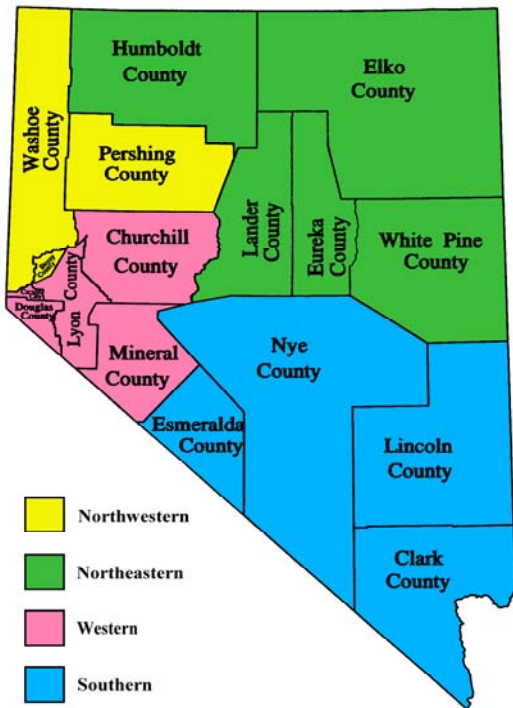


IX. PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

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 \$4.7 million in FY 2001-02 and \$5.5 million in FY 2002-03 to continue and evaluate the RPDPs. 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 University and Community College System of Nevada, 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)

To assist the state in reaching the goal of all pupils reading at grade level by the end of 3rd grade, \$4.5 million in each year of the 2001-2003 biennium was approved for the RPDPs to establish and evaluate a 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:

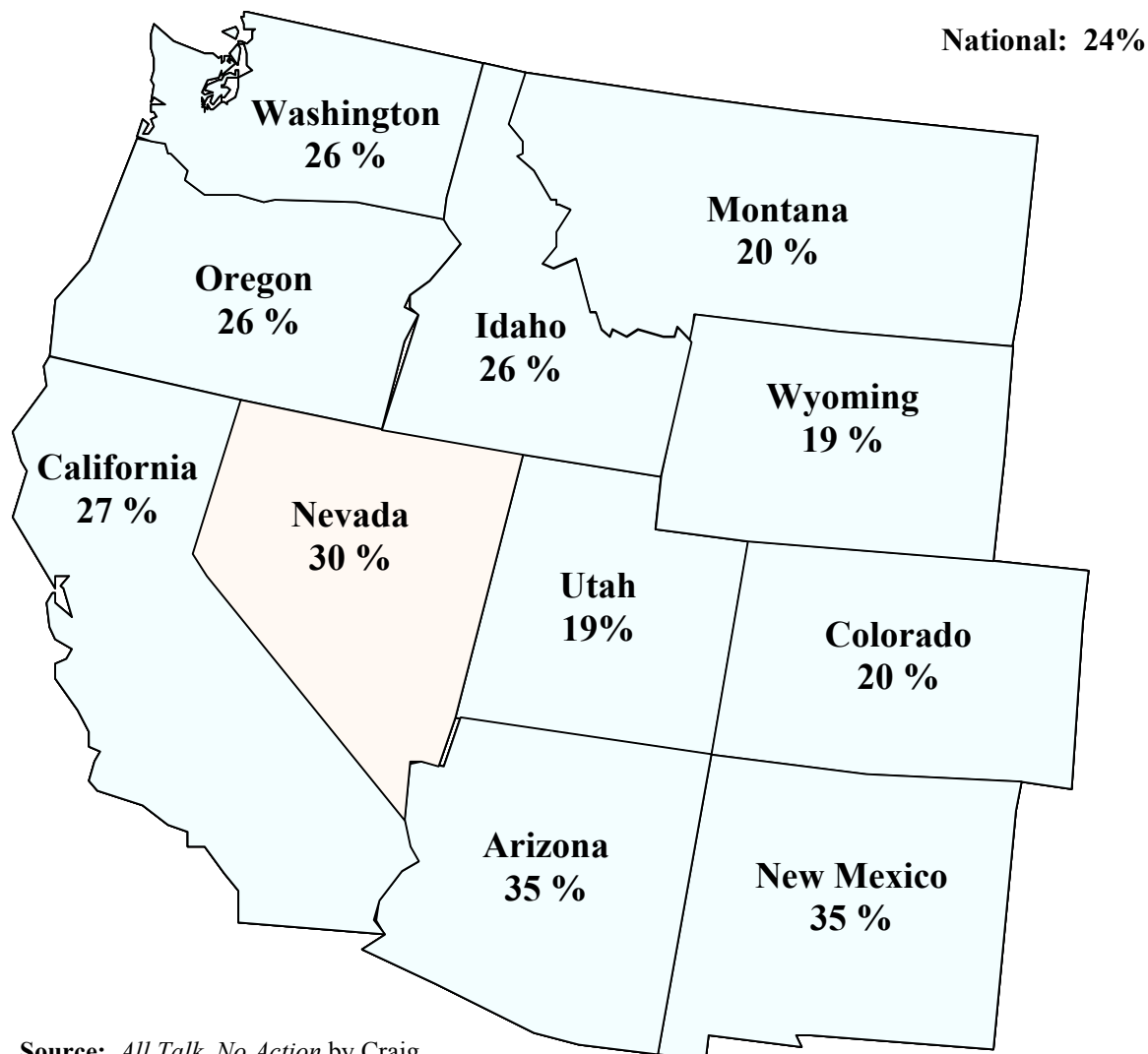
- Phonemic Awareness;
- Phonics;
- Vocabulary;
- Fluency;
- Comprehension; and
- Motivation.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

TEACHER QUALITY

**PERCENT OF SECONDARY CLASSES (INCLUDES MIDDLE AND HIGH SCHOOLS) IN CORE ACADEMIC SUBJECTS THAT ARE TAUGHT BY TEACHERS LACKING AT LEAST A MINOR IN THEIR FIELD
(FOR WESTERN STATES – 1999-2000)**



Source: *All Talk, No Action* by Craig Jerald, Education Trust, August 2002

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PROFESSIONAL DEVELOPMENT FUNDING

WESTERN STATES THAT DIRECTLY FUND PROFESSIONAL DEVELOPMENT FOR TEACHERS AND THE AVERAGE FUNDING PER TEACHER.



