Northeastern Nevada Regional
Professional Development Program

2013-2014
Annual Report
&
Self-Evaluation

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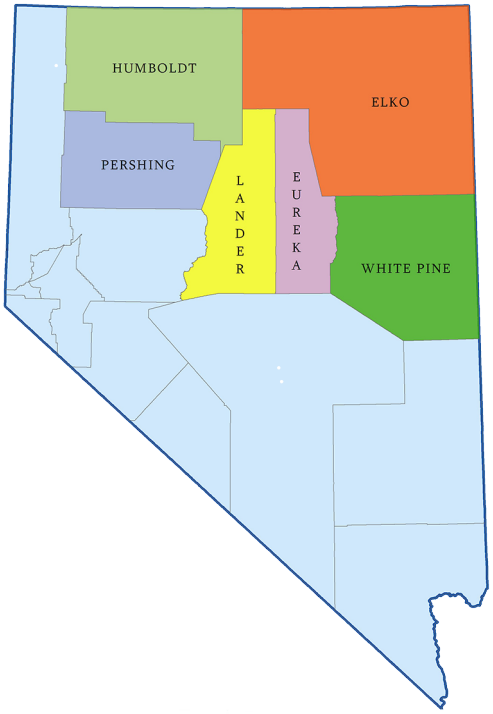


Figure 1: NNRPDP Service Area

PROGRAM

Region

The NNRPDP serves 17,027 students in 68* schools across six counties in Northeastern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 1,600. Among districts there is considerable disparity in the number of students, ranging from under 300 in Eureka County to over 9,000 in Elko County. (See Tables 1 and 2.) Region wide, the student population has risen steadily over the past years due primarily to mining, the chief industry. In spite of a fairly robust economy, approximately 36 percent of the students qualify for free or reduced lunch. (The total for the state is approximately 31 percent.) Ethnic diversity characterizes the region's students. Approximately 30 percent of the students are Hispanic, 61 percent are white, and 5 percent are Native American.

*Includes charter, online schools, and grade levels within combined schools.

School District	**Teachers**		**Administrators**		**Students***	
	2012-13	**2013-14**	2012-13	**2013-14**	2012-13	**2013-14**
Elko	626	**670**	34	**34**	9,833	**9,921**
Eureka	27	**36**	3	**3**	266	**274**
Humboldt	217	**221**	14	**15**	3,408	**3,477**
Lander	75	**71**	5	**6**	1,093	**1,127**
Pershing	61	**59**	5	**5**	708	**705**
White Pine	92	**93**	10	**11**	1,294	**1,241**
Totals	1,098	**1,150**	71	**74**	16,602	**16,745**

Table 1: Regional Profile by District

Charter Schools	**Teachers**		**Administrators**		**Students***	
	2012-13	**2013-14**	2012-13	**2013-14**	2012-13	**2013-14**
Elko Institute for Academic Success	10	**9**	1	**1**	146	**165**
Learning Bridge	N/A	**6**	N/A	**1**	N/A	**117**
Totals	10	**15**	1	**2**	146	**282**

Table 2: Charter School Profiles

* Student numbers are derived from NDE Nevada Schools Count Day Enrollment and Eligible Enrollment for Free and Reduced Lunch

Funding

The NNPRDP's 2013-14 operating budget was $1,243,736. The legislature allocated an additional $336,000 for the preparation for the rollout of the Nevada Educator Performance Framework. Part of the money paid for a full time leadership coordinator. (See NEPF, page 48.) Budget expenditures for each county are detailed below under Distribution of Funds and Resources.

Grant Participation

The NNRPDP director and two regional coordinators have been designated project directors for a UNR Nevada Math Project grant which will provide training in math for teachers in grades 3-8. The training itself will be conducted by UNR mathematicians with regional coordinators acting as facilitators. The grant provides teachers with a stipend for attending a weeklong session in July and a three-day follow up. Northeastern Nevada is one of four sites statewide.

