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Educational Personnel—Demographics, Salaries, Professional Development, and Performance Evaluations

Educational Personnel—2011 State Teacher Policy Yearbook

The 2011 edition of the *State Teacher Policy Yearbook* is the National Council on Teacher Quality’s fifth annual review of state laws, rules, and regulations that govern the teaching profession. Each state was reviewed against its success in meeting five goals:

Goals

Goal 1: Delivering Well-Prepared Teachers
 Goal 2: Expanding the Pool of Teachers
 Goal 3: Identifying Effective Teachers
 Goal 4: Retaining Effective Teachers
 Goal 5: Exiting Ineffective Teachers

Results—National Summary

- The average overall state grade for the *2011 State Teacher Policy Yearbook* is a D+.
- States fare worst in the area of “Delivering Well-Prepared Teachers,” with an average grade of D.
- The highest average grades are in the areas of “Expanding the Teaching Pool” and “Retaining Effective Teachers” with a C-.
- The State of Florida received the highest overall grade, with a B.
- The State of Montana was the only state to receive an overall grade of F.

Average State Grades

Delivering Well-Prepared Teachers	D
Expanding the Pool of Teachers	C-
Identifying Effective Teachers	D+
Retaining Effective Teachers	C-
Exiting Ineffective Teachers	D+
Average Overall Grade	D+

Educational Personnel—2011 State Teacher Policy Yearbook (*continued*)

Results—State of Nevada

Overall, 28 state grades improved in 2011 over state performance in 2009. The State of Nevada was listed as one of the states with the most progress on teacher policy since 2009:

NEVADA: Overall 2011 Yearbook Grade: C
Overall 2009 Yearbook Grade: D-

States With the Most Progress on Teacher Policy Since 2009	
Rank	
1	Indiana
2	Minnesota
3	Michigan
4	Illinois
5	Rhode Island
6	Delaware
7	Nevada
8	Idaho
9 (tie)	Florida
9 (tie)	Utah

Source: National Council on Teacher Quality, *2011 State Teacher Policy Yearbook, National Summary*.

Highlights from recent progress in Nevada include:

- ✓ Evidence of student learning in teacher evaluations;
- ✓ Tenure decisions connected to evidence of teacher effectiveness;
- ✓ Consequences for unsatisfactory evaluations; and
- ✓ Alternative certification.

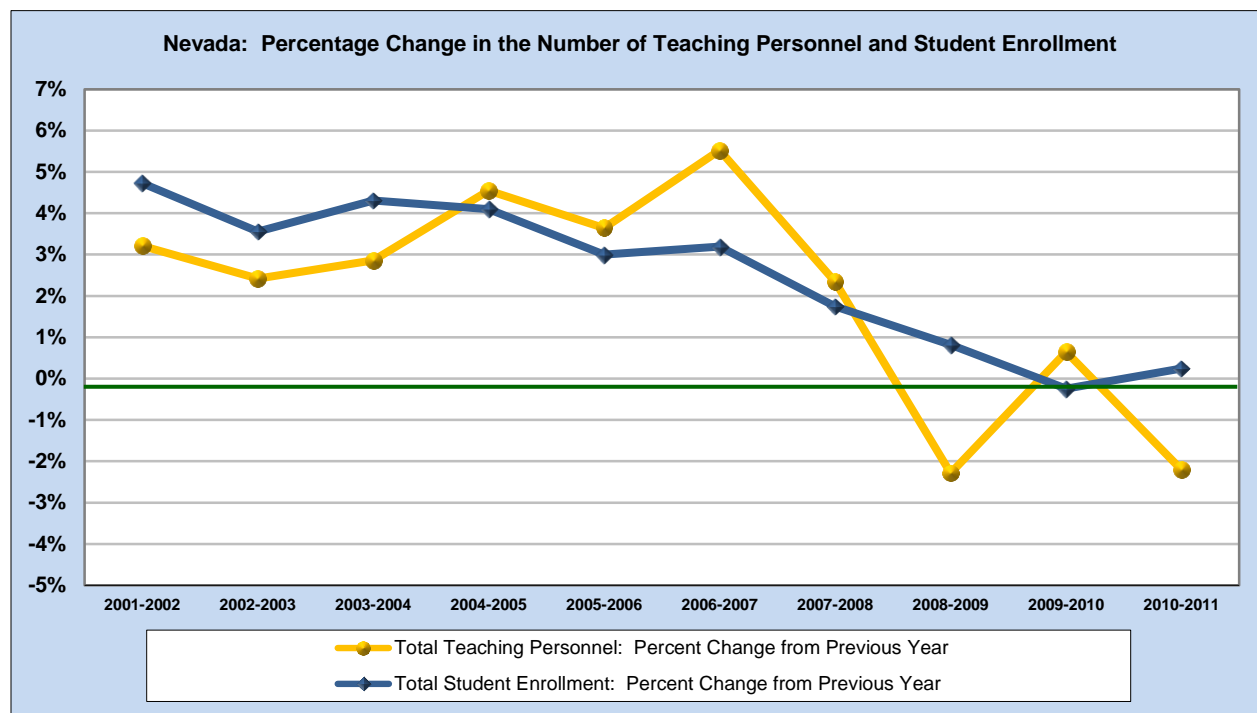
Educational Personnel—2011 State Teacher Policy Yearbook (*continued*)

Summary Grade Table Western States

States	GOALS						
	Progress Ranking	Delivering Well-Prepared Teachers	Expanding the Pool of Teachers	Identifying Effective Teachers	Retaining Effective Teachers	Exiting Ineffective Teachers	Average Overall Grade
Arizona	20	D-	D+	D+	D+	D+	D+
California	51	D	C-	F	C+	F	D+
Colorado	12	D-	D+	B-	C-	A	C
Idaho	8	D	D+	C+	C	D-	D+
Montana	47	F	F	F	D	F	F
National		D	C-	D+	C-	D+	D+
Nevada	7	D-	D+	B-	C-	B-	C-
New Mexico	39	D+	D-	D	D	C	D+
Oregon	25	D-	F	D-	C	F	D-
Utah	9	D	D+	C-	C+	C+	C-
Washington	25	D+	C	C	C	D	C-
Wyoming	20	F	D-	D+	D+	D+	D

Source: National Council on Teacher Quality, *2011 State Teacher Policy Yearbook, National Summary*.

Educational Personnel—FTEs



	Total Change in Nevada Teaching Personnel and Student Enrollment School Year (SY) 2001–2002 through SY 2010–2011									
	2001– 2002	2002– 2003	2003– 2004	2004– 2005	2005– 2006	2006– 2007	2007– 2008	2008– 2009	2009– 2010	2010– 2011
Total Teaching Personnel (FTE)*	18,999	19,459	20,015	20,925	21,687	22,885	23,421	22,886	23,034	22,526
Total Teaching Personnel: Percent Change From Previous Year	3.2	2.4	2.9	4.5	3.6	5.5	2.3	-2.3	0.7	-2.2
Total Public Student Enrollment	356,814	369,498	385,414	401,211	413,252	426,436	433,885	437,433	436,368	437,444
Total Student Enrollment: Percent Change From Previous Year	4.7	3.6	4.3	4.1	3	3.2	1.7	0.8	-0.2	0.2

*Teaching Personnel includes: Elementary School Teachers, Middle School Teachers, Secondary School Teachers, Special Education Teachers, and Occupational Teachers.

Source: Department of Education (DOE), Research Bulletin, Volume 51, February 2011.

Educational Personnel—FTEs (*continued*)

Percentage of Educational Staff for Selected Categories Western States SY 2009–2010

State	Teachers	School Administrators*	District Administrators**	Student and Other Support Staff***	Instructional Aides	School Counselors	Librarians
Arizona	51.8% Rank: 15	2.5% Rank: 27	0.4% Rank: 47	23.0% Rank: 25	14.7% Rank: 11	1.3% Rank: 45	0.6% Rank: 41
California	52.8% Rank: 11	2.8% Rank: 12	0.7% Rank: 37	21.3% Rank: 35	10.2% Rank: 38	1.3% Rank: 45	0.2% Rank: 50
Colorado	47.5% Rank: 37	2.7% Rank: 18	1.1% Rank: 19	19.7% Rank: 40	14.7% Rank: 11	2.1% Rank: 10	0.8% Rank: 30
Idaho	54.9% Rank: 7	2.6% Rank: 22	0.5% Rank: 45	21.8% Rank: 32	11.0% Rank: 35	2.2% Rank: 8	0.5% Rank: 45
Montana	54.2% Rank: 9	2.8% Rank: 12	0.9% Rank: 28	22.2% Rank: 28	12.1% Rank: 28	2.4% Rank: 6	1.9% Rank: 1
National	50.5%	2.7%	1.0%	23.6%	11.6%	1.7%	0.8%
Nevada	65.5% Rank: 2	3.0% Rank: 9	0.1% Rank: 49	4.2% Rank: 50	12.5% Rank: 27	2.6% Rank: 4	1.1% Rank: 15
New Mexico	47.8% Rank: 36	2.8% Rank: 12	1.8% Rank: 11	22.5% Rank: 27	12.9% Rank: 21	1.8% Rank: 24	0.6% Rank: 41
Oregon	45.7% Rank: 41	2.5% Rank: 27	0.7% Rank: 37	20.6% Rank: 38	16.4% Rank: 5	1.7% Rank: 30	0.5% Rank: 45
Utah	49.3% Rank: 32	2.5% Rank: 27	0.8% Rank: 33	20.4% Rank: 39	15.8% Rank: 7	1.6% Rank: 36	0.5% Rank: 45
Washington	51.4% Rank: 18	2.7% Rank: 18	1.1% Rank: 19	25.3% Rank: 13	10.0% Rank: 40	2.0% Rank: 13	1.1% Rank: 15
Wyoming	43.5% Rank: 48	2.2% Rank: 44	2.3% Rank: 5	24.7% Rank: 15	14.2% Rank: 13	2.9% Rank: 2	1.1% Rank: 15

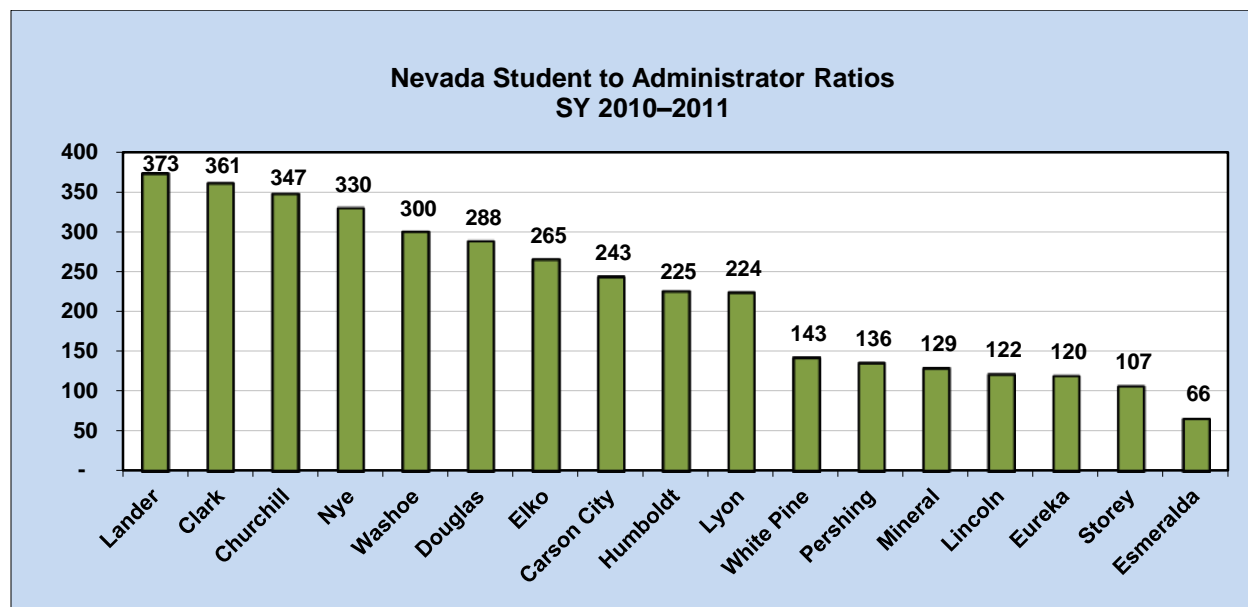
*School Administrators include primarily principals and assistant principals.