Source: *Education Week*, January 11, 2001

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING

FUNDING FOR REGIONAL PROFESSIONAL DEVELOPMENT PROGRAMS (RPDPs)

RPDPs	ACTUAL 1999-2000	ACTUAL 2000-2001	ACTUAL 2001-2002	ACTUAL 2002-2003
Southern RPDP	\$1,284,603	\$1,354,311	\$2,130,044	\$2,500,456
Western RPDP	\$ 640,655	\$ 686,415	\$ 740,885	\$869,724
Northwestern RPDP	\$ 832,993	\$ 921,360	\$ 972,411	\$1,141,513
Northeastern RPDP	\$ 691,749	\$ 487,914	\$ 787,190	\$ 924,082
Evaluation of the RPDP	\$ 50,000	\$ 50,000	\$ 65,000	\$ 65,000
TOTAL	\$3,500,000	\$3,500,000	\$4,630,530	\$5,435,775

Source: Legislative Counsel Bureau, Fiscal Analysis Division.



PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PARTICIPATION-RPDPs

Participation of Teachers and Administrators – FY 2001-02

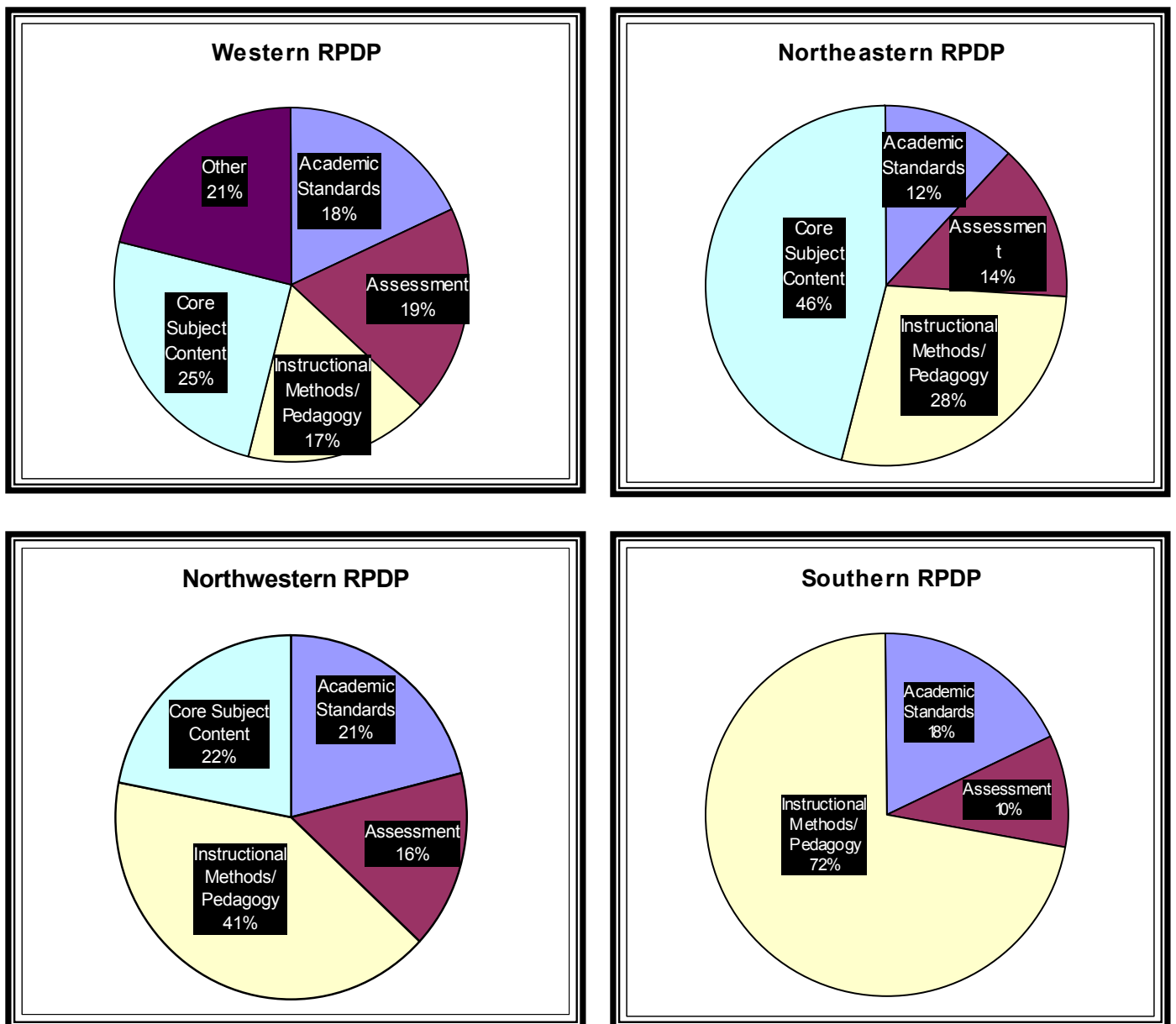
RPDPs	District	Teachers Administrators	TOTAL
Southern RPDP	Clark	6,609	6,964
		355	
	Esmeralda	7	8
		1	
	Lincoln	65	75
		10	
	Nye	250	262
		12	
	TOTAL	6,931	7,309
		378	
Western RPDP	Carson City	536	559
		23	
	Churchill	264	278
		14	
	Douglas	450	473
		23	
	Lyon	462	486
		24	
	Mineral	64	67
		3	
	TOTAL	1,776	1,863
		87	
Northwestern RPDP	Pershing	57	62
		5	
	Storey	28	32
		4	
	Washoe	2,191	2,329
		138	
	TOTAL	2,276	2,423
		147	
Northeastern RPDP	Elko	665	691
		26	
	Eureka	20	20
		0	
	Humboldt	158	164
		6	
	Lander	73	78
		5	
	White Pine	101	104
		3	
	TOTAL	1,017	1,057
		40	
	STATEWIDE TOTAL	12,000	12,652
		652	

