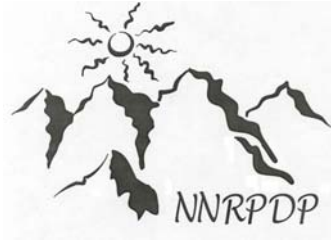


**N**ORTHEASTERN  
**N**EVADA  
**R**EGIONAL  
**P**ROFESSIONAL  
**D**EVELOPMENT  
**P**ROGRAM



Elko | Eureka | Humboldt | Lander | White Pine | WestEd  
Great Basin College | Nevada Department of Education

The Northeastern Nevada Regional Professional Development Program, with direction from its Governance Board, facilitates the incorporation of Nevada State Academic Standards in standards-based classrooms to meet the needs of all students. The staff, by developing and providing workshops, in-service classes, credit courses, modeling, coaching, mentoring, and follow-up, works to help educators implement the most promising strategies for continuously improving their schools in substantive ways. Embedded in this work are the Nevada Professional Development Standards, and the underlying questions the work seeks to answer:

- What knowledge, processes, attitudes, and skills are needed but are not being achieved by students?
- What professional knowledge, processes, attitudes, and skills are needed by educators?
- What are the professional development activities that will provide individual educators with the needed knowledge, processes, attitudes, and skills?

**The goal of the Northeastern Nevada Regional Professional Development Program is to maximize student learning through:**

- **developing and sustaining instructional leadership among administrators and school leaders;**
- **developing and sustaining collaborative learning cultures within schools;**  
**and**
- **strengthening effective instruction in classrooms.**

EXHIBIT E Education Document consists of 3 pages.  
 Entire document provided.  
 Due to size limitations, pages \_\_\_\_\_ provided. A copy of the complete document is available through the Research Library (775/684-6827) or e-mail [library@lcb.state.nv.us](mailto:library@lcb.state.nv.us).  
Meeting Date 4/23/04

**1290 Burns Road Elko, Nevada 89801**  
**(775) 753-3879 fax (775) 753-3961**

The NNRPDP staff tailors what is presented at each school depending on the professional development plan of the school. Some schools have site facilitators who work within the school; other schools work more closely with the NNRPDP staff. However, all of the professional development opportunities are available and have been offered in the five-county service area. The content area classes are offered to assist teachers in becoming highly-qualified as well as deepening their knowledge and expanding their skills and strategies for teaching. The following is a brief overview highlighting this year's focus:

### **Writing**

The NNRPDP staff has presented instruction in the six writing traits as well as rubrics and scoring of those traits. Strategies (K-12) for writing instruction have been presented to school staffs throughout the five county area. Many of the secondary schools received training in writing across the curriculum. In partnership with the Great Basin Writing Project, a five credit graduate seminar on the teaching of writing for teachers of all grades and all disciplines is offered each summer on the Great Basin College campus.

### **Reading**

The NNRPDP staff has sponsored a literacy conference and has brought in national presenters in reading traits, elementary reading methods for primary grades, and differentiated instruction. Effective practices in reading have been addressed through the six traits of an effective reader. This covers strategies for K-12 reading instruction and reading strategies for the core curriculum areas.

Each K-3 school has an early literacy site trainer that has presented workshops to his/her staff on literature circles, informational texts, writing, guided reading, spelling and conferencing. The NNRPDP is sponsoring many teachers to attend the IRA Conference in Reno in May and is purchasing non-fiction books for every K-3 classroom library. Expanding the concepts of this successful program to include grades 4-6 is an NNRPDP goal.

## **Math**

The NNRPDP has presented in-service opportunities in the area of problem-solving (application of the process standards in math) and word problems (reading and thinking skills necessary to solve math problems). Classroom modeling and mentoring of effective math practices have been key components of the staff's work with a school designated as Needs Improvement. For both elementary and secondary teachers, the NNRPDP staff presented Lenses on Learning—how to teach math so your students really know and understand the concepts—in coordination with the NDE. The program has also offered a series of Annenberg Math Series via Interactive Video. These three credit graduate classes include grades K-12 and interaction among teachers in all five counties. The topics have included: Geometry; Assessment in Math and Science; Data, Probability, and Statistics; and a Private Universe.

## **Instructional Leadership**

For administrators, the NNRPDP has co-sponsored the Teach for Success Protocol training (Data-in-a-Day) which focuses on effective classroom procedures and practices. The staff is helping with the observation process included in the protocol and is working with individual school staffs on the follow-up for the protocol.

The NNRPDP staff has been very active in the School Improvement process in some schools and will expand its involvement. Additionally, at the request of area administrators, the NNRPDP will sponsor a national expert in establishing and sustaining successful Professional Learning Communities, the work to provide the necessary follow-up.

Included with this material is a draft of the NNRPDP Five-Year Plan written in three parts and a list of offerings (specific courses and workshops).