**District Administrators include primarily superintendents, assistant superintendents, and other district administrators.

***Student and Other Support Staff include library support staff and student support services staff; it does not include administrative support staff.

Source: *Education State Rankings 2011–2012, CQ Press, 2012.*

Note: Percentages do not total 100. Table does not include Administrative Support Staff or Instructional Coordinators.

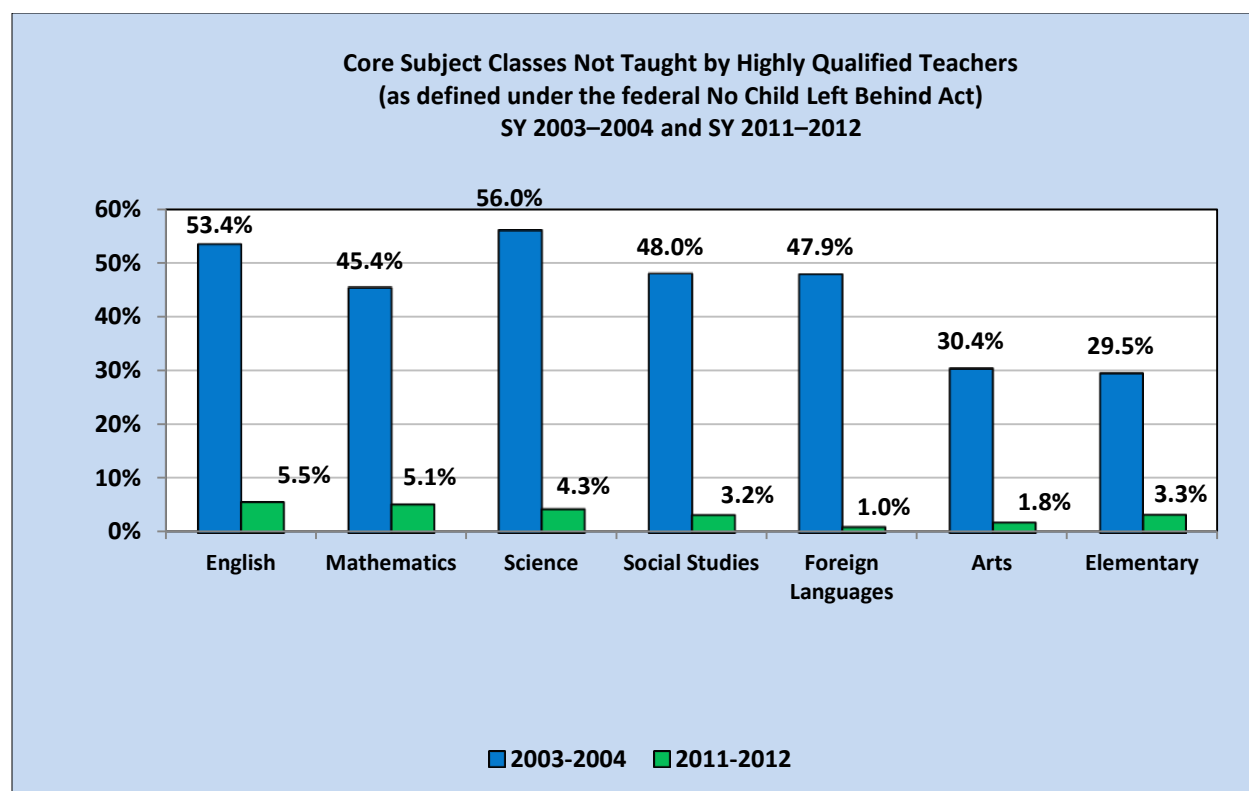
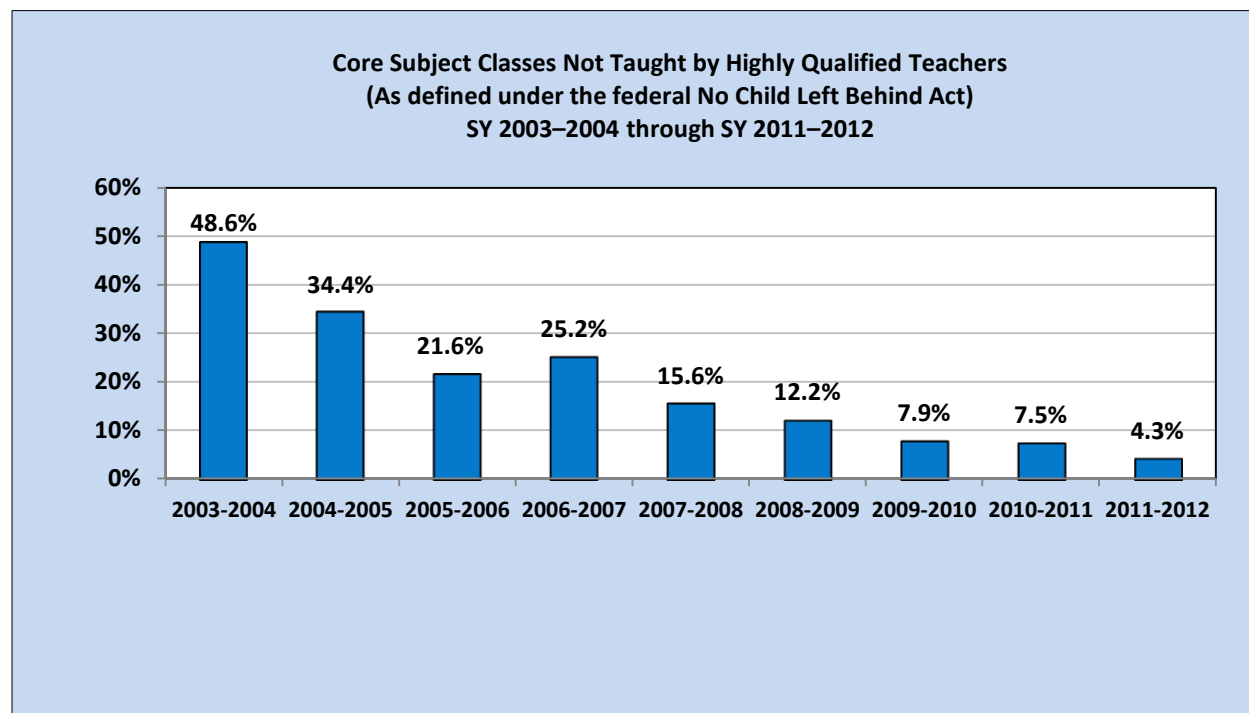
Educational Personnel—FTEs (*continued*)

State of Nevada Student to Administrator Ratios—SY 2010–2011			
School District	Enrollment	Administrators*	Administrator Ratio
Carson City	7,791	32	243
Churchill	4,169	12	347
Clark	314,023	871	361
Douglas	6,342	22	288
Elko	9,556	36	265
Esmeralda	66	1	66
Eureka	239	2	120
Humboldt	3,379	15	225
Lander	1,118	3	373
Lincoln	972	8	122
Lyon	8,500	38	224
Mineral	517	4	129
Nye	5,932	18	330
Pershing	679	5	136
Storey	426	4	107
Washoe	64,755	216	300
White Pine	1,425	10	143

*Administrators include: Principals and Assistant Principals, Directors and Supervisory Personnel, Associates and Assistant Superintendents, and Superintendents.

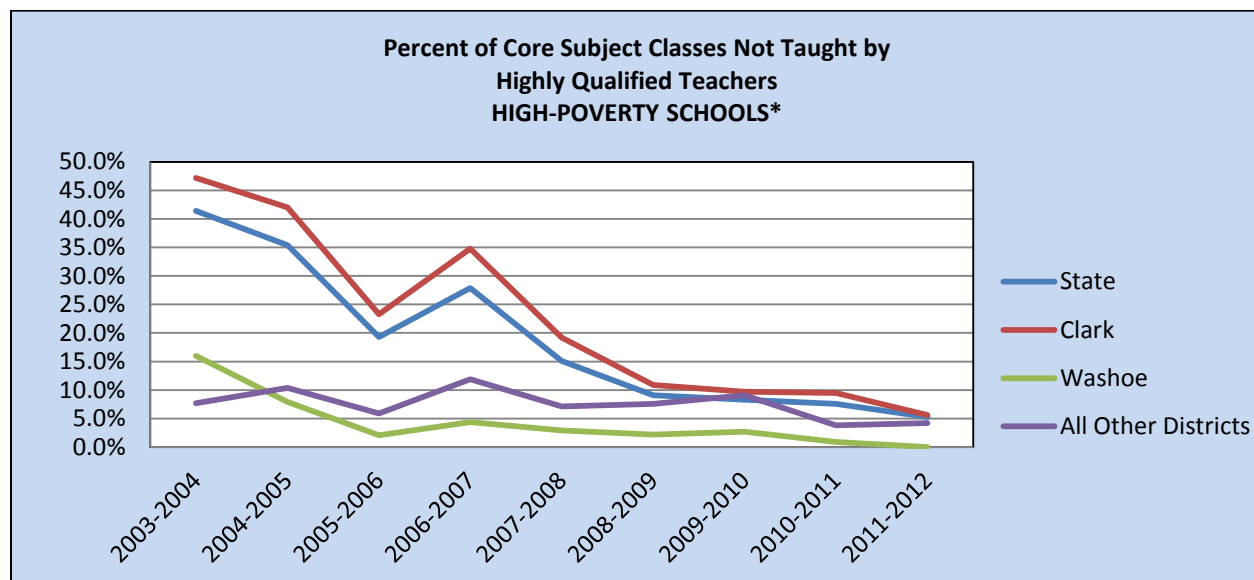
Source: DOE, Research Bulletin, Volume 51, February 2011.