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

RPDP TRAINING

Regional Professional Development Programs Percent of Concentration of Training for Teachers/Administrators FY 2001-2002



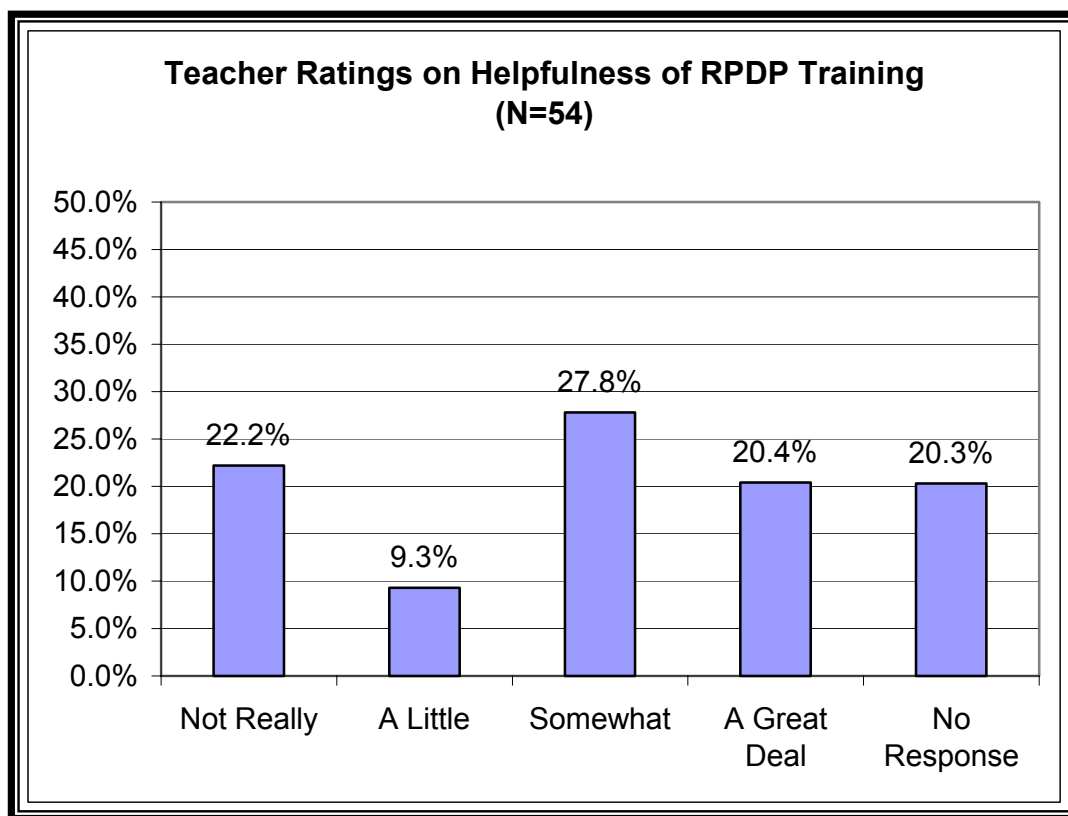
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs

For the first time, WestEd, the third-party evaluator of the RPDPs, conducted an observation study that is intended to look into the classroom to ascertain and describe instruction as it aligns with elements of a standards-based lesson.

