Nevada Regional Professional Development Programs

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State Report: 2020-2021

Background

- 70th Session of Nevada State Legislature (1999; NRS 391A.120)
- Regional Governing Board
- Statewide Coordinating Council
- Provide Services to all public and charter school educators

Determining Professional Learning

The RPDP work targets three broad categories

1) Meeting district requests for services

(e.g., NVACS, differentiation, student engagement)

Project Proposals prior to start of year. (teacher retention, leadership, supporting CIP, etc.)

Districts reach out to their RPDP to place the request. A consultant meets with the requestor to establish goals, objectives, alignment to CIP, logistics, etc.

2) Fulfilling legislated mandates

(e.g., NVACS, NEPF, Parent Engagement, Multicultural Education, Financial Literacy)

RPDP directors collaborate to provide the services in the ways that work best for their region (e.g., cross-regional, virtual, hybrid, live, expertise)

**3) Supporting individual teachers and administrators**

(e.g., coaching, classes for credit or professional learning hours, modeling, instructional rounds).

RPDP offers courses for endorsement programs (Library Media Specialist, ELAD, Reading Specialist, GATE, Computer Science) and workshops with specific topics relative to current educational needs (e.g., science of reading, SBAC)

Professional Learning [Training] Sessions

	Aggregate
Total Trainings	**1,999**
Instructional Training[1]	1,021
Observation and Mentoring[2]	349
Consulting[3]	629

Total Training Sessions

Consulting
31.5%

Instructional
51.1%

Obs/Mentoring
17.5%

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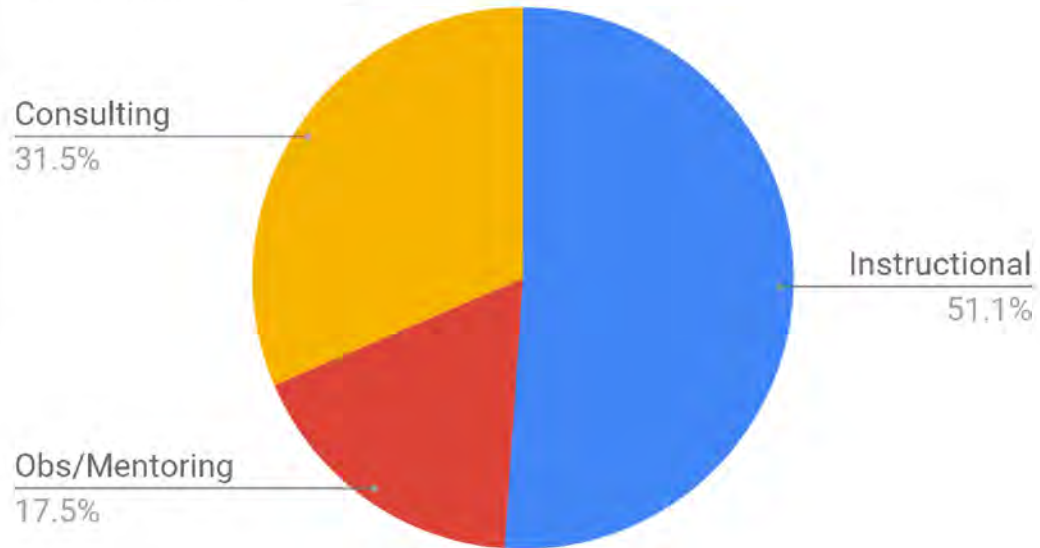
Educators & Administrators Served in 20-21

	Total
Total Teachers Served in NV	**22,070**
Total Teachers Served (unique)	6,755
Total Teachers Served (duplicated)	15,315

	Total
Total Admin Served in NV	**3,117**
Total Admin Served (unique)	786
Total Admin Served (duplicated)	2,331