Educational Personnel—Teachers Not NCLB Highly Qualified

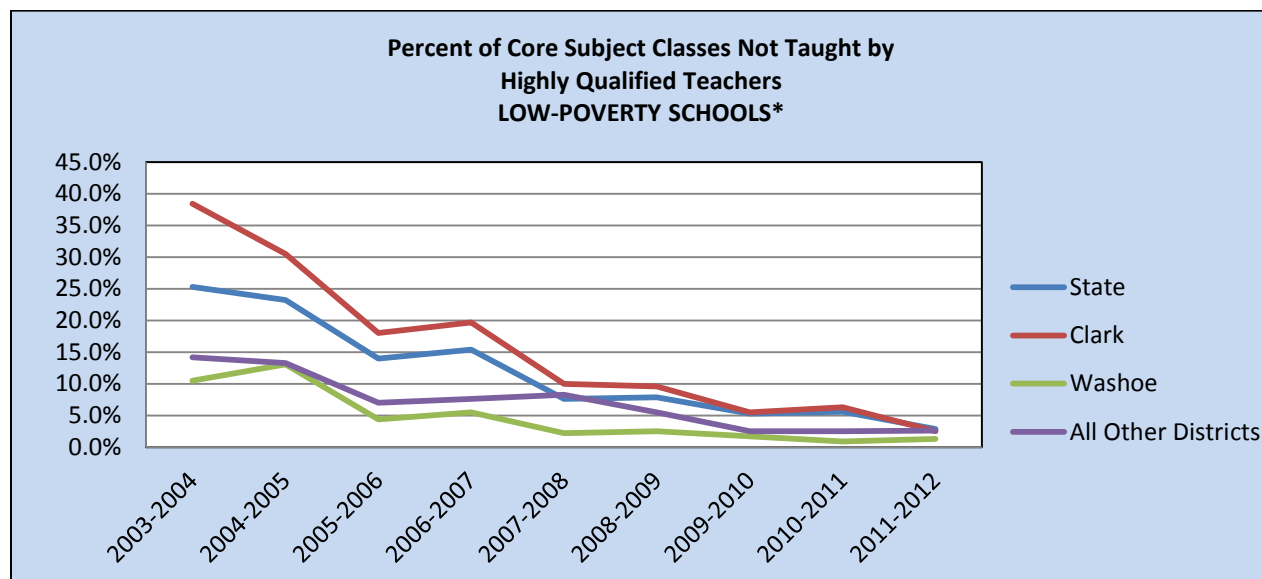


Source: DOE, *NevadaReportCard.com*: Nevada Annual Reports of Accountability.

Educational Personnel—Teachers Not NCLB Highly Qualified (*continued*)



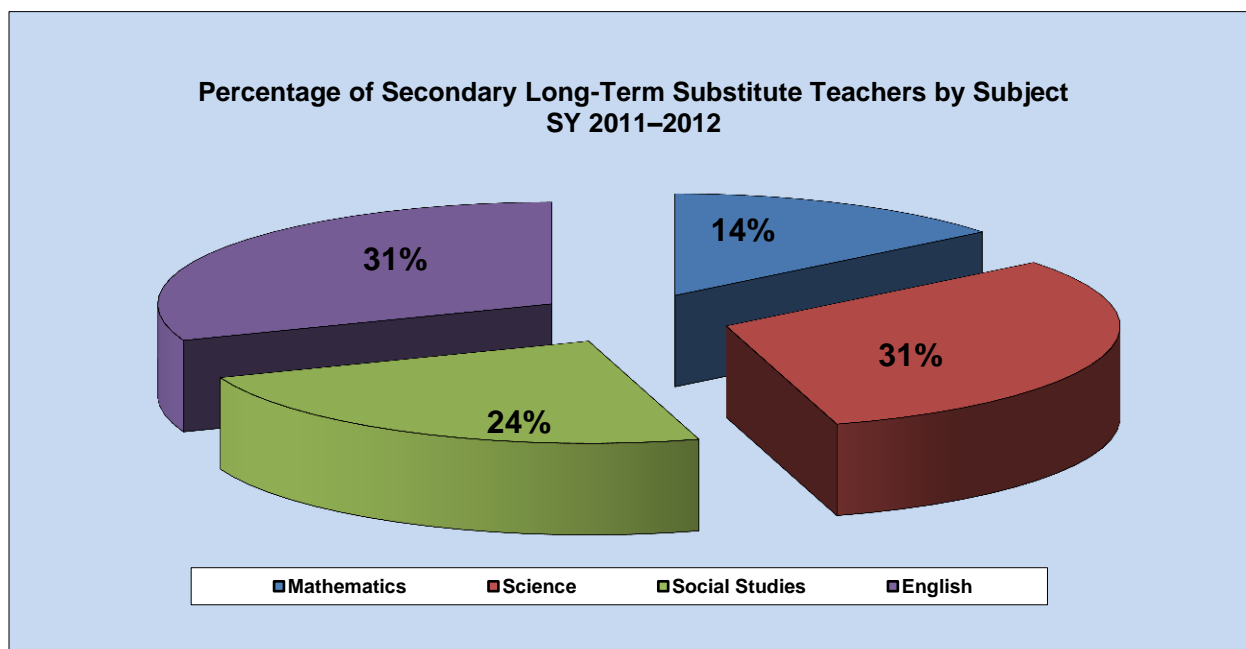
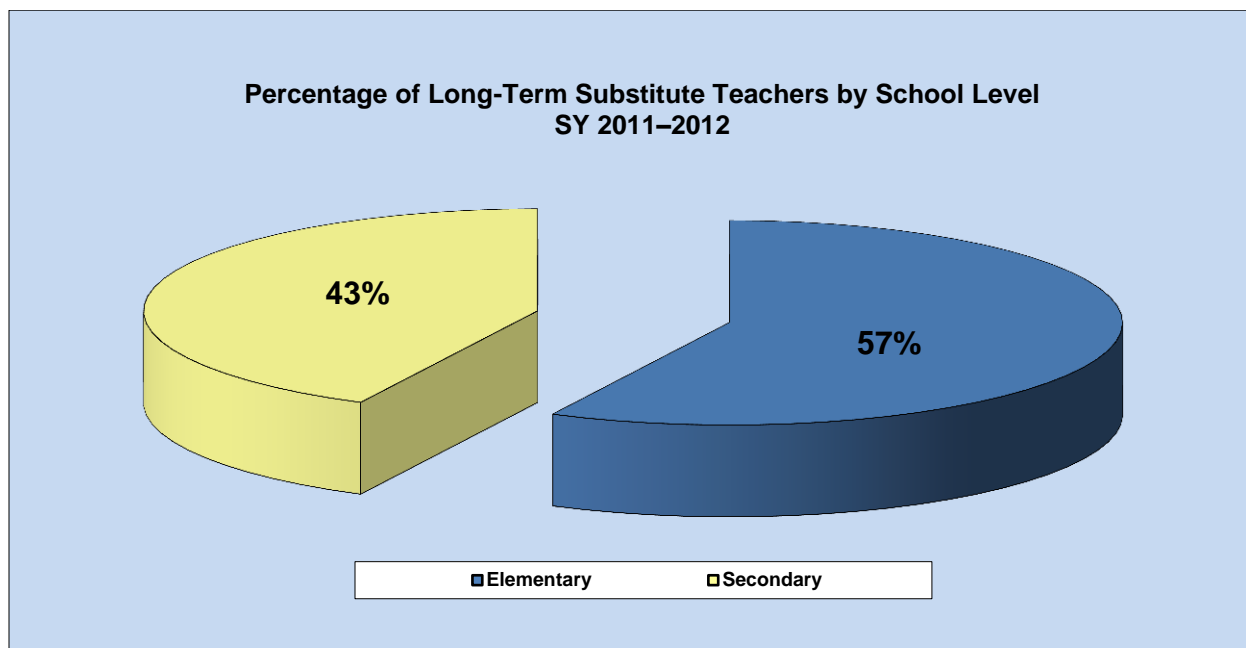
*High-Poverty School: Defined as being within the bottom quartile throughout the State for percentages of students who qualify for free or reduced-price lunch.



*Low-Poverty School: Defined as being within the top quartile throughout the State for percentages of students who qualify for free or reduced-price lunch.

Source: DOE, *NevadaReportCard.com*: Nevada Annual Reports of Accountability.