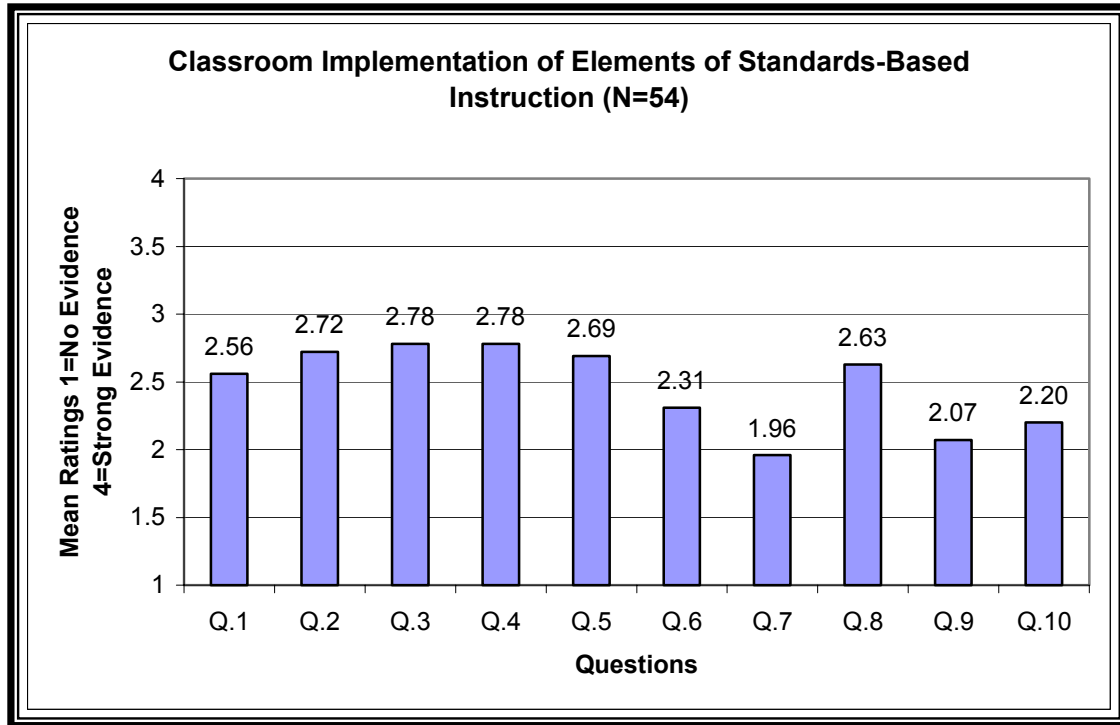
The study sample consisted of 54 upper elementary teachers (4th, 5th, and 6th grades) from 19 schools in the five largest school districts in the State of Nevada (Clark, Washoe, Elko, Douglas, and Carson City School Districts). The following are a selection of results from the study (the entire report may be obtained from the Fiscal Analysis Division of the Legislative Counsel Bureau).



Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs



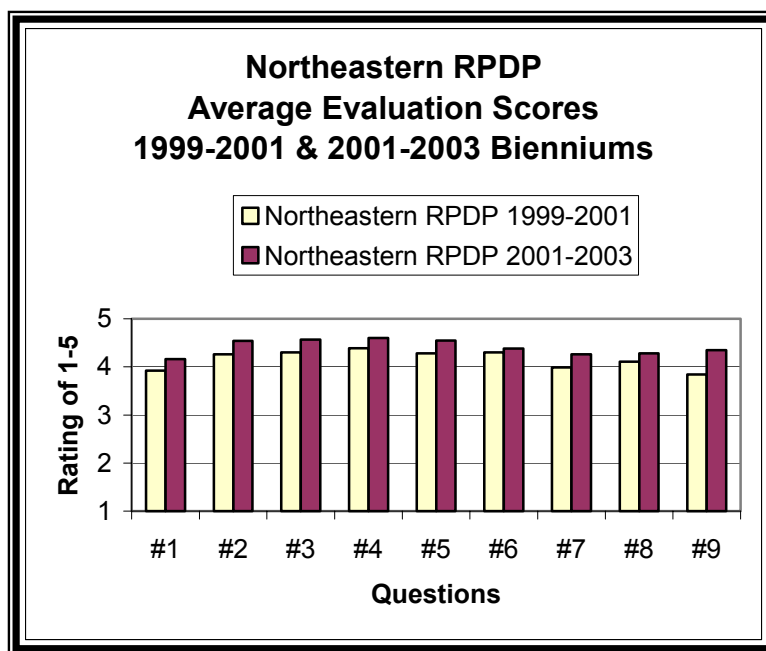
Classroom Observation Questions

- Q.1 Teacher communicates to the class the specific standard(s) the lesson is intending to teach in terms of what students should know and be able to do.
- Q.2 Teacher includes a concrete and specific plan to assess student learning in relation to the standard(s).
- Q.3 Lesson provides students with ample, high-quality opportunities to learn the material and to practice what is learned.
- Q.4 Teacher communicates clear and specific performance expectations for student work.
- Q.5 Students are clear about performance expectations and criteria for high-quality work.
- Q.6 Teacher acknowledges differences in student experiences, preparedness and/or styles and demonstrates efforts to help all students reach standards.
- Q.7 Teacher has anticipated what students may find difficult and has developed concrete ways to work with those who need extra help.
- Q.8 Teacher provides feedback based on student performance data and analysis of student work.
- Q.9 Lesson provides evidence that the teacher develops and revises instruction based on student performance data and analysis of student work.
- Q.10 The lesson planning process is consistent with elements of a Standards-Based Instructional Lesson.

Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

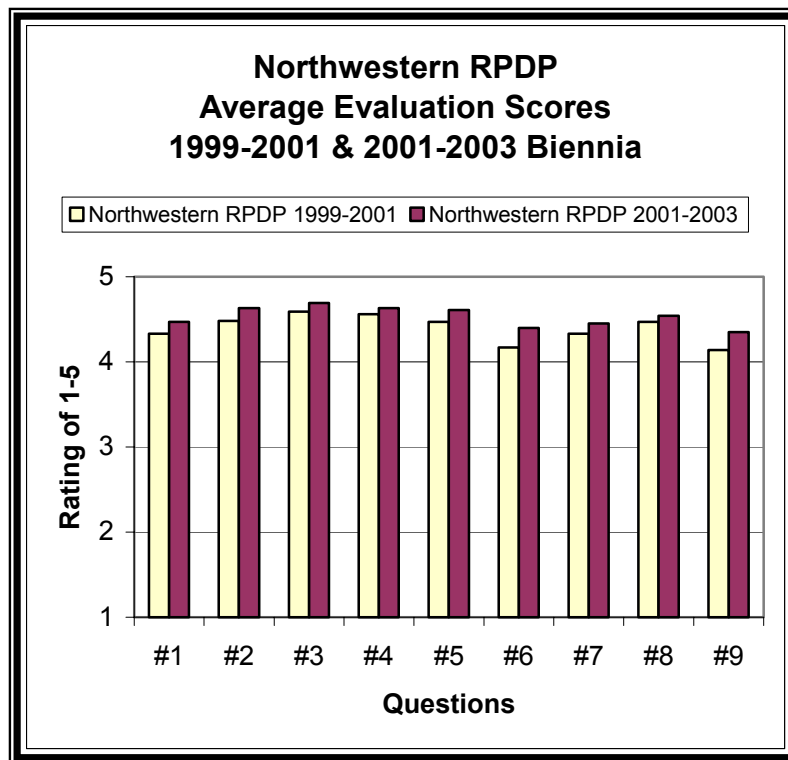
EVALUATION OF THE RPDPS



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

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

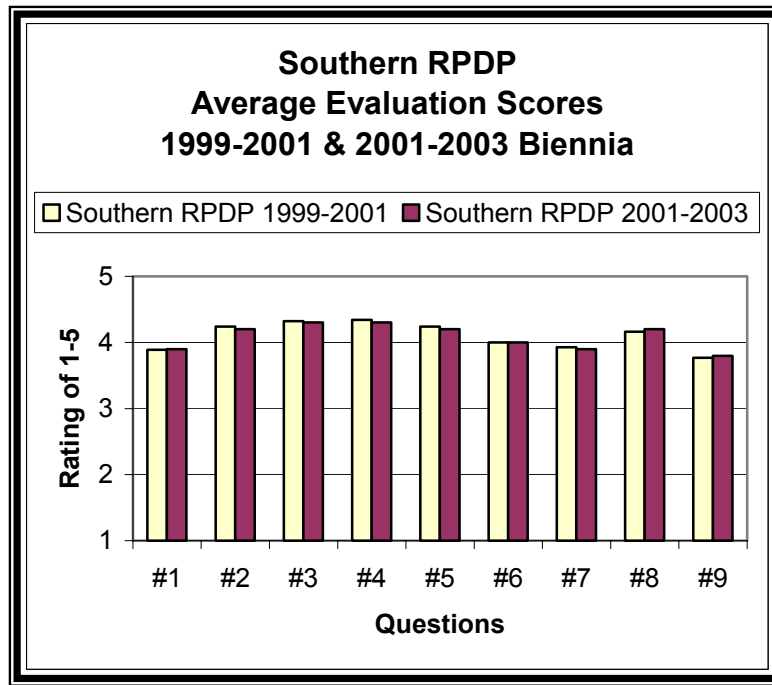
EVALUATION OF THE RPDPs



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	4.33	4.47
2) The activity provided opportunities for interaction and reflections.	4.48	4.63
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.59	4.69
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.56	4.63
5) The presenter/facilitator modeled effective teaching strategies.	4.47	4.61
6) This activity added to my knowledge of standards and subject matter content.	4.17	4.40
7) The activity will improve my teaching skills.	4.33	4.45
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.47	4.54
9) This activity will help me meet the needs of diverse student populations.	4.14	4.35
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

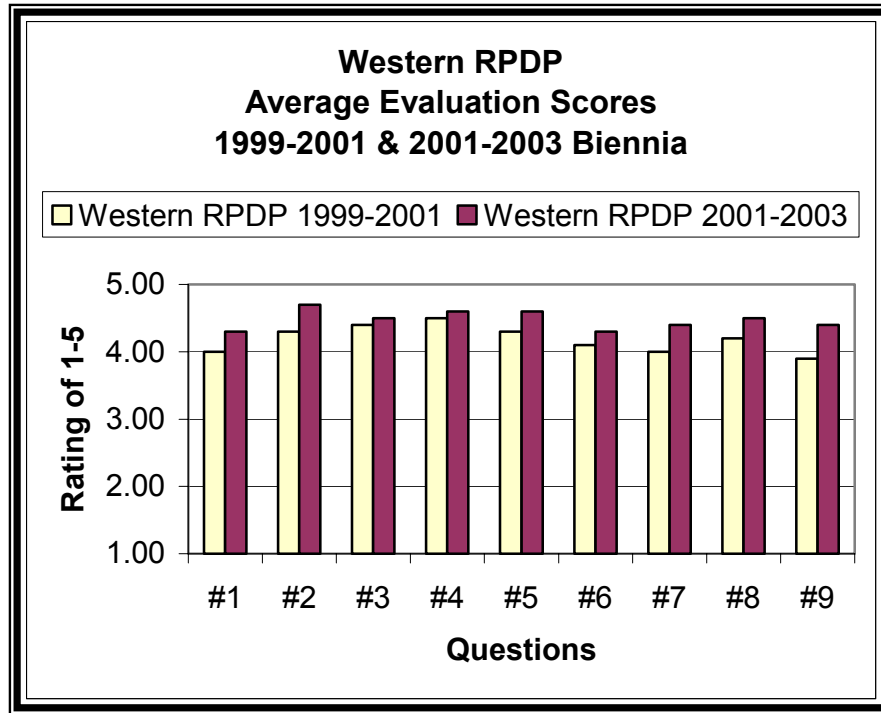
EVALUATION OF THE RPDPs



RPDP Activity Evaluation Form Average Evaluation Scores of Training Sessions		
Question	1999-2001 Biennium	2001-2003 Biennium
1) This activity matched my needs.	3.89	3.90
2) The activity provided opportunities for interaction and reflections.	4.24	4.20
3) The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.32	4.30
4) The presenter/facilitator efficiently managed time and pacing of activities.	4.34	4.30
5) The presenter/facilitator modeled effective teaching strategies.	4.24	4.20
6) This activity added to my knowledge of standards and subject matter content.	4.00	4.00
7) The activity will improve my teaching skills.	3.93	3.90
8) I will use the knowledge and skills from this activity in my classroom or professional duties.	4.16	4.20
9) This activity will help me meet the needs of diverse student populations.	3.77	3.80
Source: Evaluation of the Regional Professional Development Programs, WestEd, 2003.		