Distribution of Funds and Resources

Two data sources* provide insight into the distribution of funds and resources across the region for 2013-14. The first compares the cost of coordinator time to the number of teachers trained in each district. (See Table 3.) For instance, in the Eureka County School District, which has 3 percent of the region's teachers, the cost of training per teacher was $142.26; when only the unduplicated number of teachers actually trained is calculated, the cost was $196.97. In the Elko County School District, with 58 percent of the region's teachers, the unduplicated cost was $309.03; in the Humboldt County School District, the unduplicated cost per teacher was $696.94. Further insight is provided by comparing the percentage of teachers in each district to the expenditures in each district based on coordinator time.** (See Figure 2.) For instance, with 9 percent of the region's teachers, White Pine County School District received approximately 9 percent of the total cost of coordinator time. With 5 percent of the region's teachers, Pershing County School District received approximately 8 percent of the total cost of coordinator time. Humboldt County School District, with 19 percent of the region's teachers, received approximately 43 percent of the cost of coordinator time.

The number of coordinator hours spent in professional development in each district provides a second data source. Figure 3 illustrates coordinator time devoted to each district, arguably a better depiction of the distribution of work among the districts. For the most part, districts with the fewest teachers received close to a proportionate share of coordinator time.

Figure 4 compares coordinator hours spent in each district in 2012-13 to hours spent 2013-14. In five of the six school districts in the region, NNRPDP coordinators spent fewer hours in providing professional development services in 2013-14 than in 2012-13. The exception was Humboldt County School District, where the number of coordinator hours more than doubled.

Work in the Nevada Academic Content Standards (NVACS) accounted for the majority of professional development services in the region, in some cases channeling considerable resources into specific districts. For instance, 82 percent of the NNRPDP services to Humboldt County School District were devoted to its NVACS K-12 math initiative; 41 percent of NNRPDP services to Elko County School District focused on its NVACS K-6 math and language arts initiative. When coordinator hours are calculated, Elko and Humboldt County school districts, with 77 percent of the region's teachers, combined for 80 percent of NNRPDP services in 2013-14. In 2012-13, 68 percent of coordinator time was devoted to work in Elko and Humboldt County school districts.

* Data do not include NELIP or NEPF, which are included separately in the Work section of this report.

** Cost of coordinator time varies depending on the salary of individual coordinators. A coordinator with a higher or lower salary may have concentrated his/her work in a particular district thereby skewing the final figures.

District Served	Total No. of Teachers	Percent of Total Teacher Population	Total Unduplicated / Duplicated No. of Teachers Served	Cost of Coordinator Time	Cost per Teacher: Total No. of Teachers	Cost per Teacher: Unduplicated No. of Teachers
Elko	670	58%	377/1084	$116,509.19	$173.89	$309.03
Eureka	36	3%	26/45	$5,121.26	$142.26	$196.97
Humboldt	221	19%	197/683	$137,178.66	$670.72	$696.34
Lander	71	6%	39/140	$7,112.01	$100.17	$182.35
Pershing	59	5%	54/253	$26,122.05	$442.75	$483.74
White Pine	93	9%	66/377	$29,073.95	$312.62	$440.51