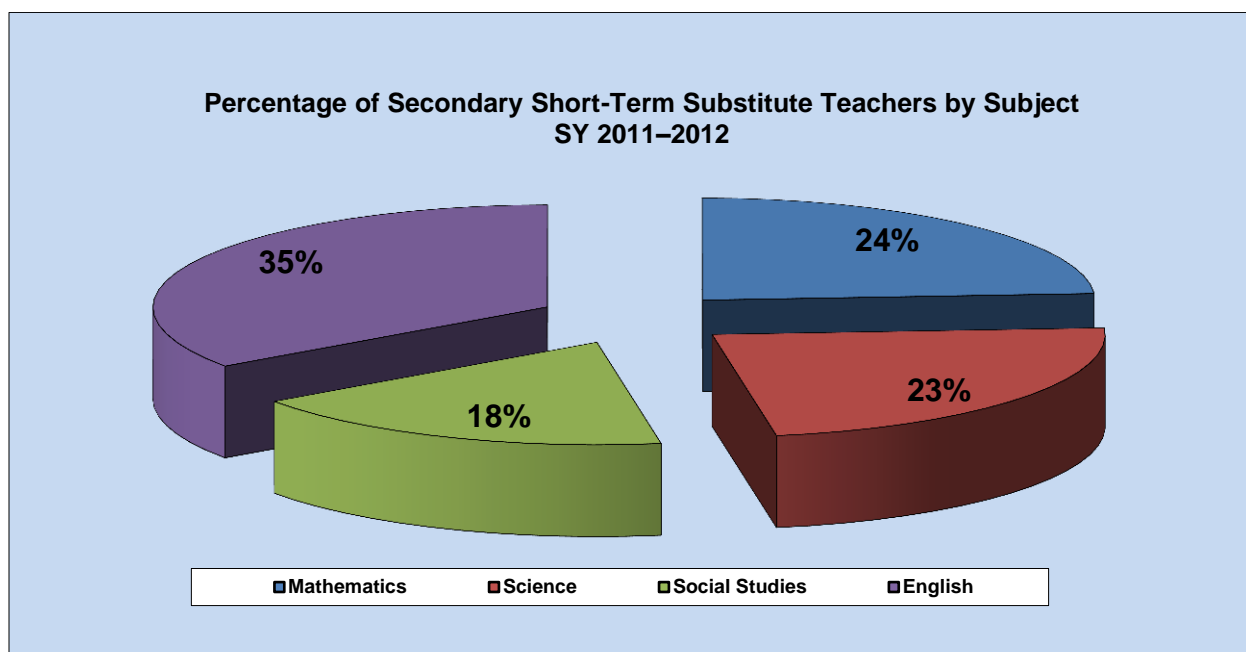
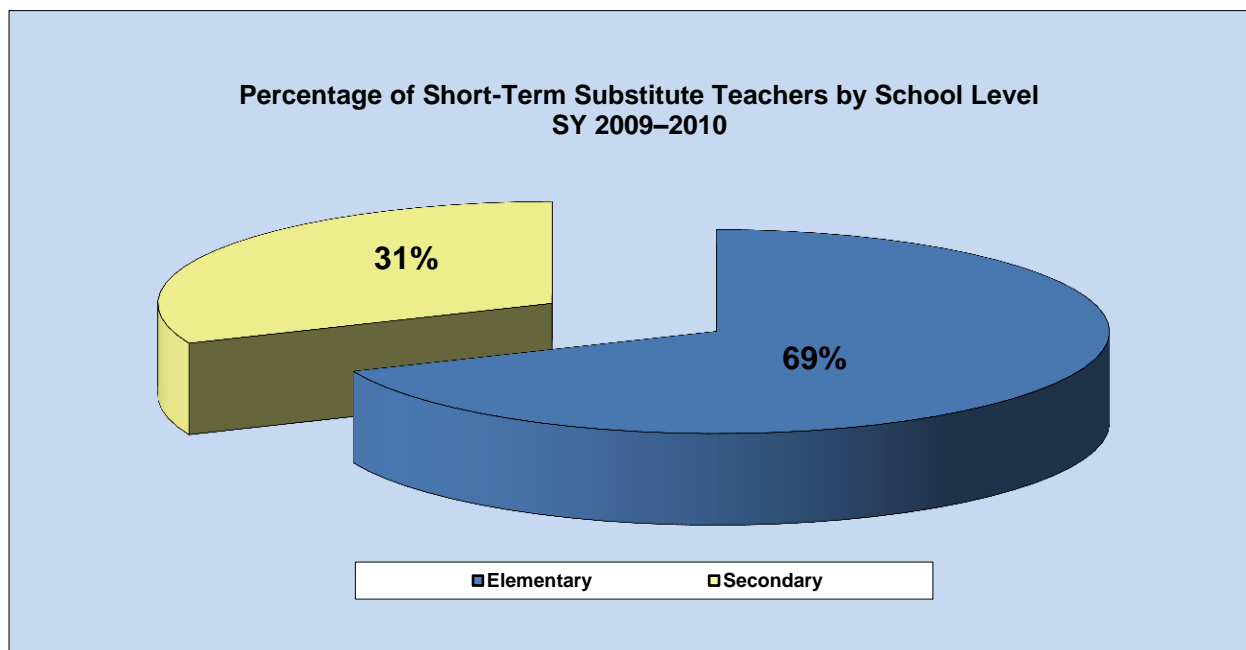
Educational Personnel—Substitute Teachers—Long-Term



Source: DOE, *NevadaReportCard.com*: Nevada Annual Reports of Accountability.

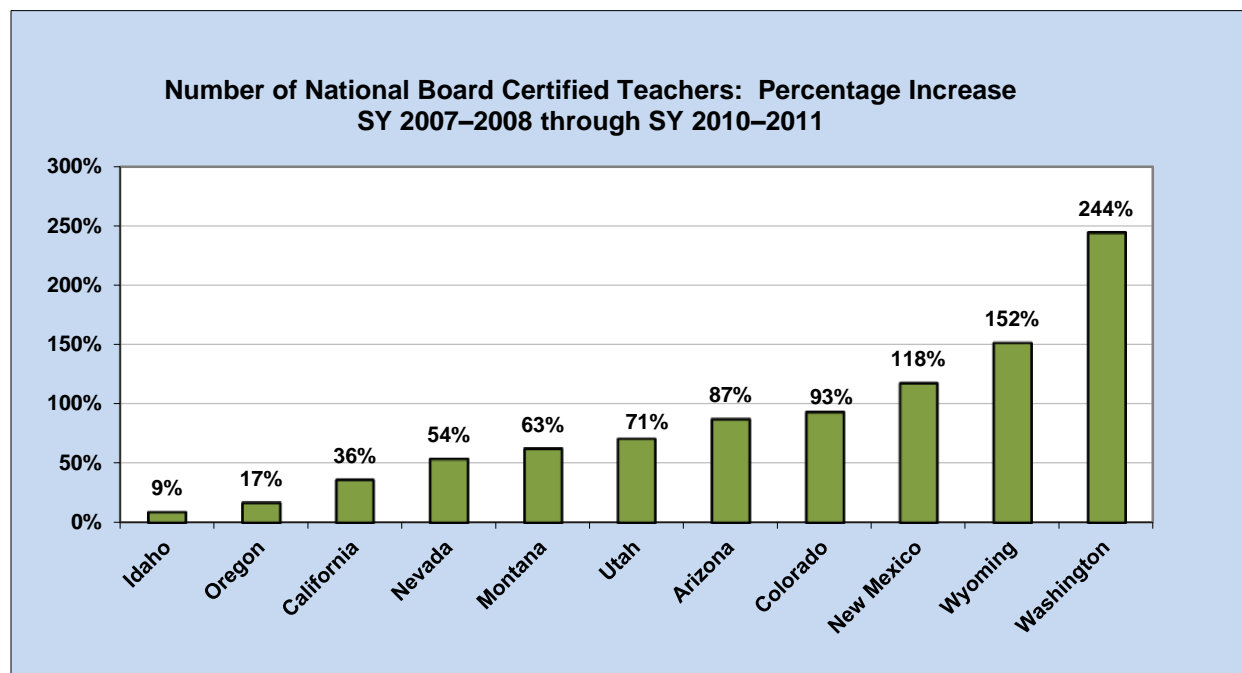
Note: Long-term substitute teachers are defined as those teaching 20 consecutive days or more in the same classroom or assignment.

Educational Personnel—Substitute Teachers—Short-Term



Source: DOE, *NevadaReportCard.com*: Nevada Annual Reports of Accountability, *Long/Short Term Substitute Teacher Details (2011–2012)*.

Educational Personnel—Teachers—National Board Certification



Percent Increase in the Number of National Board Certified Teachers: Nevada and Western States			
States	2007–2008	2010–2011	Percent Increase 2008 to 2011
Arizona	452	847	87
California	3,882	5,291	36
Colorado	332	642	93
Idaho	339	370	9
Montana	64	104	63
Nevada	337	519	54
New Mexico	310	675	118
Oregon	220	257	17
Utah	124	212	71
Washington	1,792	6,173	244
Wyoming	145	365	152

Source: National Board for Professional Teaching Standards: <http://www.nbpts.org>.

Educational Personnel—Teacher Salaries

Background

Average Teacher Salaries

Teacher pay is often viewed as a major factor in attracting qualified people into the profession. The National Education Association's (NEA's) *December 2011 Rankings and Estimates* reported Nevada's average public classroom teacher salary at \$54,559 for the 2011–2012 school year; the national average was reported at \$56,643. State average public classroom teacher salaries ranged from those in New York (\$74,449), Massachusetts (\$72,000), and Connecticut (\$70,821) at the high end to Oklahoma (\$44,156), Mississippi (\$41,646), and South Dakota (\$39,850) at the low end. Please note that the NEA estimates do not include the compensation package that contains the employee portion of retirement contributions, which the local school districts often pay for employees.

Collective Bargaining

Although the State budget often includes funding for raises for education personnel, salary increases that are utilized by the Legislature to construct the budget are not necessarily what is passed on to the school district employees. Salaries for teachers are set at the school district level utilizing the collective bargaining process outlined in Chapter 288 ("Relations Between Governments and Public Employees") of the *Nevada Revised Statutes* (NRS). Following the lead of other states, the Nevada Legislature adopted the Local Government Employee-Management Relations Act in 1969 to regulate collective bargaining between local units of government and their employees, including school districts and teachers. The requirements for recognition of an employee organization and definitions of bargaining units are set forth in Chapter 288 of NRS. There is only one recognized employee organization for each bargaining unit. There are 17 organizations representing teachers, one in each school district.

Budget Reductions: Teacher and State Employee Salaries

The 2011 Legislature reduced funding for teacher salaries 2.5 percent to help meet the projected revenue shortfalls; this is the same amount that was reduced from the salaries of State employees. In addition, for the first time, the budget was reduced the equivalent of 5.3 percent of the employee contribution to the Public Employees' Retirement System (PERS). Until 2011, though school employees participate in the employer-paid PERS, funding for salaries has not been reduced for the employee contribution to PERS. In comparison, State employees who elect the employer-paid PERS option receive a salary reduction of 10.615 percent as their contribution to PERS. **However, as noted previously, the actual salaries of teachers continue to be subject to local collective bargaining agreements.**

Educational Personnel—Teacher Salaries (*continued*)

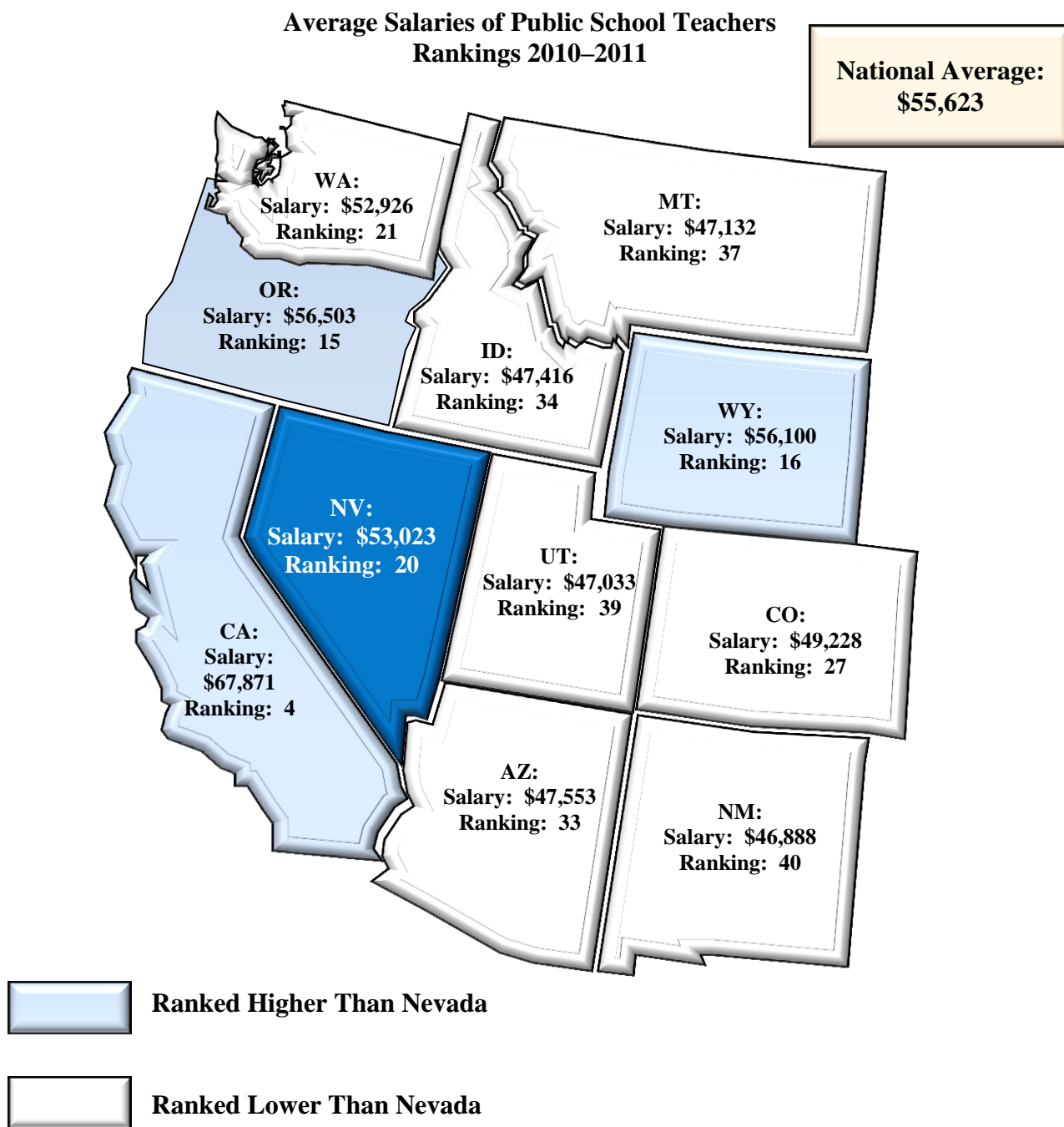
Average Annual Salaries of Public Classroom Teachers By Region