Total Participants
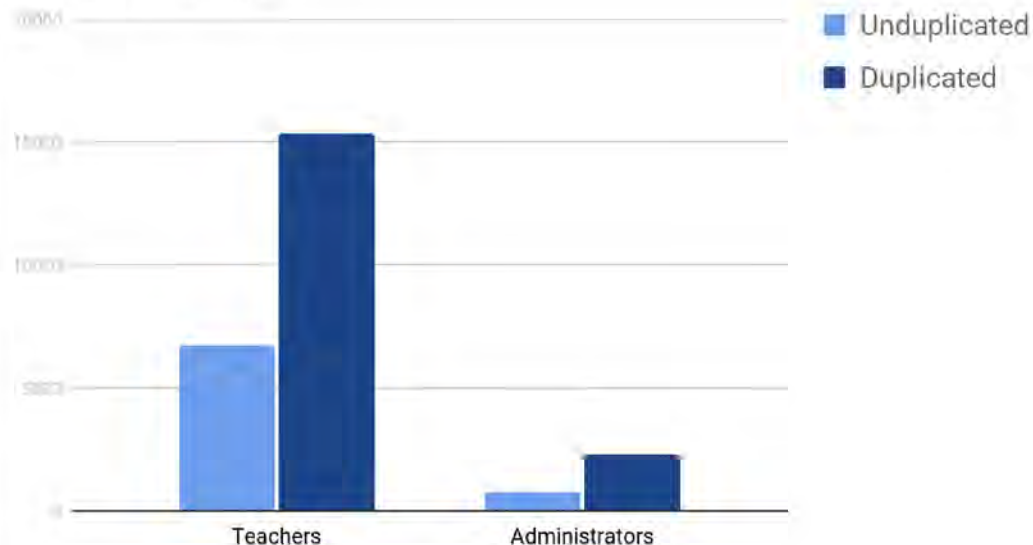
Educators' Perceptions of the Impact of Professional Learning on Instructional Practice
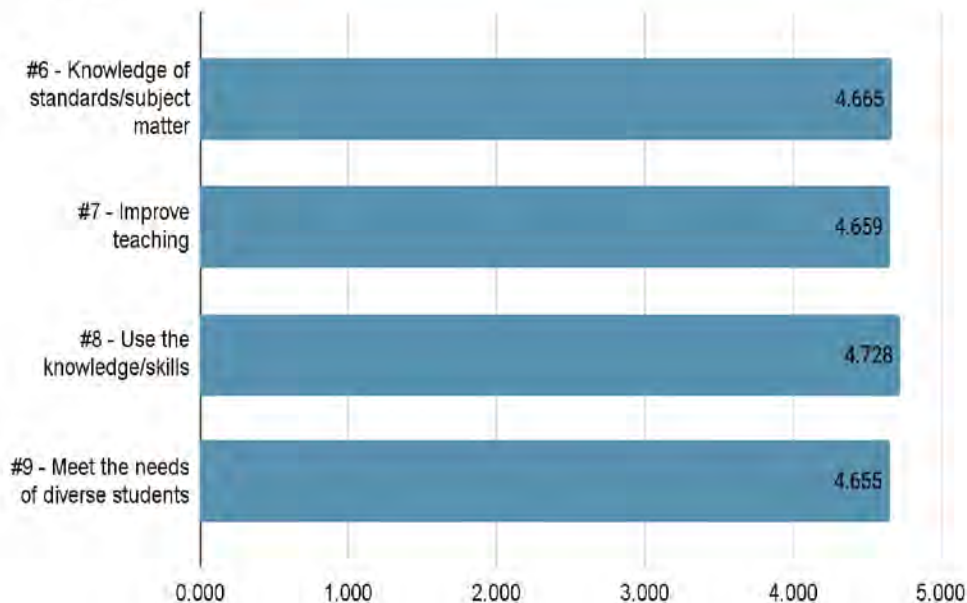
RPDP Evaluation Form (Selected Questions)

6. This training added to my knowledge of standards and/or my skills in teaching subject matter content.

7. The training will improve my teaching skills.

8. I will use the knowledge and skills from this training in my classroom or professional duties.

9. This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).

Average Score

Question	Score
#6 - Knowledge of standards/subject matter	4.665
#7 - Improve teaching	4.659
#8 - Use the knowledge/skills	4.728
#9 - Meet the needs of diverse students	4.655

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Educators' Reflections on Professional Learning

"I learned so much about the vertical alignment of the Computer Science standards and I'm super excited to start implementing these more into my classroom!"

"This class was very helpful in presenting and stressing the importance of family engagement within the educational setting."

"RPDP keeps me in a great teaching mind with the presenter's feedback, experiences, and suggestions."

"I feel lucky to have access to such high-quality professional development!"

"This class provided me with a lot of useful information and tools that I can use to help my students be successful not only on the SBAC but also in their everyday learning and problem-solving opportunities."

Impact Example: Multicultural Education Course

Multicultural Education Course

Participants completing the Multicultural Education course demonstrated statistically significant increases in learning between their pre- and post- *Dispositions for Culturally Responsive Pedagogy Scale* (DCRPS, Whitaker & Valtierra, 2019) questionnaires on 14 of the 26 measured dispositions grouped under four thematic aspects of multicultural teaching – praxis, community, social justice, and knowledge construction.

Number served statewide: 189 (20-21)

Impact Example: Family Engagement Course

Family Engagement Course: Year 2

Consistent with Year 1 of the Family Engagement course, there was a statistically significant increase in participants' self-reported level of confidence in increasing family engagement (<.0022). Positive change noted increased levels of knowledge. In addition, student growth could be attributed through teacher participants' individual implementation projects.