Table 3: Expenditures by District 2013-14

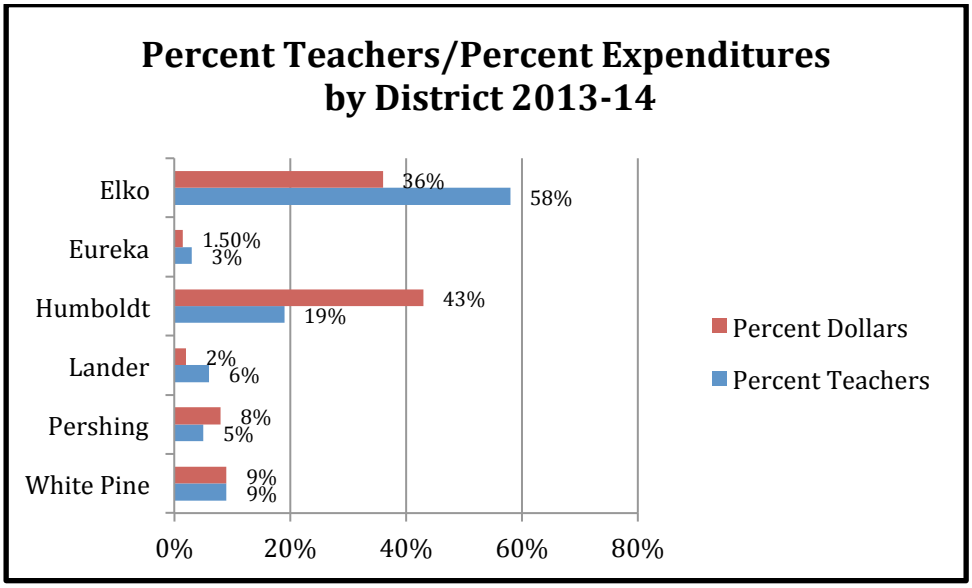


Figure 2: Percent Teachers/Percent Expenditures by District

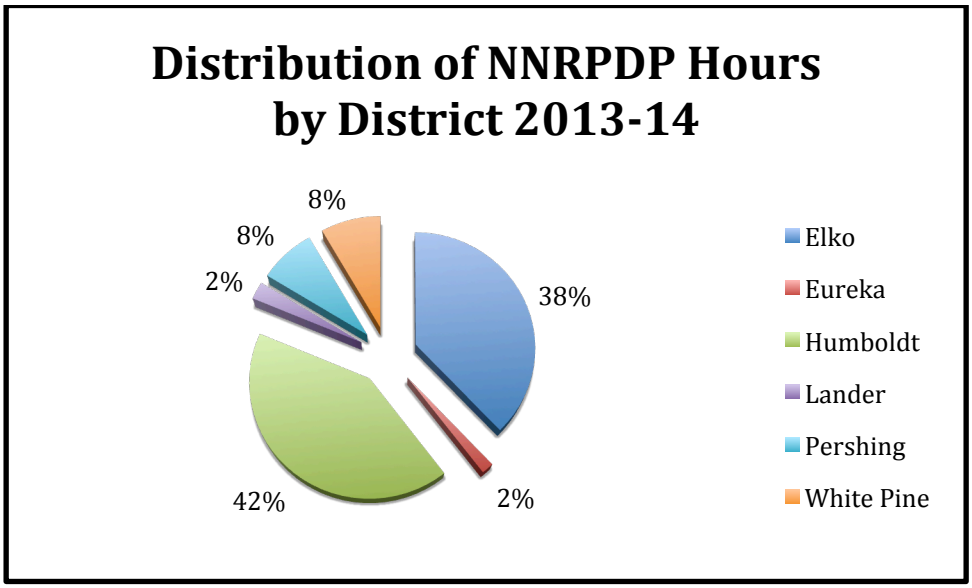


Figure 3: Distribution of NNRPDP Hours by District

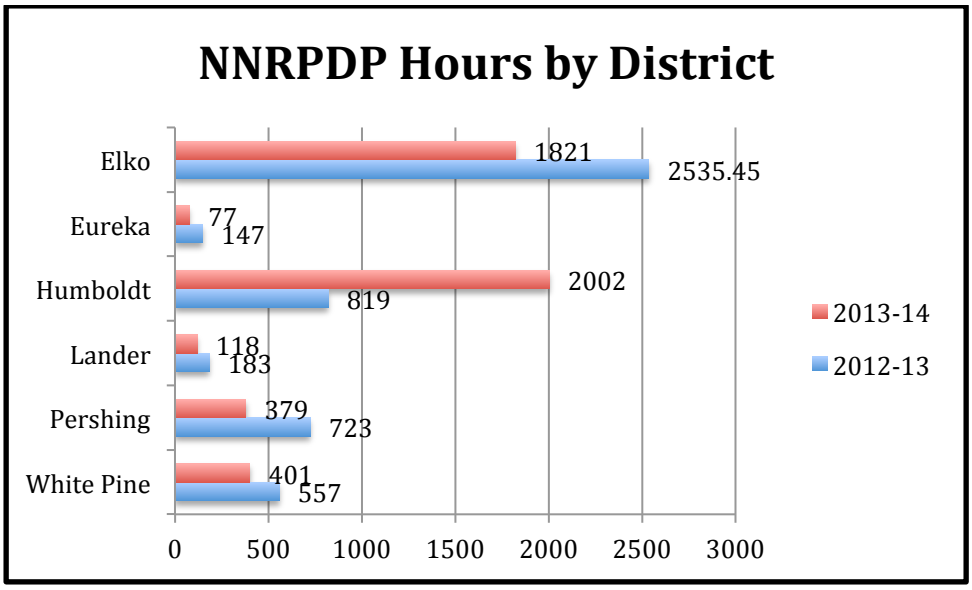


Figure 4: NNRPDP Hours by District 2012-13 and 2013-14

Organizational Structure and Staff Roles

Since its establishment by the state legislature in 1999, the NNRPDP's Governance Board has provided both oversight and direction for the program. Voting members of the board include the superintendent of schools from each of the six county school districts in the region, a teacher representative from each district and from Great Basin College, and the college president. Also on the board but not a voting member is a representative from the Nevada State Department of Education. The superintendent of Elko County schools currently serves as the board's president. As

required by statute, board meetings are held at least three times each year. Four meetings were held in the 2013-14 school year. All meetings are conducted interactively and are subject to Nevada's Open Meeting Law. The NNRPDP director sets meeting agendas based on program needs, requests from board members, and input from regional coordinators. (See Appendix A for meeting agendas.)

Although the organizational structure of the NNRPDP suggests top-down management with all directives generated by the governance board, the day-to-day work of the program is a response to the needs and initiatives of individual districts and schools to implement mandates (e.g. the Nevada Academic Content Standards) from the state legislature and the Nevada Department of Education. This year the NNRPDP required that each district receive training in the Nevada Educator Performance Framework (NEPF). For the most part, however, the program's work is driven by requests for services which come directly from district and site administrators and which are vetted by the NNRPDP director. Besides formal requests for services, input from the director and regional coordinators helps shape and focus the work.