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

EVALUATION OF THE RPDPs



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

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

FUNDING—NELIP

Funding For The Nevada Early Literacy Intervention Program (NELIP)

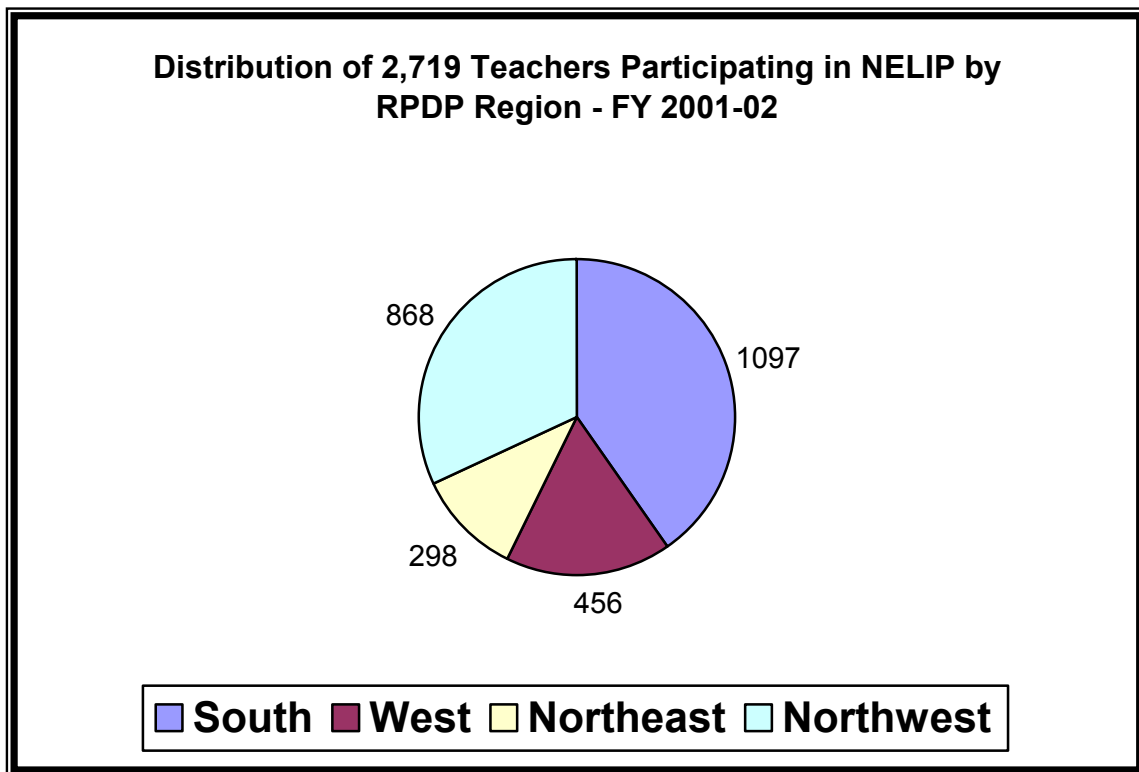
NELIP Program	Actual 2001-02	Actual 2002-03
Southern NELIP	\$2,754,339	\$2,754,339
Western NELIP	\$347,814	\$347,814
Northwestern NELIP	\$900,235	\$900,235
Northeastern NELIP	\$432,612	\$432,612
Evaluation of the NELIP	\$65,000	\$65,000
TOTAL	\$4,500,000	\$4,500,000

Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

PARTICIPATION–NELIP

Participation of Teachers – FY 2001-02



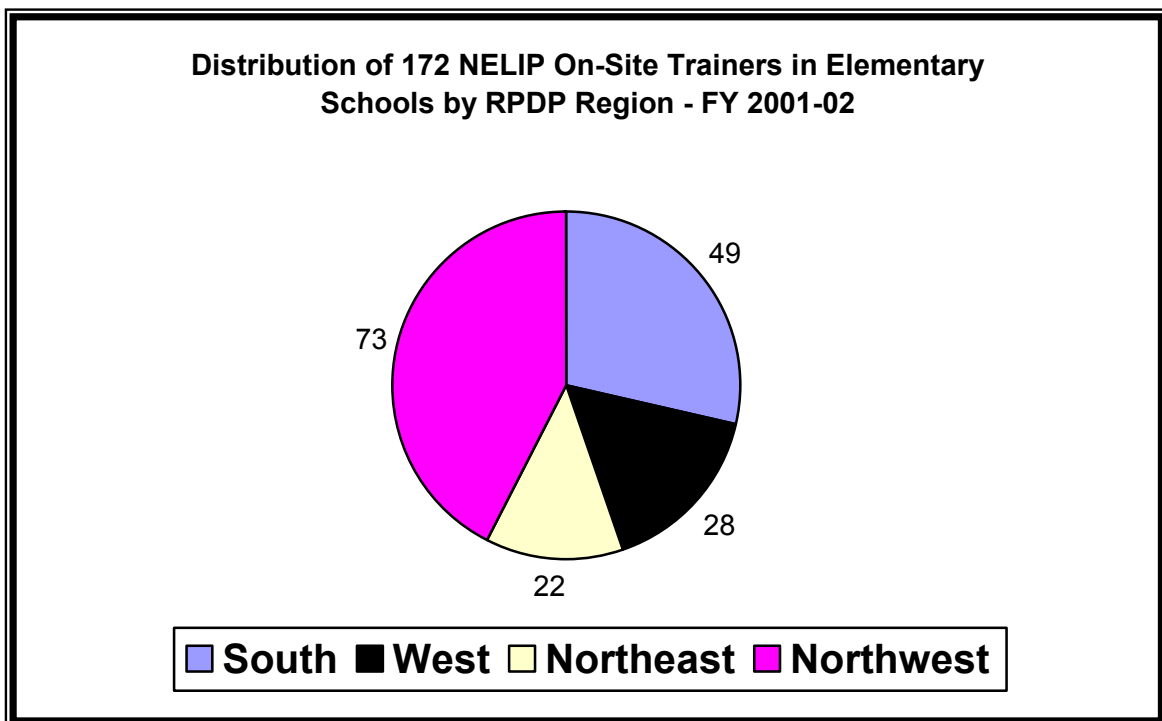
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP TRAINING