National Average:
\$55,623

Region	Annual Average Salary SY 2011–2012
New England Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont	\$65,739
Mid East Delaware, District of Columbia, Maryland, New Jersey, New York, and Pennsylvania	\$68,789
Southeast Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia	\$48,090
Great Lakes Illinois, Indiana, Michigan, Ohio, and Wisconsin	\$60,459
Plains Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, and South Dakota	\$49,055
Southwest Arizona, New Mexico, Oklahoma, and Texas	\$48,491
Rocky Mountains Colorado, Idaho, Montana, Utah, and Wyoming	\$49,853
Far West Alaska, California, Hawaii, Nevada, Oregon, and Washington	\$65,072

Source: NEA, *Rankings & Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries (*continued*)

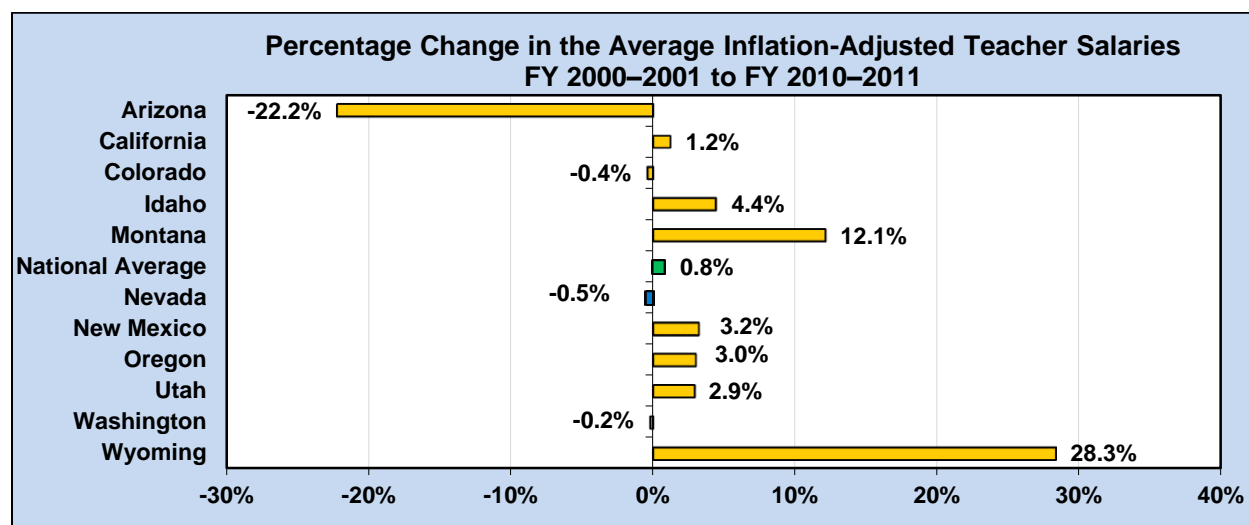


*Average Salary is the average gross salary before deductions for Social Security, retirement, health insurance, et cetera.

**NEA estimates do not include the percent employee portion of the retirement contribution, which the local school districts pay for employees.

Source: NEA, *Rankings & Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries (*continued*)

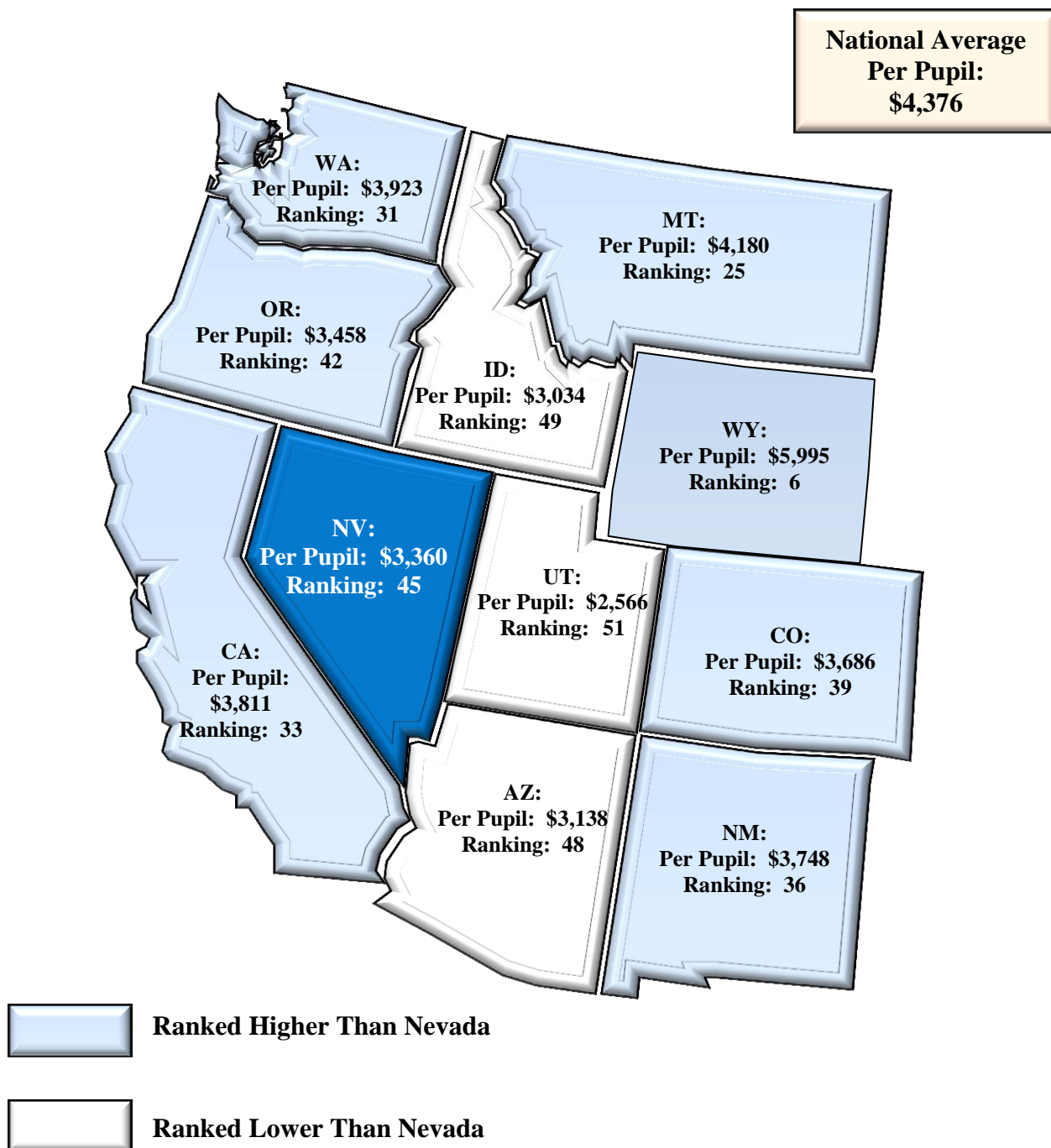


State	FY 2000–2001 to FY 2010–2011	Rank
National Average	0.8%	
Arizona	-22.2%	51
California	1.2%	31
Colorado	-0.4%	37
Idaho	4.4%	18
Montana	12.1%	6
Nevada	-0.5%	39
New Mexico	3.2%	22
Oregon	3.0%	24
Utah	2.9%	25
Washington	-0.2%	35
Wyoming	28.3%	1

Source: NEA, *Rankings & Estimates: Rankings of the States 2011 and Estimates of School Statistics 2012*, December 2011.

Educational Personnel—Teacher Salaries (*continued*)

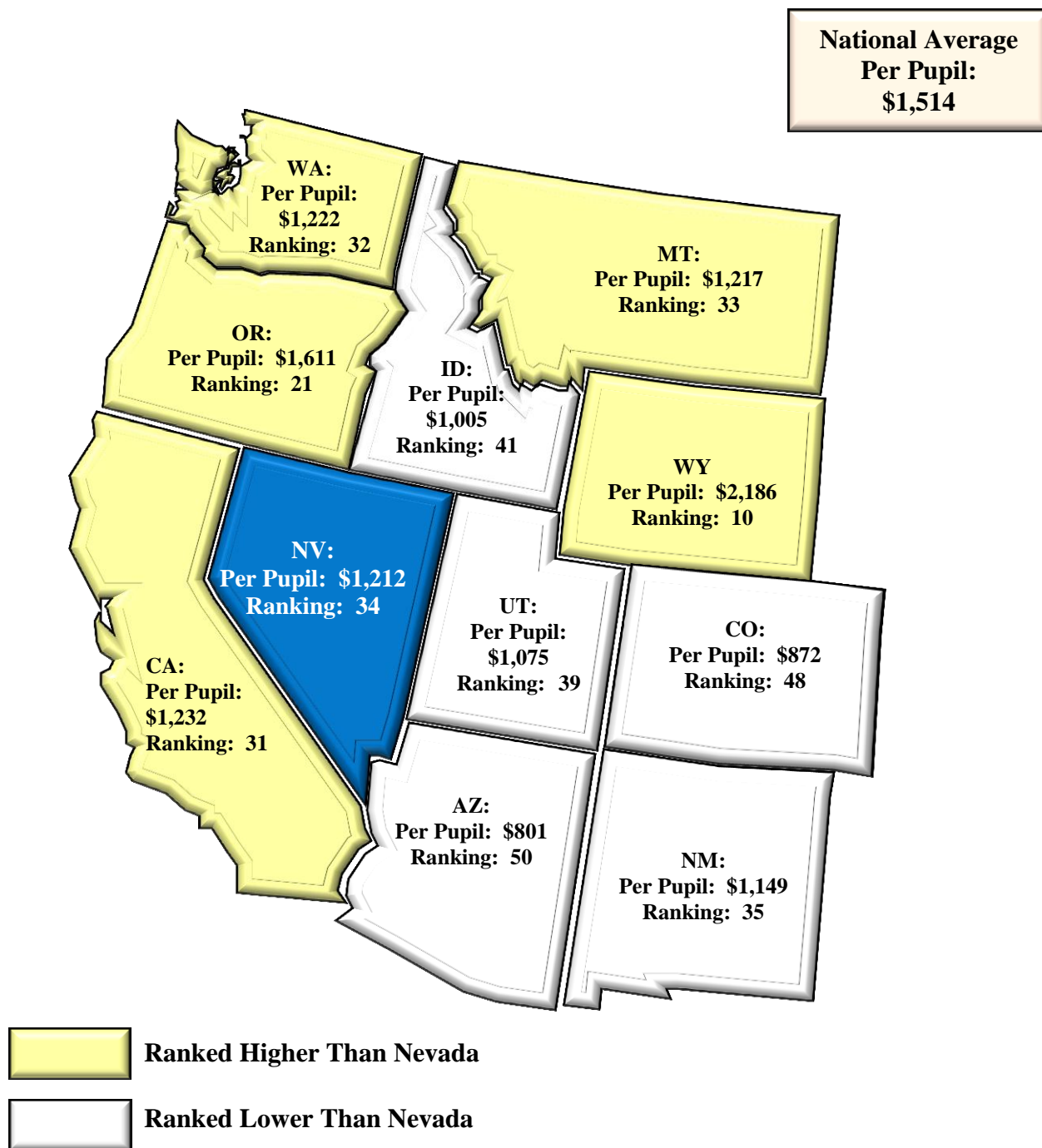
Current Per-Pupil Spending on Instruction—Salaries (No Benefits) Rankings 2009–2010



