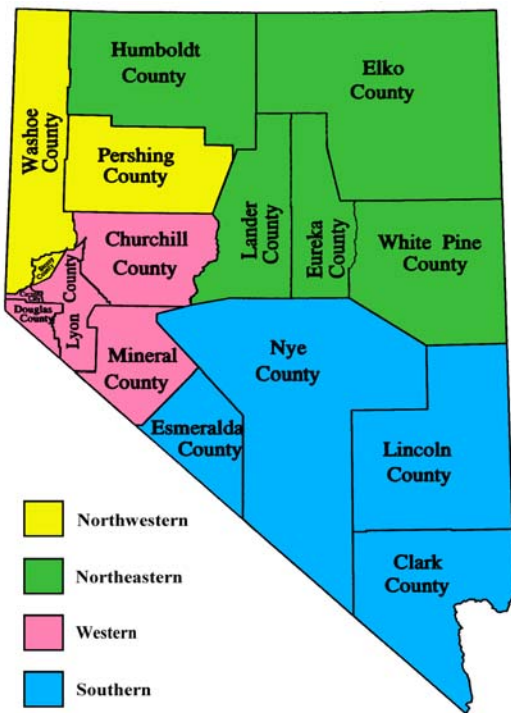
# IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## BACKGROUND

### Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997-98 interim period, teachers, administrators, and others proposed a regional professional development model to help educators teach the new state academic standards. The 1999 Legislature appropriated \$3.5 million in each year of the biennium to establish and operate

four regional training programs to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. The 2001 Legislature appropriated an additional \$10.2 million for FY 2002-03; the 2003 Legislature approved funding in the amount of \$17.7 million for the 2003-2005 biennium. The four regional training programs serve the school districts identified in the map.



**NW** = Pershing, Storey, and Washoe Counties.  
**NE** = Elko, Eureka, Humboldt, Lander, and White Pine Counties.  
**Western** = Carson, Churchill, Douglas, Lyon, and Mineral Counties.  
**Southern** = Clark, Esmeralda, Lincoln, and Nye Counties.

Implementation of each Regional Professional Development Program (RPDP) is overseen by a governing body composed of superintendents of schools, representatives of the Nevada System of Higher Education, teachers, and employees of the Nevada Department of Education. It is the responsibility of the governing body to assess the training needs of teachers in the region and adopt priorities of training based upon the assessment of needs.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

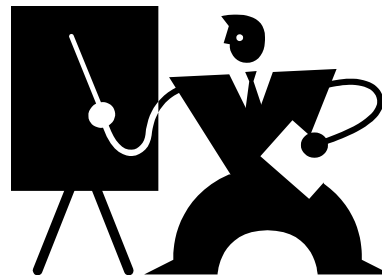
## BACKGROUND

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Coordinating Council for coordination of regional training. The Council consists of the RPDP coordinator from each of the four regions, as well as one member of the governing board from each of the four regions. Duties of the Council include adopting statewide standards for professional development; disseminating information to school districts, administrators, and teachers concerning the training, programs, and services provided by the regional training program; and conducting long-range planning concerning the professional development needs of teachers and administrators employed in Nevada.