NELIP Trainers

Across the four RPDPs, NELIP was staffed by 17 Regional Literacy Trainers (one in the Northwest, two in the Northeast, one NELIP coordinator and one Literacy consultant in the West, and 13 in the South). Additionally, each NELIP established a trainer-of-trainer model and in Fiscal Year 2001-2002, 162 on-site trainers were identified. The figure below shows the number of on-site NELIP trainers in each RPDP, ranging from 73 in the Northwest to 22 in the Northeast.



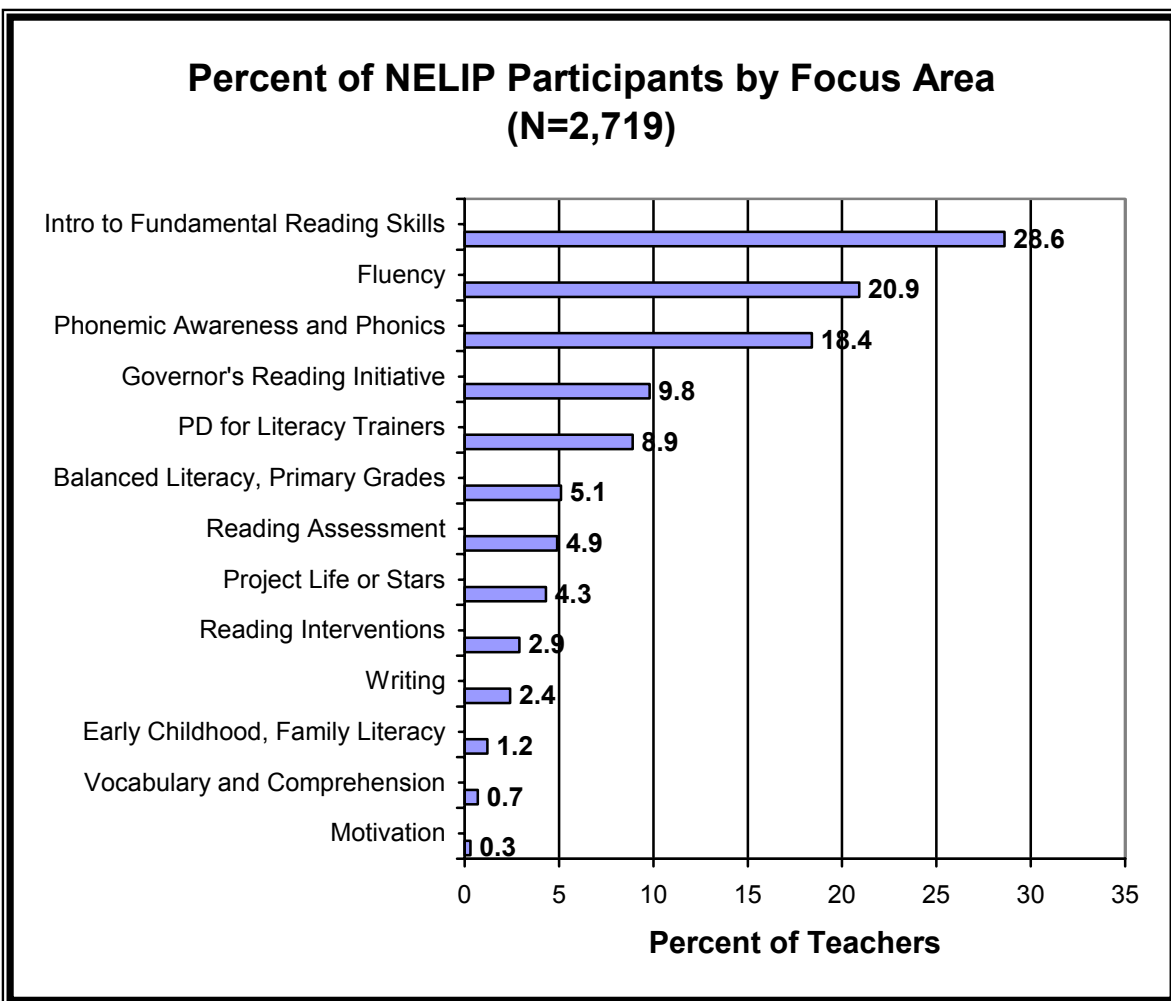
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP TRAINING

Type of Training

Each RPDP offered NELIP training that provided an introduction to all six fundamental reading skills and more in-depth study of one or more of the focus areas. As can be seen in the figure below, the focus areas receiving the largest attendance included Introduction to Fundamental Reading Skills, Fluency, and Phonemic Awareness, and Phonics. Each RPDP has continued to develop and offer training in vocabulary, comprehension and motivation during Fiscal Year 2002-2003.