Number served statewide: 132 (20-21)

Programs Developed Based on Legislative Requirements

Programs Offered:

- Financial Literacy Modules
- Computer Science Training
- Computer Science Modules
- Multicultural Education (Slide 8)
- Family Engagement (Slide 9)

Impact Example from the Computer Science Training Program:

- In the *Computer Science Ambassadors: Year 2* training student learning growth was identified in each concept area, with students' mean percentage score from pre to post assessment increasing from 40 – 60%.
- Participants completing Computer Science training also showed improvements in NVACS for computer science knowledge, pedagogy, and student engagement strategies among teachers in six districts (<.002)

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Endorsement Programs

Programs Offered:

- ELAD
- Reading Specialist
- GATE
- Library/Media Specialist
- Computer Science (Introductory & Advanced)

** RPDP partners with higher education institutions (UNLV & SUU) to offer endorsement program coursework at significantly reduced costs to educators.

Impact Examples from the ELAD and Reading Specialist Endorsement Programs:

- General education teachers who participated in five courses to earn their ELAD (English Language Acquisition and Development) endorsement reported significant increases in how second languages are acquired (<.001)
- The *Reading Specialist Endorsement Cohort* (18-month) demonstrated long-term learning in final analysis of a comprehensive survey of learning

Statewide Collaboration & Communication

- Nevada Department of Education
- Statewide Council for the Coordination of the Regional Training Programs
- RPDP Director Meetings
- RPDP Collaboration Across Regions
- Educational Organizations
- Districts/Superintendents
- Nevada State Public Charter School Authority
- Partnership with UNLV & SUU

Design Considerations for Professional Learning

Nevada Professional Development Standards

- Learning Communities
- Leadership
- Resources
- Data
- Learning Designs
- Implementation
- Outcomes
- Equity
- Cultural Competency

Nevada Educator Performance Framework

- *Standard 1:* New learning is connected to prior learning and experience
- *Standard 2:* Learning tasks have high cognitive demand for diverse learners
- *Standard 3:* Students engage in meaning-making through discourse and other strategies
- *Standard 4:* Students engage in metacognitive activity to increase understanding of and responsibility for their own learning
- *Standard 5:* Assessment is integrated into instruction

Percent of trainings that embed NEPF: 73.5% (20-21)

RPDP Funding

Biennium	Budget
2007-2009	$26,203,096.00
2009-2011	$15,595,608.00
2011-2013	$7,183,722.00
2013-2015	$16,093,576.00
2015-2017	$15,583,613.00
2017-2019	$14,921,896.00
2019-2021	$15,007,090.00
2021-2023	$14,479,394.00

RPDP State Budget
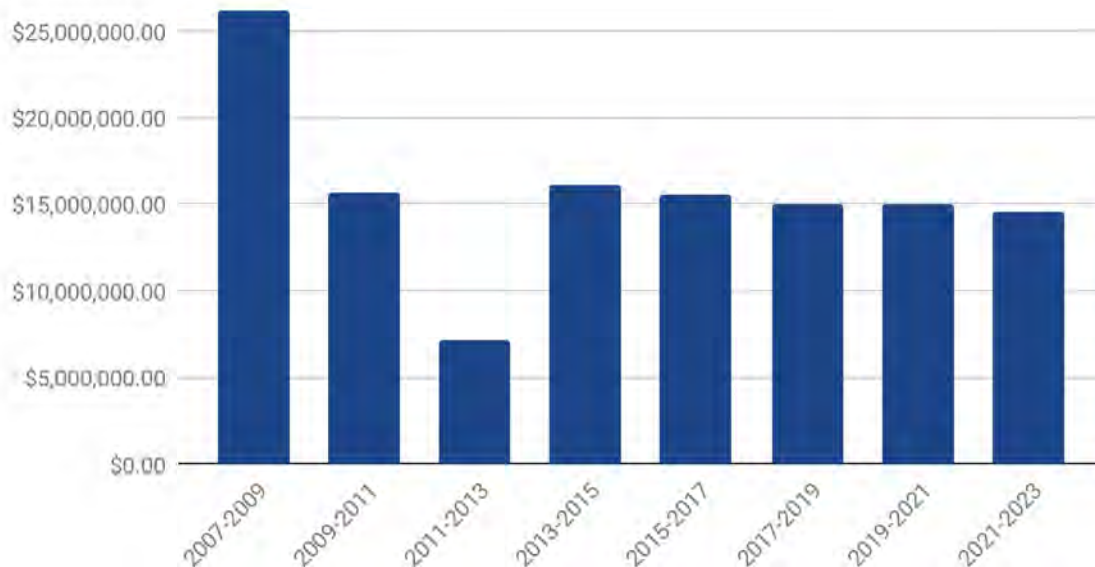
Funding Challenges

Maintaining personnel over time due to union **negotiated raises** (in which RPDP receives no revenue, but must cover)

Which results in

- reductions in operating funds.
- not re-hiring vacant positions,
- reduction in staff.

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