### Nevada Early Literacy Intervention Program (NELIP)

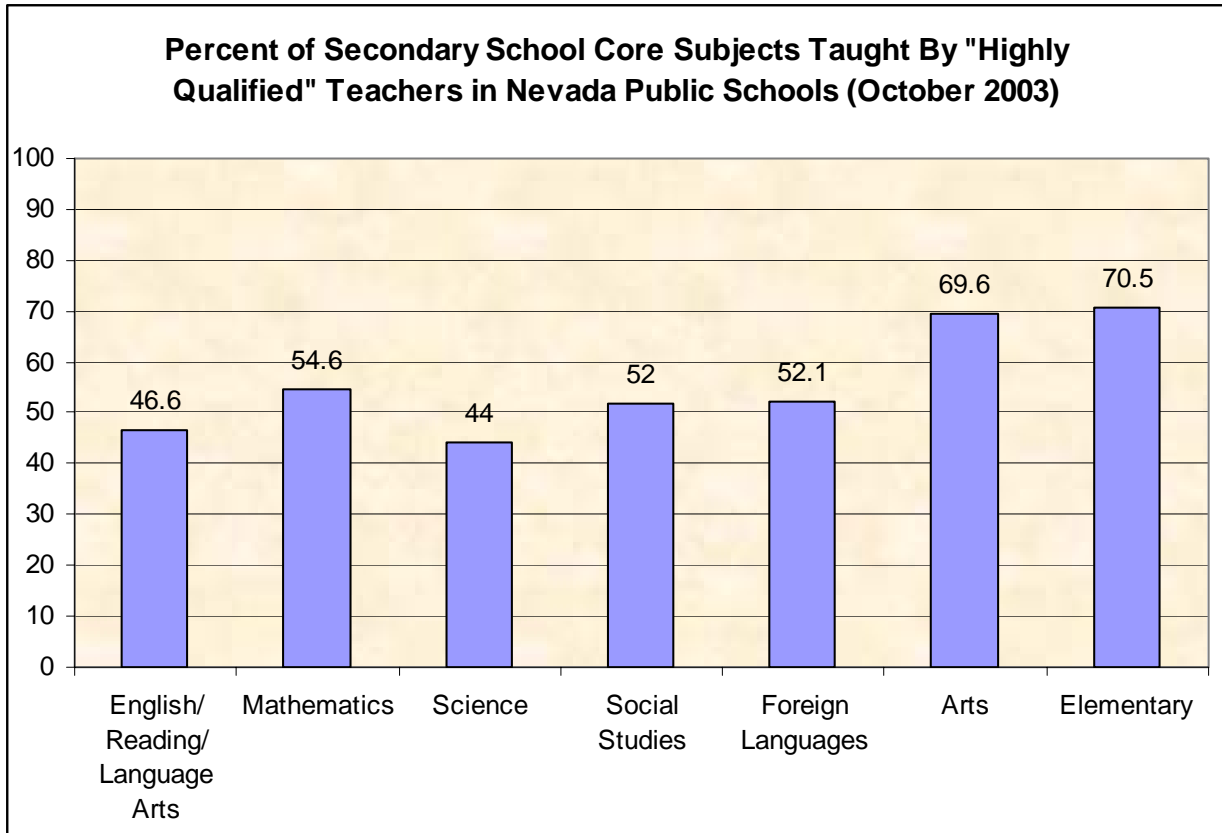
The RPDPs also are responsible for assisting the state in reaching the goal of all pupils reading at grade level by the end of 3<sup>rd</sup> grade through the Nevada Early Literacy Intervention Program (NELIP). This program is designed to provide training for teachers who teach kindergarten and grades 1, 2, and 3, on methods to teach fundamental reading skills. The fundamental reading skills are:

- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.

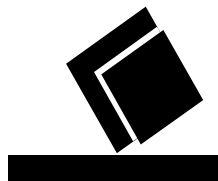


# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## QUALIFICATIONS—HIGHLY QUALIFIED TEACHERS



Source: Nevada Department of Education, *Nevada Annual Reports of Accountability-State Report* (on Web site: <http://www.nevadareportcard.com/>), November 5, 2004.



# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## TEACHER QUALIFICATIONS

**Percentage of Class Periods per Day Taught by Teachers Teaching Out-of-Field, Statewide, 1998-1999 through 2002-2003**

Periods per Day	1998-99	1999-00	2000-01	2001-02	2002-03
<b>Total Periods</b>	201	204	160	126	119
<b>Percentage of Class Periods Taught by Teachers Out-of-Field</b>					
1 to 2.25	61.2%	63.2%	71.9%	62.7%	69.7%
3 to 5.5	21.9%	26.5%	25.9%	31.0%	28.6%
6 to 8	16.9%	10.3%	3.1%	6.3%	1.7%

Source: Nevada Department of Education, Teacher Exception Reports, 1998-1999 and 2002-2003

**Subjects with the Greatest Shortages of Licensed Endorsed Teachers Based on Courses Taught Out-of-Field, Statewide 1998-1999 to 2002-2003**

Subject Area	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003
<b>TOTAL</b>	193	249	167	118	115
<b>Percentage of Courses by Subject Taught by Teachers Teaching Out-of-Field</b>					
Science	16.1%	8.8%	13.2%	25.4%	19.1%
Math	12.4%	9.6%	12.6%	11.0%	13.9%
Languages/TESL*	11.9%	4.8%	5.4%	10.2%	11.3%
Social Studies	8.3%	9.2%	13.8%	6.8%	10.4%
English	14.5%	9.2%	12.6%	9.3%	9.6%
Computers	8.8%	9.6%	9.6%	11.0%	8.7%
Health	3.1%	5.2%	5.4%	8.5%	8.7%
Occupational Education	8.8%	29.7%	12.6%	5.1%	7.8%
Physical Education	6.7%	3.2%	4.8%	2.5%	6.1%
Arts/Humanities	9.3%	6.0%	3.6%	7.6%	3.5%
Miscellaneous	0	4.4%	6.6%	2.5%	0.9%

Source: Nevada Department of Education, Teacher Exception Reports 1998-1999 through 2002-2003