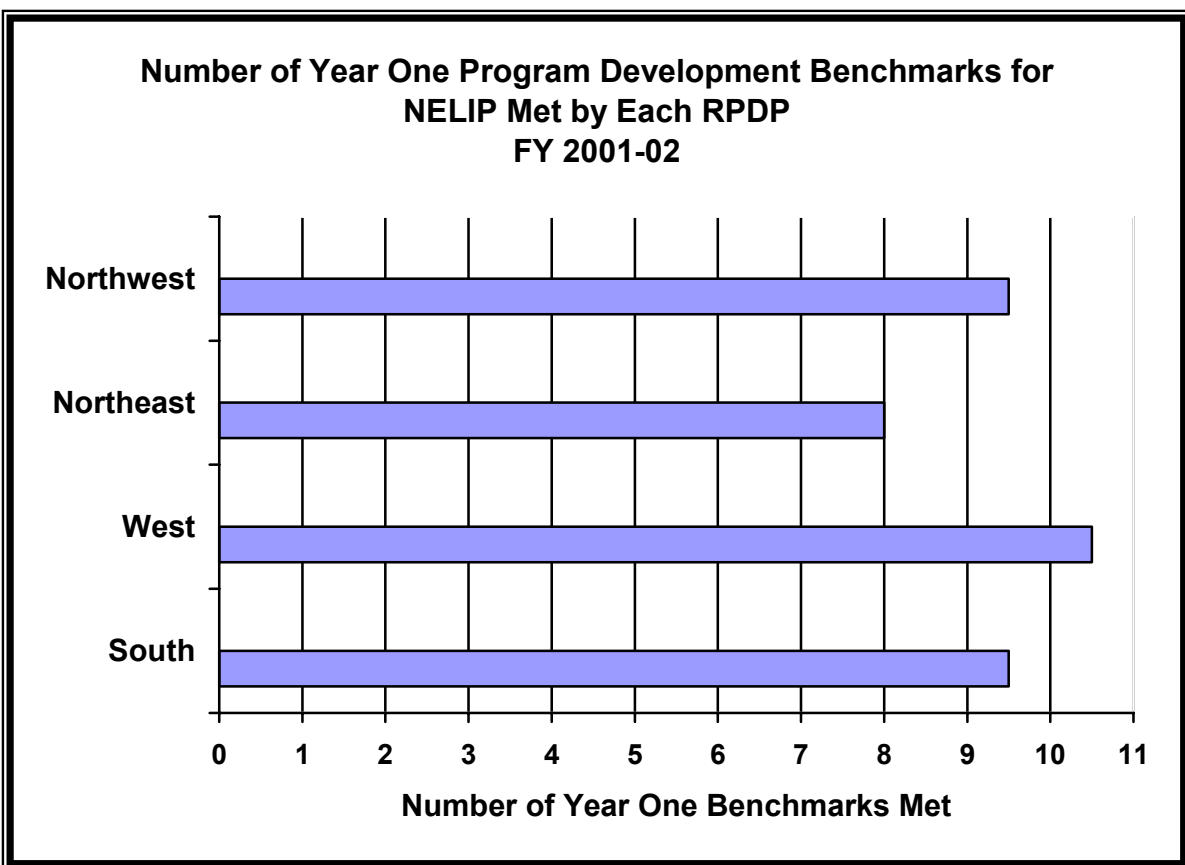
Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP EVALUATION

Evaluation of Meeting Year One Program Development Benchmarks FY 2001-02

As displayed in the figure below, each RPDP met at least eight of the 11 Year One program development benchmarks. The benchmarks, as well as the benchmark scores for each RPDP are noted on the following page.



Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

PROFESSIONAL DEVELOPMENT FOR EDUCATIONAL PERSONNEL

NELIP EVALUATION

NELIP Benchmark Scores¹ for Year One - FY2001-2002 Program Development and Operation

Quality	Benchmark	RPDP			
		NW	NE	W	S
Content	1. Trainers with early literacy expertise are hired.	1	.5	1	1
	2. Trainers are provided professional development as needed.	1	1	.5	0
	3. Overview training curriculum is developed that introduces the six fundamental reading skills.	1	1	1	1
	4. Training curricula is developed that focuses on the development and teaching of phonemic awareness and phonics.	1	1	1	1
	5. Overview training curriculum is enacted in intellectually engaging ways and with practical applications.	1	1	1	1
	6. Phonemic awareness and phonics training curriculum is enacted in intellectually engaging ways and with practical applications.	1	0	1	1
Process	7. Draft program design is articulated that makes explicit the logic (or causal) model linking NELIP participation to teacher learning and student achievement.	.5	0	1	1
	8. Teachers have incentives for participating (training is job-embedded, credit-bearing, etc.).	1	1	1	1
	9. Follow-up activities are provided to individualize and reinforce content of NELIP training.	0	.5	1	.5
Context	10. Participating schools have teacher leadership positions (e.g., Key Literacy Coaches) defined and filled.	1	1	1	1
	11. Relevant professional resources are purchased and distributed to teacher participants.	1	1	1	1
Total (out of 11 possible)		9.5	8	10.5	9.5

Source: Evaluation of the Nevada Early Literacy Intervention Program, McREL, 2003.

¹ Benchmark met = 1; Benchmark partially met = .5; Benchmark not met = 0. Evidence supporting assigned scores is identified in Tables D-1 through D-4 attached. Efficient Year One program development and operation was defined as meeting the majority of Year One benchmarks, or attaining a score of 8 out of 11 total.