Source: United States Census Bureau, *Public Education Finances 2010*, June 2012.

Educational Personnel—Teacher Salaries (*continued*)

Current Per-Pupil Spending on Instruction—Benefits Only (No Base Salary) Rankings 2009–2010



Source: U.S. Census Bureau, *Public Education Finances 2010*, June 2012.

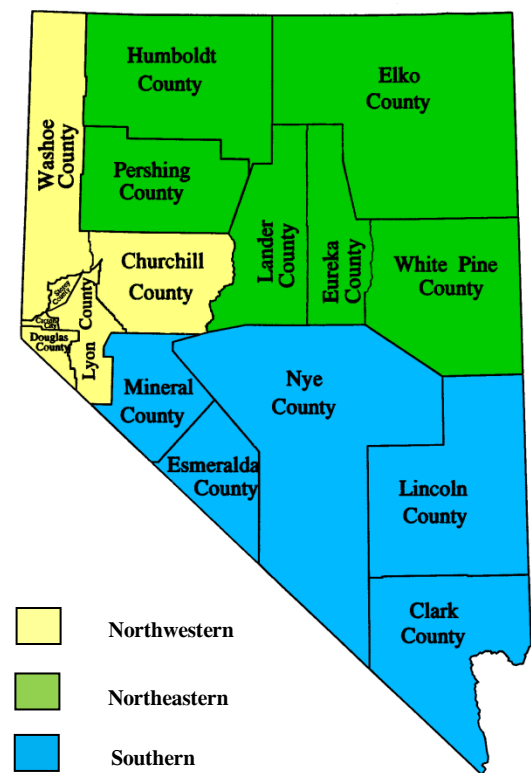
Educational Personnel—Professional Development

Background

Regional Professional Development Programs (RPDPs)

In response to a series of regional workshops conducted by the Legislature during the 1997–1998 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 (later consolidated into three) to prepare teachers to teach the new, more rigorous academic standards, and to evaluate the effectiveness of such programs. Each biennium since, inclusive of the 2011–2013 Biennium, the State has continued

to support the programs through State General Fund appropriations.



The Legislature, through approval of Senate Bill 197 (Chapter 380, *Statutes of Nevada 2011*), appropriated \$7.9 million over the 2011–2013 Biennium to continue the RPDPs. For the first time, State funding of \$7.0 million over the biennium was also appropriated to the Clark County School District and Washoe County School District for the purchase of professional development services, which may include the purchase of services through the RPDPs. The Legislature also continued funding of \$200,000 over the biennium for statewide administrator training. Finally, the Legislature moved Churchill County from the Northeastern RPDP to the Northwestern RPDP. The three regional training programs serve the school districts identified in the map.

NW = Carson City and Churchill, Douglas, Lyon, Storey, and Washoe Counties.

NE = Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties.

Southern = Clark, Esmeralda, Lincoln, Mineral, and Nye Counties.

Educational Personnel—Professional Development (*continued*)

Each 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 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.

In addition to the governing bodies of the RPDPs, the 2001 Legislature created the Statewide Council for the Coordination of the Regional Training Programs. The Council consists of the RPDP coordinator from each of the three regions, as well as one member of the governing board from each of the three 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

The RPDPs also are responsible for assisting the State in reaching the goal of all pupils reading at grade level by the end of third 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.



Career Cluster: Health Science

Old Occupation Name: Leech

Current Occupation Name: Physician

Educational Personnel—Professional Development (*continued*)

Funding for Professional Development of Teachers and Administrators

RPDP	1999–2001	2001–2003 ¹	2003–2005 ²	2005–2007
Southern RPDP	\$2,638,914	\$10,139,178	\$9,084,893	\$10,504,192
Western RPDP	\$1,327,070	\$2,306,237	\$2,322,222	\$3,290,748
Northwestern RPDP	\$1,754,353	\$3,914,394	\$3,760,596	\$4,030,195
Northeastern RPDP	\$1,179,663	\$2,576,496	\$2,587,065	\$2,617,650
Statewide Administrative Training	NA	NA	\$160,000	\$200,000
Statewide Evaluation	\$100,000	\$260,000	\$200,000	\$200,000
Clark County School District	NA	NA	NA	NA
Washoe County School District	NA	NA	NA	NA
TOTAL	\$7,000,000	\$19,196,305	\$18,114,776	\$20,842,785

RPDP	2007–2009 ³	2009–2011 ⁴	2011–2013 ⁵
Southern RPDP	\$14,201,041	\$8,326,404	\$2,900,010
Western RPDP	\$3,432,840	N/A	N/A
Northwestern RPDP	\$5,302,630	\$4,477,118	\$2,309,396
Northeastern RPDP	\$3,266,585	\$2,792,086	\$2,671,472
Statewide Administrative Training	\$200,000	\$200,000	\$200,000
Statewide Evaluation	\$200,000	\$0	\$0
Clark County School District	NA	NA	\$5,066,702
Washoe County School District	NA	NA	\$1,974,316
TOTAL	\$26,603,096	\$15,795,608	\$15,121,896

Source: Nevada school funding bills, various years.

¹ For the 2001–2003 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.

² For the 2003–2005 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 2001–2003 Biennium. In addition, funding for statewide administrator training was provided for the first time. This funding was previously provided to Project LEAD (Leadership in Educational Administration Development) for statewide administrator training.

³ Beginning with the 2007–2009 Biennium, funding for the statewide evaluation of the RPDPs was eliminated through budget reductions.

⁴ During the 2009 Legislative Session, the Governor recommended suspending funding support for the programs for the 2009–2011 Biennium. Instead, the Legislature approved the consolidation of the four existing RPDPs to three; the Western RPDP was eliminated as a separate program.

⁵ The 2011 Legislature appropriated over \$15 million for support of professional development of teachers and administrators; this is similar to the amount appropriated for the 2009–2011 biennium. However, for the 2011–2013 Biennium, State funding support for the RPDPs was substantially reduced by allocating a large portion of the funds to the Clark County and the Washoe County School Districts to purchase professional development for teachers and administrators.

Educational Personnel—Professional Development: RPDPs—Internal Evaluations

Due to the economic downturn and resulting budget crisis, no statewide evaluation of the RPDPs has been conducted since the 2009–2011 Biennium. However, pursuant to *Nevada Revised Statutes* 391.552, the governing body of each regional training program must submit an annual self-evaluation report that includes, but is not limited to:

- Priorities for training adopted by the governing body;
- Type of training offered through the program; and
- Number of administrators and teachers who received training through the program in the preceding year.

Highlights of the self-evaluations submitted by each region for SY 2011–2013 follow. To obtain an evaluation in its entirety, please contact the appropriate RPDP:

RPDP Contact Information

Northeastern Nevada	775-753-3879
Northwestern Nevada.....	775-861-4470
Southern Nevada	702-799-3835



Career Cluster: Manufacturing

Old Occupation Name: Schumacker

Current Occupation Name: Shoemaker

Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Northeastern Nevada RPDP: Internal Evaluation

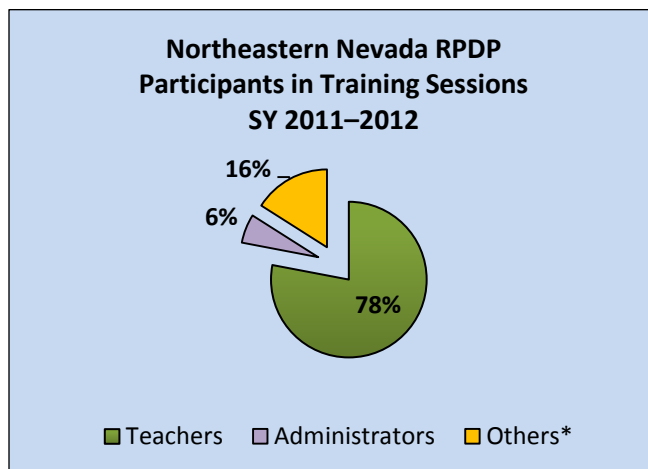
The Northeastern Nevada RPDP (NERPDP) serves teachers and administrators in Elko, Eureka, Humboldt, Lander, Pershing, and White Pine Counties. In the past year, NERPDP applied Change Principles in its work with teachers and administrators in understanding the complexity of implementing the Common Core State Standards (CCSS). Coordinators invested time deepening their own professional development and in serving on district committees as they began aligning their current curriculum with the CCSS.

Unduplicated Participant Counts

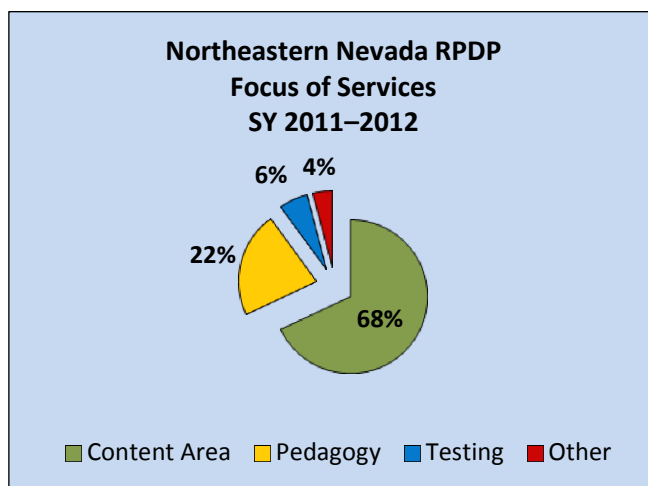
During SY 2011–2012, the NERPDP trainings reached an unduplicated count of 910 educators, including 707 teachers (78 percent), 57 administrators (6 percent), and 146 paraprofessionals, staff and substitute teachers (16 percent). Duplicated counts indicate total attendance reached 3,527 participants (including teachers, administrators, and other school personnel).