\*TESL = Teaching English as a Second Language

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## QUALIFICATIONS—HIGHLY QUALIFIED TEACHERS

**Core Courses Not Taught by Highly Qualified Teachers, 2003-2004**

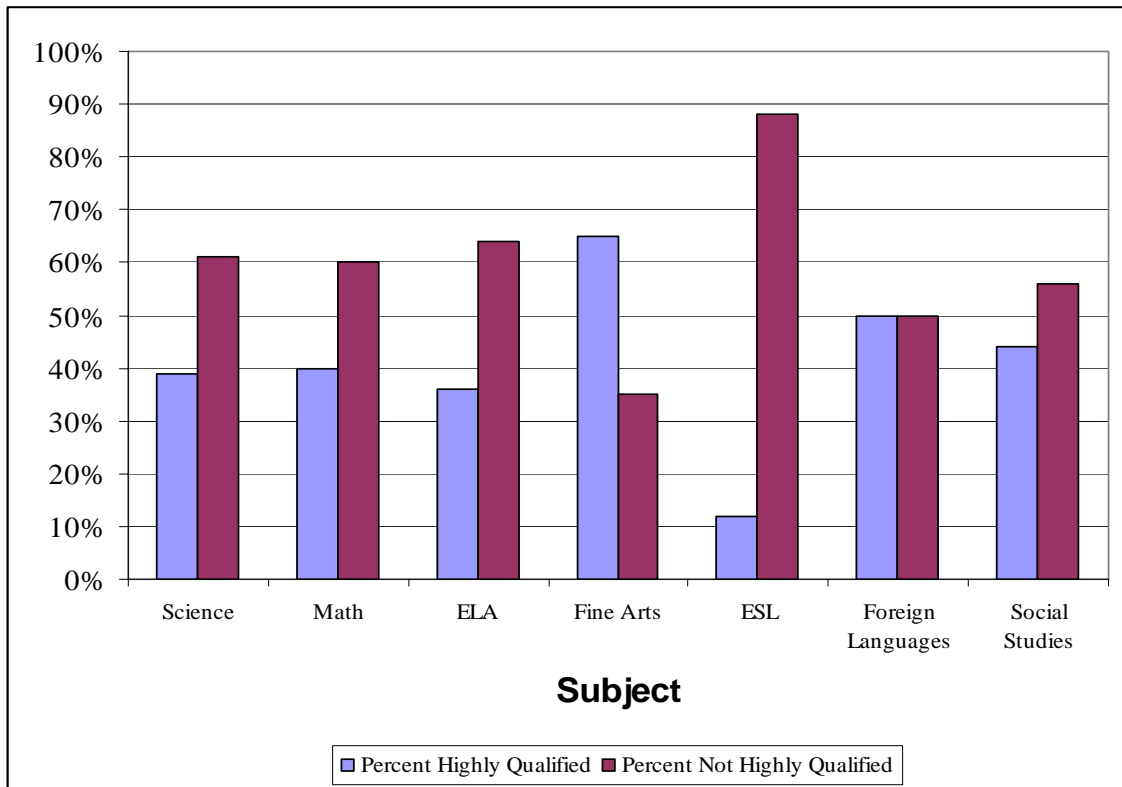
State/Districts	English/ Reading/ Language Arts		Mathematics		Science		Social Studies		Foreign Languages		Arts		Elementary	
	#	%	#	%	#	%	#	%	#	%	#	%	#	%
<b>Nevada</b>	4661	53.4	2846	45.4	2986	56.0	2414	48.0	768	47.9	952	30.4	17497	29.5
<b>Carson</b>	74	29.6	57	30.8	13	7.9	34	23.4	12	30.0	10	13.2	133	9.8
<b>Churchill</b>	28	29.5	28	35.0	54	67.5	26	43.3	0	0.0	12	27.9	12	1.7
<b>Clark</b>	4013	70.3	2320	59.2	2725	83.0	2185	67.2	642	67.7	856	40.5	15876	38.6
<b>Douglas</b>	40	19.3	16	10.0	11	7.3	6	4.5	27	44.3	5	7.5	70	6.4
<b>Elko</b>	50	21.5	55	31.1	14	8.2	27	16.6	16	34.8	0	0.0	42	2.5
<b>Esmeralda</b>													0	0.0
<b>Eureka</b>	3	30.0	1	14.3	0	0.0	3	75.0	1	100.0	1	20.0	0	0.0
<b>Humboldt</b>	15	19.0	4	6.9	3	6.0	8	20.0	0	0.0	0	0.0	24	3.8
<b>Lander</b>	12	33.3	1	2.9	6	24.0	3	17.6	0	0.0	0	0.0	78	46.4
<b>Lincoln</b>	12	25.5	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
<b>Lyon</b>	32	16.1	10	5.7	16	9.8	6	4.8	0	0.0	14	15.6	145	11.5
<b>Mineral</b>	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	30	19.5
<b>Nye</b>	7	4.7	1	0.8	12	10.8	12	12.1	2	9.5	4	7.5	8	1.0
<b>Pershing</b>	6	16.7	3	15.8	3	14.3	4	21.1	0	0.0	0	0.0	0	0.0
<b>Storey</b>	6	30.0	9	60.0	0	0.0	3	23.1	0	0.0	0	0.0	12	17.1
<b>Washoe</b>	323	21.3	303	26.5	105	11.3	82	9.8	58	15.7	44	9.9	952	10.2
<b>White Pine</b>	14	50.0	20	52.6	12	48.0	9	52.9	8	100.0	6	100.0	4	1.8

**Source:** Data for this table were submitted by the Office of Teacher Licensing as of October 1, 2003.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## TEACHER QUALIFICATIONS

**Percentage of Middle School Teachers Meeting Highly Qualified Definition by Subjects Taught, Statewide, 2003-2004**



**Source:** Nevada Department of Education, Teacher Licensing System, Statewide NCLB for School Year 2003-2004.

**NOTE:** ELA = English Language Arts; ESL = English as a Second Language

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## FUNDING

### FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPs)

RPDPs	FY 1999-00	FY 2000-01	FY 2001-02*	FY 2002-03*	FY 2003-04**	FY 2004-05**
<b>Southern RPDP</b>	\$1,284,603	\$1,354,311	\$4,884,383	\$ 5,254,795	\$4,532,532	\$4,552,361
<b>Western RPDP</b>	\$ 640,655	\$ 686,415	\$1,088,699	\$ 1,217,538	\$1,146,374	\$1,175,848
<b>N. Western RPDP</b>	\$ 832,993	\$ 921,360	\$1,872,646	\$ 2,041,748	\$1,847,128	\$1,913,468
<b>N. Eastern RPDP</b>	\$ 691,749	\$ 487,914	\$1,219,802	\$ 1,356,694	\$1,291,907	\$1,295,158
<b>Evaluation</b>	\$ 50,000	\$ 50,000	\$ 130,000	\$ 130,000	\$ 100,000	\$ 100,000
<b>TOTAL</b>	\$3,500,000	\$3,500,000	\$9,195,530	\$10,000,775	\$8,917,941	\$9,036,835

\*For the 2001-03 biennium, funding for the Nevada Early Literacy Intervention Program (NELIP) was provided by the Legislature. Although the RPDP and NELIP programs were funded separately, the amounts shown in this table represent the combined total of funding for the RPDPs and the NELIP.

\*\*For the 2003-05 biennium, funding for NELIP was consolidated with the RPDPs; this resulted in a State General Fund savings of approximately \$1.2 million when compared to the amount appropriated for the 2001-03 biennium.

Source: Legislative Counsel Bureau, Fiscal Analysis Division.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## FUNDING—RPDPs