Training Sessions

In total, 210 separate training sessions were conducted by the NERPDP. The training sessions were chiefly conducted by regional coordinators, site facilitators (Elko), NELIP facilitators, and instructional coaches. The following chart presents the focus of services provided by the NERPDP during SY 2011–2012. The chart indicates that approximately 68 percent of the training sessions focused on content areas, including the common core standards; 22 percent focused on instruction; and 6 percent focused on testing.



*Others = Paraprofessionals and substitute teachers.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from NERPDP participants during SY 2011–2012.

**Northeastern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012**

Question	Rating*
The training matched my needs.	4.28
The training provided opportunities for interactions and reflections.	4.63
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.68
The presenter/facilitator efficiently managed time and pacing of the training.	4.64
The presenter modeled effective teaching strategies.	4.59
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.38
The training will improve my teaching skills.	4.36
I will use the knowledge and skills from this training in my classroom or professional duties.	4.47
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.19

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Northeastern Nevada RPDP Annual Report, 2011–2012*, August 2012.

Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Northwestern Nevada RPDP: Internal Evaluation

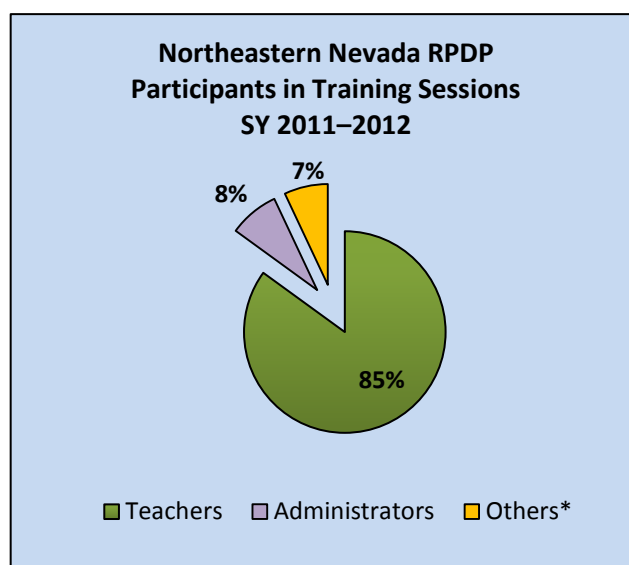
The Northwestern Nevada RPDP (NWRPDP) provides professional development for the Carson City and Churchill, Douglas, Lyon, Storey, and Washoe County School Districts. A major focus for the NWRPDP during the 2011–2012 school year (SY) was assisting the six districts in the region to implement their individual plans for the transition to the Common Core State Standards (CCSS). During the school year, the NWRPDP staff worked with the Department of Education in designing resources for teachers, administrators, and parents.

Unduplicated Participant Counts

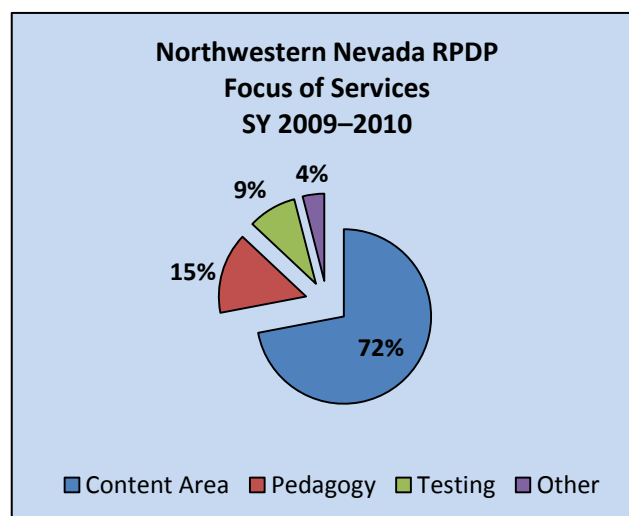
During SY 2011–2012, the NWRPDP training sessions reached an unduplicated count of 1,998 educators, including 1,686 teachers (85 percent), 166 administrators (8 percent), and 146 paraprofessionals, staff, substitute teachers, parents, and community members (7 percent). Duplicated counts indicate total attendance reached 4,061 participants (including teachers, administrators, and other school personnel).

Training Sessions

The following chart presents the focus of services provided by the NWRPDP during SY 2011–2012. The chart indicates that approximately 72 percent of the training sessions focused on content areas, including the CCSS; 15 percent focused on instruction; and 9 percent focused on testing.



*Others = Paraprofessionals, staff, substitute teachers, parents, and other community members.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2011–2012.

**Northwestern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012**

Question	Rating*
The training matched my needs.	4.32
The training provided opportunities for interactions and reflections.	4.60
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.61
The presenter/facilitator efficiently managed time and pacing of the training.	4.62
The presenter modeled effective teaching strategies.	4.53
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.31
The training will improve my teaching skills.	4.43
I will use the knowledge and skills from this training in my classroom or professional duties.	4.52
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.41

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Northwestern Nevada RPDP Annual Report, 2011–2012*, August 2012.

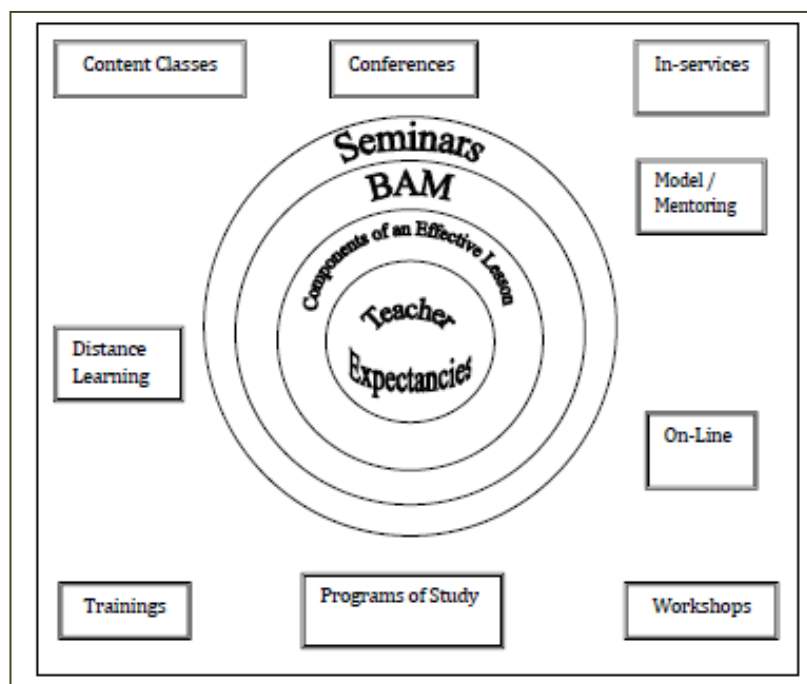
Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Southern Nevada RPDP: Internal Evaluation

The Southern Nevada RPDP (SNRPDP) serves teachers and administrators in Clark, Esmeralda, Lincoln, Mineral, and Nye Counties. The Esmeralda, Lincoln, Mineral, and Nye County School Districts rely almost exclusively on the SNRPDP to provide teacher and administrator professional development services. Because of this reliance, the SNRPDP is committed to providing comprehensive training and resources to these smaller districts.

The SNRPDP continues to change the way professional development is delivered through implementation of the *Backward Assessment Model* (BAM) as the primary vehicle to deliver training. Rather than a model of a series of one-shot unconnected presentations, BAM requires professional development to be an integral and essential part of teachers' work. It requires professional development to be regularly scheduled, on site, ongoing, in the discipline teachers teach, in content and pedagogy, and include classroom teachers as active participants.

There are two premises of BAM; the first is “assessment drives instruction.” The second is “teachers make a difference; teachers working together make a greater difference.” As an example of this program and the emphasis placed on the academic standards, the majority of schools in the five southern Nevada school districts have adopted versions of the “Professional Development Day Agenda” put forth by the SNRPDP. Essentially, the agenda focuses professional development time on what teachers teach (State standards), how they teach it, the performance of their students, and the implementation of instructional practices that will result in increased student achievement.



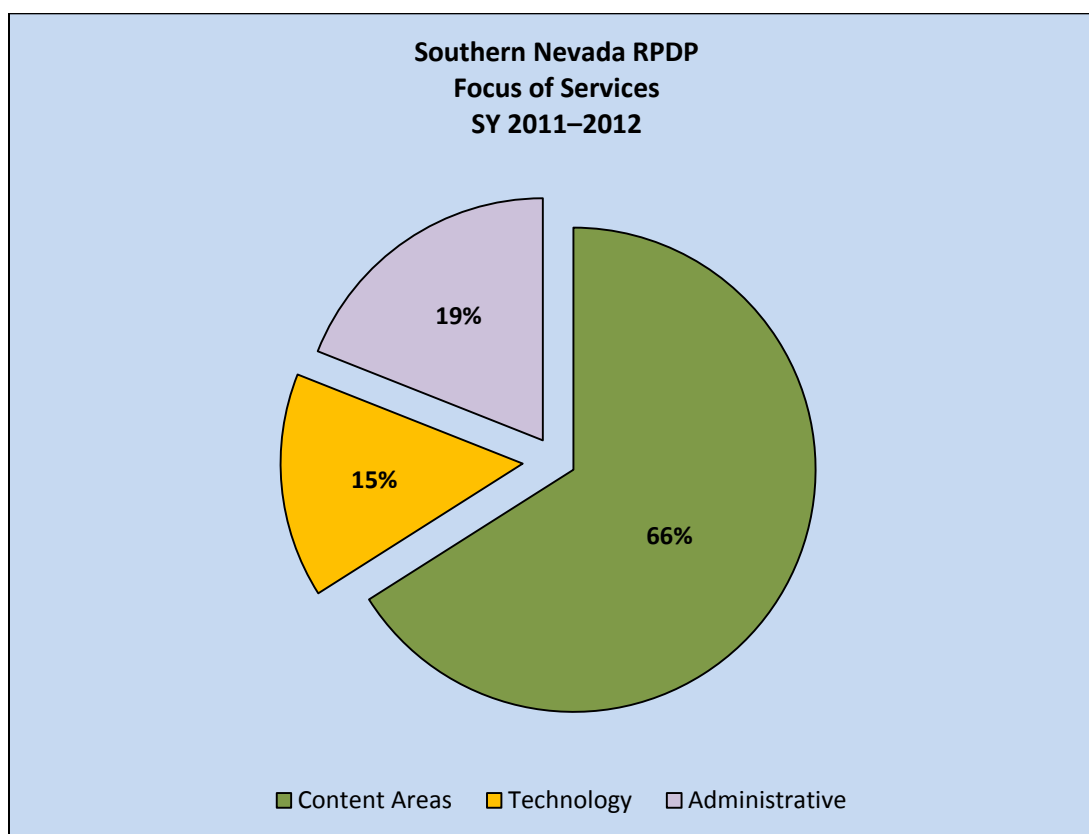
Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Unduplicated Participant Counts

During SY 2011–2012, the SNRPDP training sessions reached an unduplicated count of approximately 5,735 teachers and administrators. Duplicated counts indicate total attendance reached 12,744 participants (including teachers, administrators, and other school personnel). It is estimated that as many as 23,881 teachers and administrators were impacted by the SNRPDP trainers.