### Participation of Teachers and Administrators FY 2002-03 and 2003-04

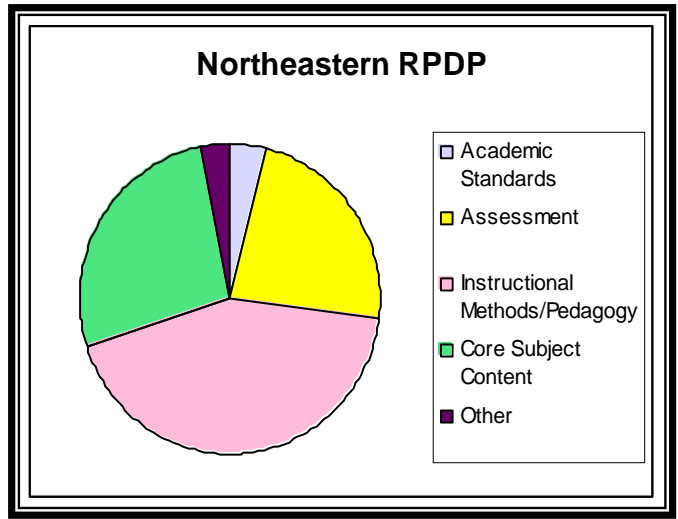
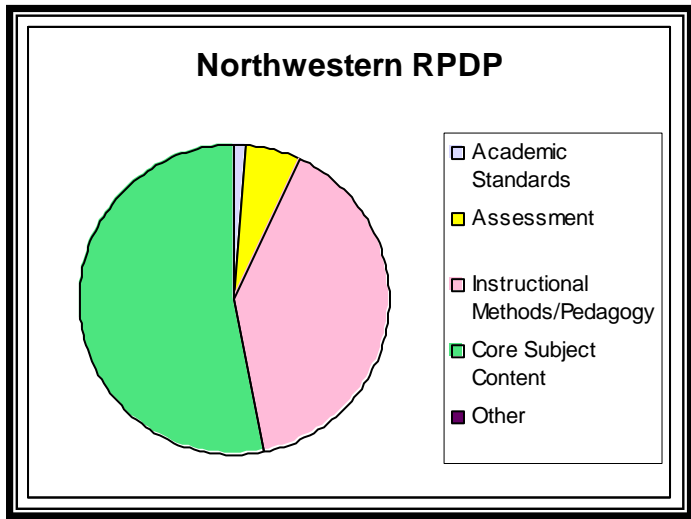
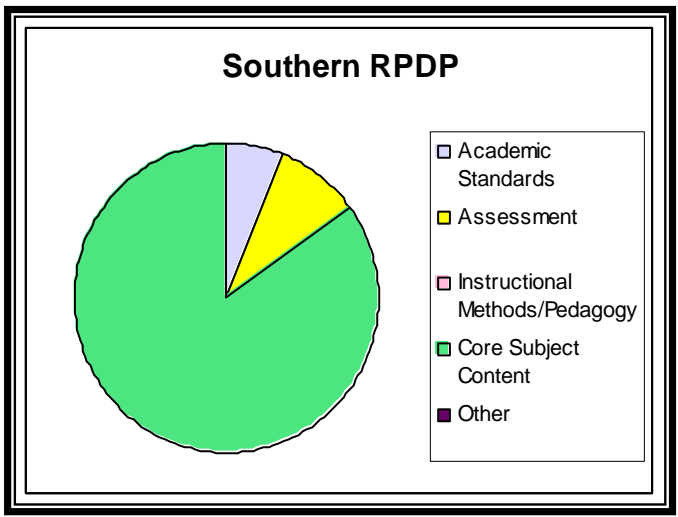
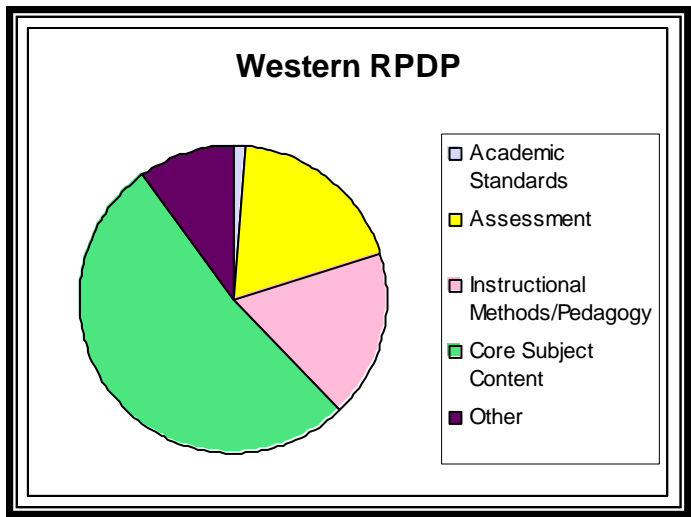
RPDPs	District	Teachers/ Administrators FY 2002-03	Teachers/ Administrators FY 2003-04	TOTAL
Southern RPDP	RPDP Teacher Training	0	0	0
	NELIP Teacher Training	0	0	0
	RPDP/NELIP Teacher Training	3,535	6,900	10,435
	Administrator Training	378	402	780
	<b>TOTAL</b>	<b>3,913</b>	<b>7,302</b>	<b>11,215</b>
Western RPDP	RPDP Teacher Training	0	0	0
	NELIP Teacher Training	0	0	0
	RPDP/NELIP Teacher Training	1,791	448	2,239
	Administrator Training	55	55	110
	<b>TOTAL</b>	<b>1,846</b>	<b>503</b>	<b>2,349</b>
Northwestern RPDP	RPDP Teacher Training	2,383	0	2,383
	NELIP Teacher Training	1,475	0	1,475
	RPDP/NELIP Teacher Training	0	2,959	2,959
	Administrator Training	598	444	1,042
	<b>TOTAL</b>	<b>4,456</b>	<b>3,403</b>	<b>7,859</b>
Northeastern RPDP	RPDP Teacher Training	1,037	0	1,037
	NELIP Teacher Training	2,856	0	2,856
	RPDP/NELIP Teacher Training	0	777	777
	Administrator Training	29	46	75
	<b>TOTAL</b>	<b>3,922</b>	<b>823</b>	<b>4,745</b>
	<b>GRAND TOTAL</b>	<b>14,137</b>	<b>12,031</b>	<b>26,168</b>

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## RPDP TRAINING

**Regional Professional Development Programs  
Percent of Concentration of Training for Teachers/Administrators  
FY 2003-2004**



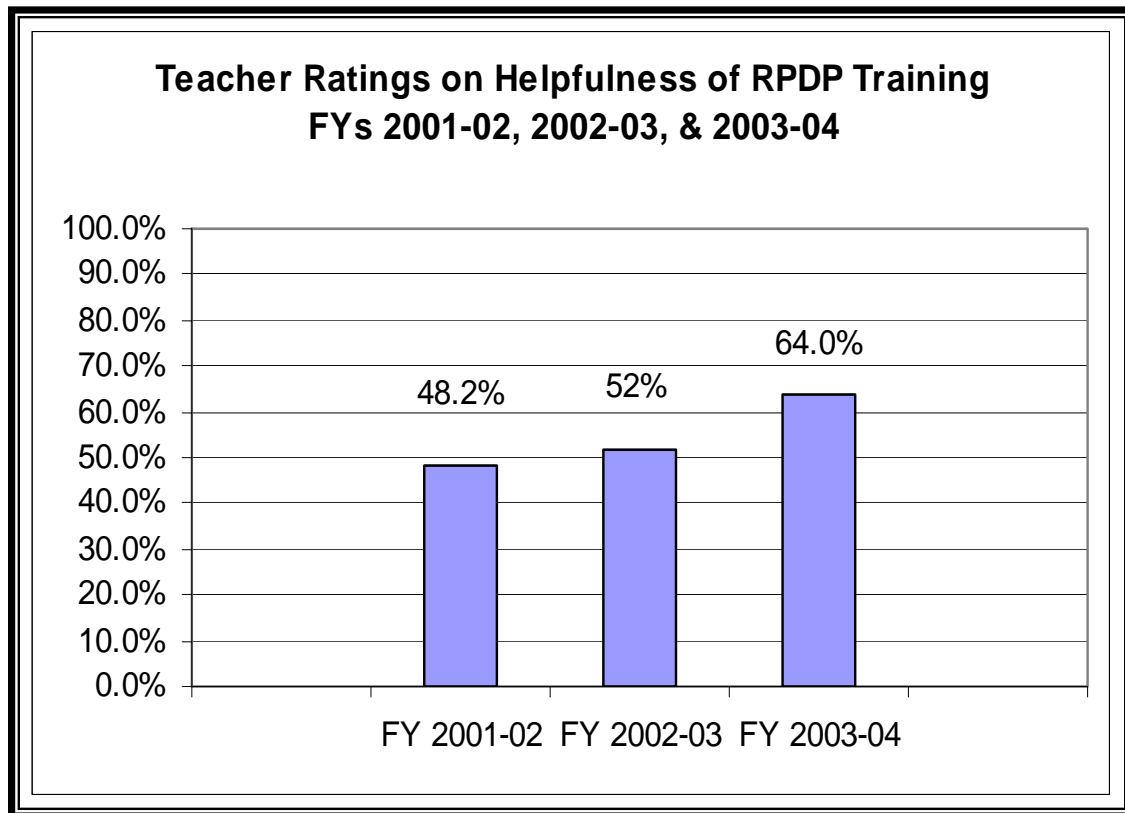
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPs

WestEd, the third-party evaluator of the RPDPs, has conducted classroom observation studies designed to look into the classroom to ascertain and describe instruction as it aligns with elements of a standards-based lesson.

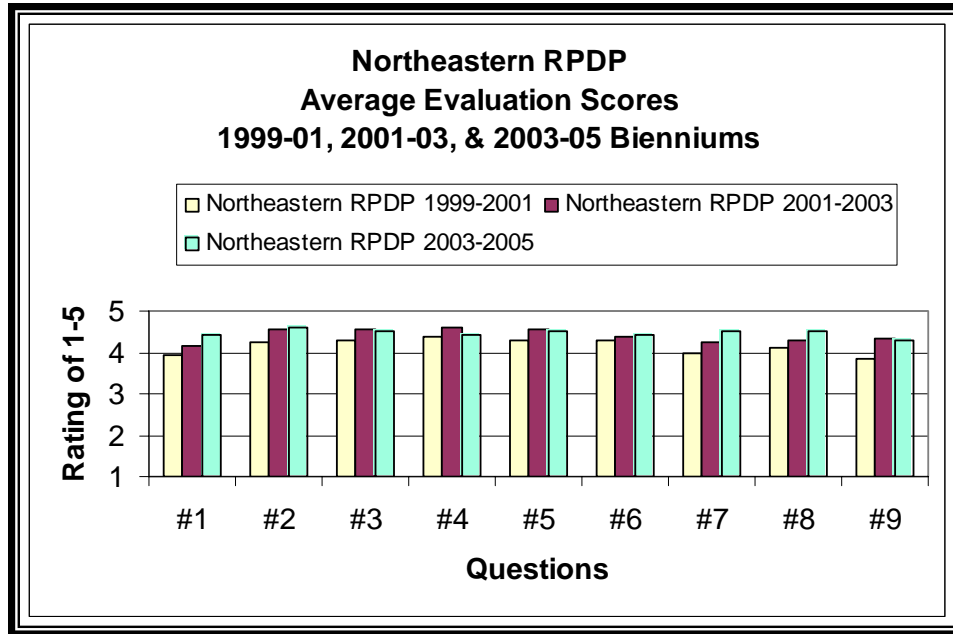
Three groups of teachers (54 in FY 2001-02, 70 in 2002-03, and 73 in FY 2003-04) were randomly selected for classroom observations and were interviewed immediately after each observation. The teachers were asked for the number of hours of RPDP/NELIP and other professional development training they received in the previous school year and whether the RPDP/NELIP training helped with the lesson observed. The following table displays the results for those teachers that received more than five hours of training.