Training Sessions

The following chart presents the focus of services provided by the SNRPDP during SY 2011–2012. The chart indicates that approximately 66 percent of the training sessions focused on the academic standards in support of the core subject areas of English language arts, mathematics, and science. The areas of technology, including distance and online education, encompassed approximately 15 percent of the training sessions. Finally, 19 percent of the training sessions focused on administrative topics.



Educational Personnel—Professional Development: RPDPs—Internal Evaluations (*continued*)

Quality of Training

At the end of each training session, participants are requested to complete a questionnaire concerning the quality of the session. The following table presents the average ratings received from participants during SY 2011–2012.

**Southern Nevada RPDP
Teacher/Administrator Average Ratings: Quality of Training Sessions
SY 2011–2012**

Question	Rating*
The training matched my needs.	4.6
The training provided opportunities for interactions and reflections.	4.7
The presenter/facilitator's experience and expertise enhanced the quality of the training.	4.8
The presenter/facilitator efficiently managed time and pacing of the training.	4.8
The presenter modeled effective teaching strategies.	4.8
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.7
The training will improve my teaching skills.	4.7
I will use the knowledge and skills from this training in my classroom or professional duties.	4.7
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.7

*Scale (1-5): 1=not at all; 3=to some extent; and 5=to a great extent.

Source: *Southern Nevada RPDP Annual Report, 2011–2012*, August 2012.

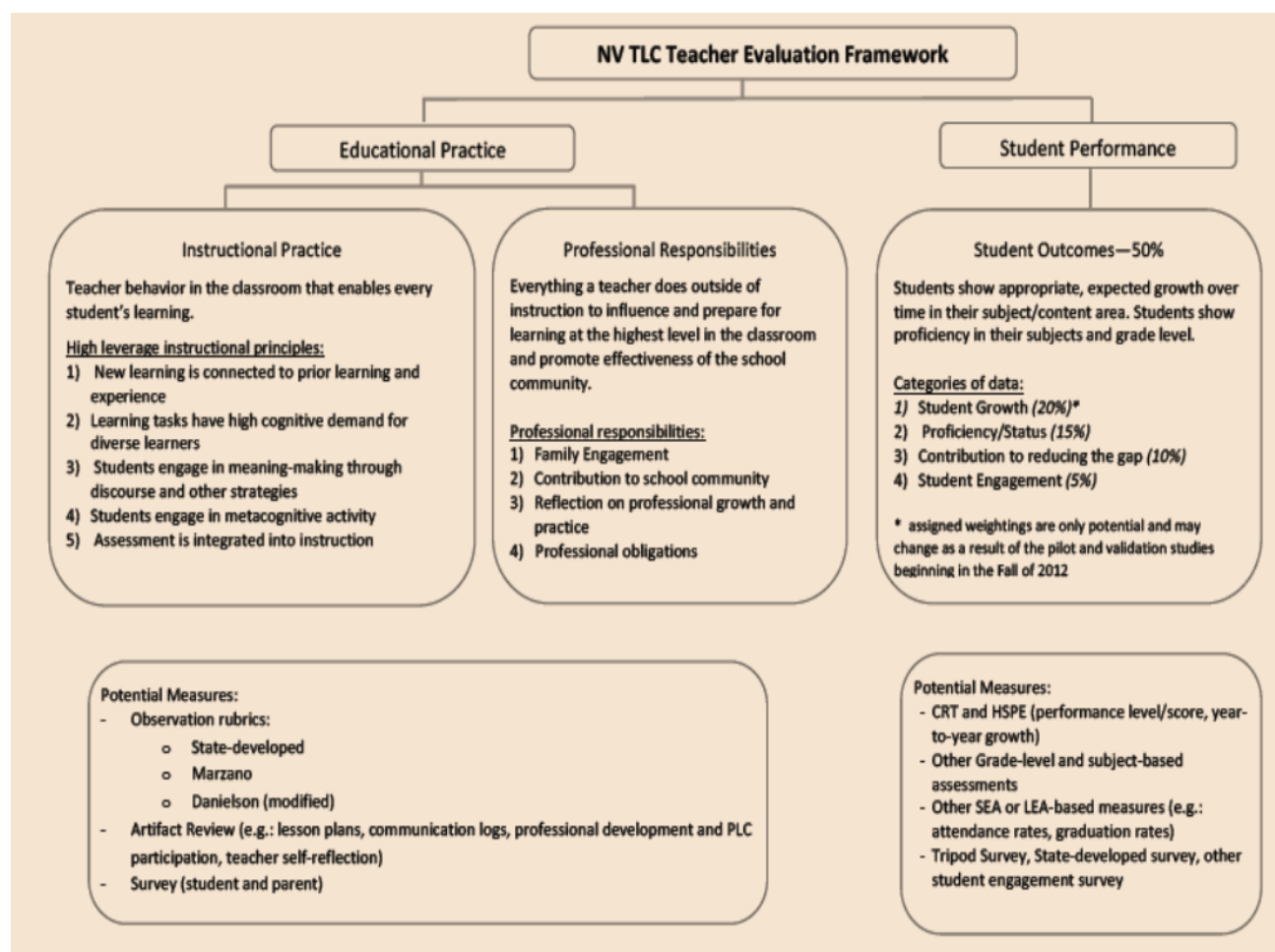
Educational Personnel—Performance Evaluations of Teachers and Administrators

Background

Assembly Bill 222 (Chapter 487, *Statutes of Nevada 2011*) created the Teachers and Leaders Council of Nevada to establish a statewide performance evaluation system for teachers and site-based administrators. The measure required at least 50 percent of the evaluation to be based upon student achievement data. Teachers and administrators will be evaluated using a four-category system, utilizing terms “highly effective,” “effective,” “minimally effective,” or “ineffective.”

The Council has met throughout the 2011–2013 Biennium. The following evaluation framework has been drafted as of July 2012:

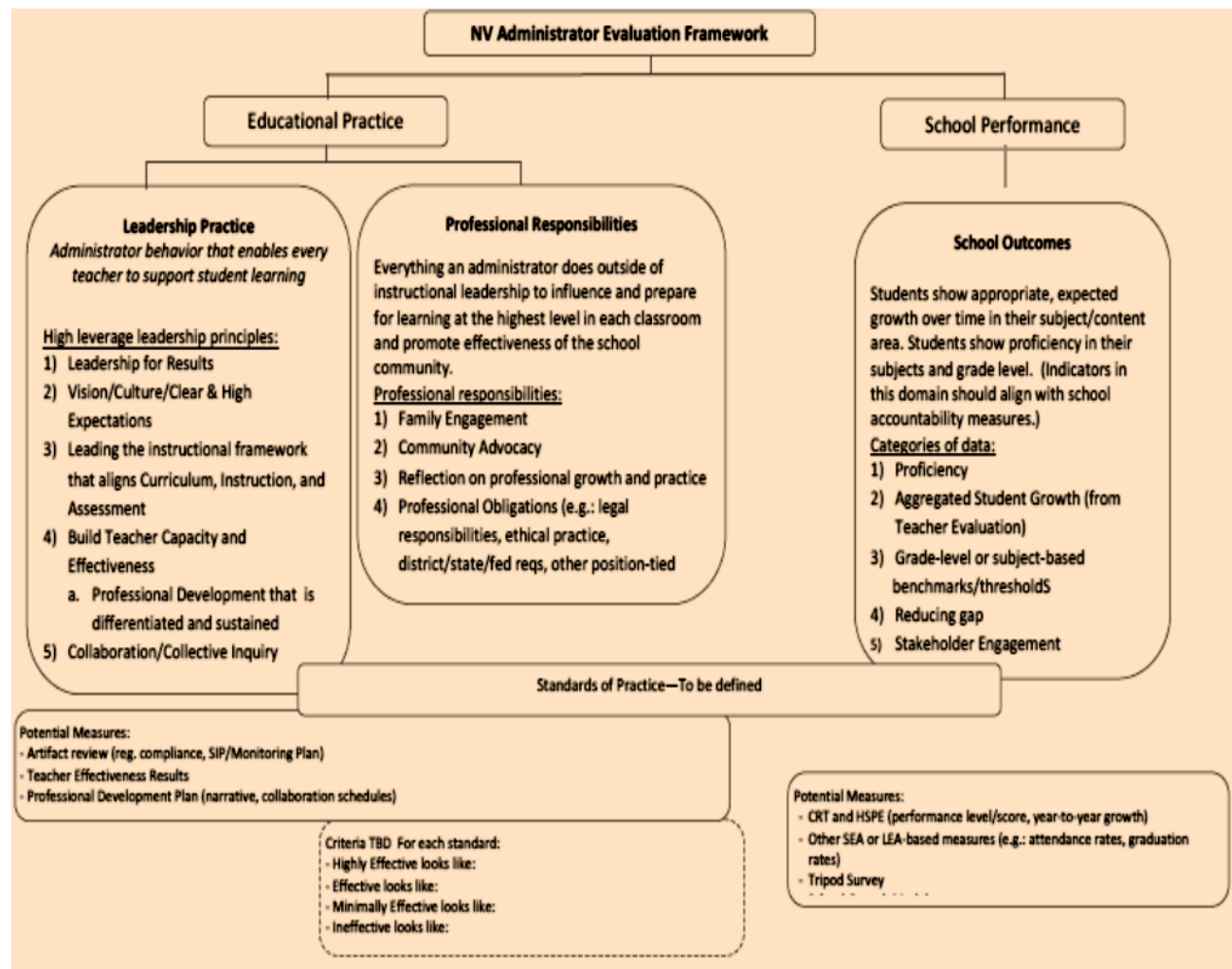
Nevada Teacher Evaluation Framework



Source: Nevada Teachers and Leaders Council, *Uniform Performance Evaluation of Teachers and Administrators in Nevada, System Guidelines White Paper*, July 25, 2012, Edition.

Educational Personnel—Performance Evaluation of Teachers and Administrators (*continued*)

Nevada Administrator Evaluation Framework



Source: Nevada Teachers and Leaders Council, *Uniform Performance Evaluation of Teachers and Administrators in Nevada, System Guidelines White Paper*, July 25, 2012, Edition.