Source: Evaluation of the Regional Professional Development Programs, WestEd, 2004.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPs

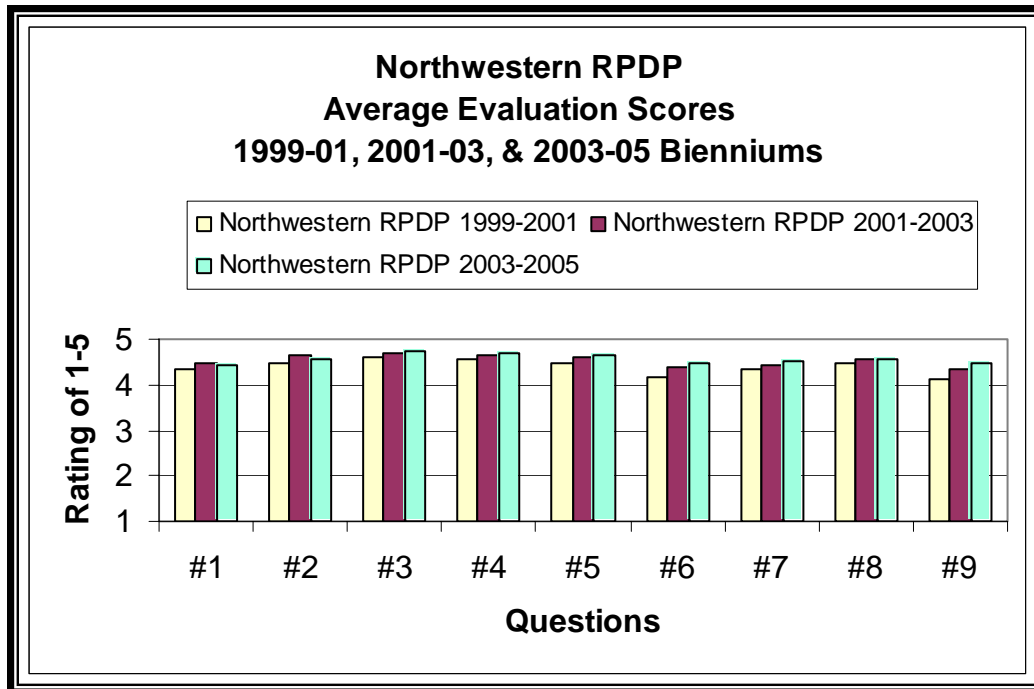


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	3.92	4.16	4.40
2) The activity provided opportunities for interaction and reflections.	4.26	4.54	4.60
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.30	4.57	4.50
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.39	4.60	4.40
5) The presenter/facilitator modeled effective teaching strategies.	4.28	4.55	4.50
6) This activity added to my knowledge of standards and subject matter content.	4.30	4.38	4.40
7) The activity will improve my teaching skills.	3.99	4.26	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.11	4.28	4.50
9) This activity will help me meet the needs of diverse student populations.	3.84	4.35	4.30
<b>Source: RPDP Evaluation, 2004</b>			

\* Scale of 1 to 5 with 5 being the highest.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPS

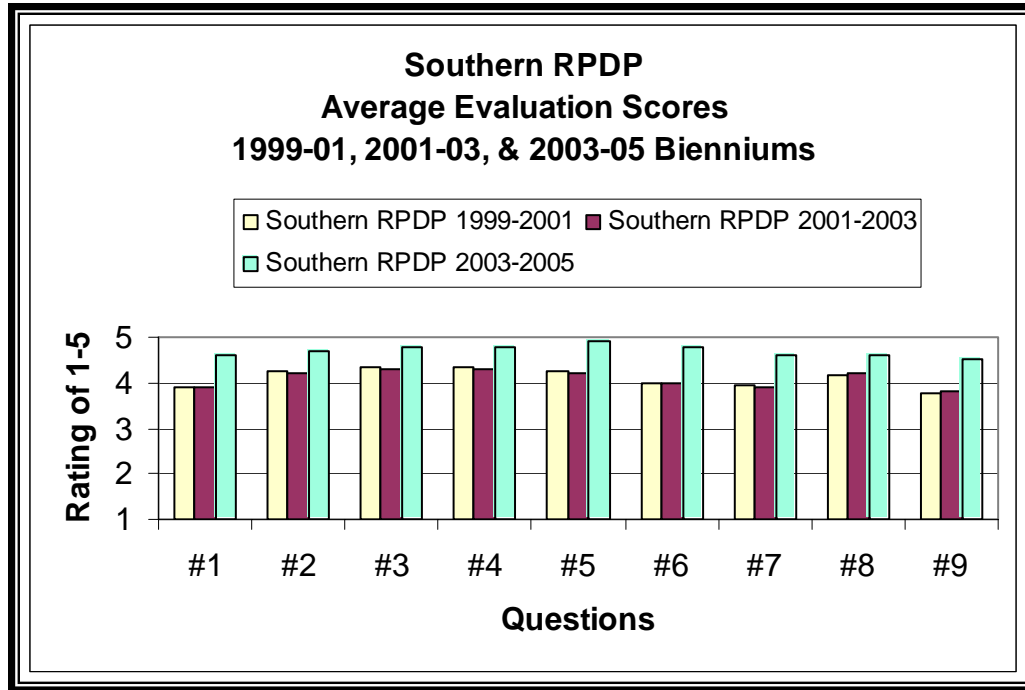


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	4.33	4.47	4.44
2) The activity provided opportunities for interaction and reflections.	4.48	4.63	4.58
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.59	4.69	4.72
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.56	4.63	4.71
5) The presenter/facilitator modeled effective teaching strategies.	4.47	4.61	4.67
6) This activity added to my knowledge of standards and subject matter content.	4.17	4.40	4.49
7) The activity will improve my teaching skills.	4.33	4.45	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.47	4.54	4.54
9) This activity will help me meet the needs of diverse student populations.	4.14	4.35	4.48
<b>Source: RPDP Evaluation, 2004</b>			

\* Scale of 1 to 5 with 5 being the highest.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPs

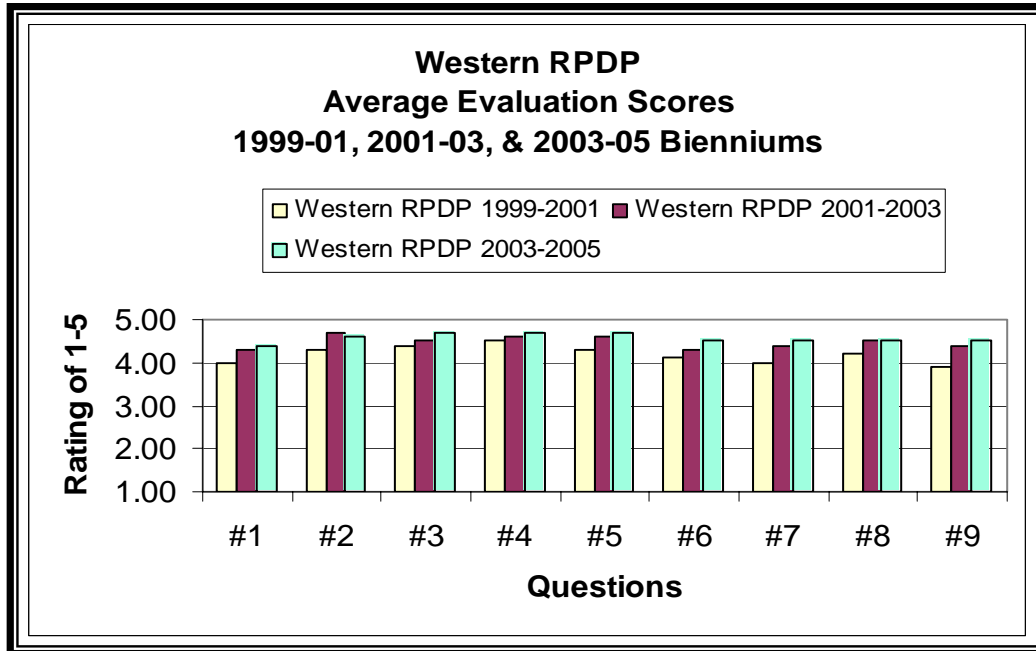


Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	3.89	3.90	4.60
2) The activity provided opportunities for interaction and reflections.	4.24	4.20	4.70
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.32	4.30	4.80
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.34	4.30	4.80
5) The presenter/facilitator modeled effective teaching strategies.	4.24	4.20	4.90
6) This activity added to my knowledge of standards and subject matter content.	4.00	4.00	4.80
7) The activity will improve my teaching skills.	3.93	3.90	4.60
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.16	4.20	4.60
9) This activity will help me meet the needs of diverse student populations.	3.77	3.80	4.50
<b>Source: RPDP Evaluation, 2004</b>			

\* Scale of 1 to 5 with 5 being the highest.

# PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

## EVALUATION OF THE RPDPs



Question	1999-01 Biennium*	2001-03 Biennium*	2003-05 Biennium*
1) This activity matched my needs.	4.00	4.30	4.40
2) The activity provided opportunities for interaction and reflections.	4.30	4.70	4.60
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.40	4.50	4.70
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.50	4.60	4.70
5) The presenter/facilitator modeled effective teaching strategies.	4.30	4.60	4.70
6) This activity added to my knowledge of standards and subject matter content.	4.10	4.30	4.50
7) The activity will improve my teaching skills.	4.00	4.40	4.50
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.20	4.50	4.50
9) This activity will help me meet the needs of diverse student populations.	3.90	4.40	4.50
<b>Source: RPDP Evaluation, 2004</b>			

\* Scale of 1 to 5 with 5 being the highest.