The NNRPDP director, who is hired by the board, supervises the regional coordinators and the program's office manager and is responsible for seeing that directives from the governance board are carried out.

Besides assisting the director in creating the budget and tracking spending, the office manager, who has been with the program for 11 years, is the communication hub of the NNRPDP, providing a critical link between and among all staff and stakeholders. She also records and summarizes performance data used in this report, records and disseminates board meeting minutes, and creates and maintains time logs for all facets of coordinator work. The eight regional coordinators work directly with administrators and teachers to deliver professional development across the region.

Staff and Staffing

The NNRPDP began the 2013-14 school year with a new director who was a tenured professor in Great Basin College's Teacher Education Program and has served on the statewide steering committee for Common Core State Standards since 2010. In July, the program had nine regional coordinators. Two, a secondary math specialist and the leadership coordinator, were new to the NNRPDP. Under separate funding, the leadership coordinator was hired to train school principals and teachers in the Nevada Educator Performance Framework. In November the coordinator who specialized in literacy and social studies resigned to take an administrative position. Of the eight remaining coordinators, four reside in White Pine County, three in Elko County, and one in Humboldt County. Under the guidance of NDOE's office of Parent Involvement and Family Engagement, one coordinator, assisted this year by an additional coordinator, is responsible for implementing a "program for teachers and administrators concerning effective parental involvement and family engagement." Although each coordinator has considerable competency in many

areas of professional development, each has one or two areas of concentrated expertise, which to a degree dictate the work each does with individual schools and districts. (See Table 4.) Of the eight current coordinators, one specializes in K-6 math, one in K-8 math, two in secondary math, one in K-5 math and K-8 literacy, one in K-6 literacy, and one in K-12 literacy and K-5 math. Among them, the coordinators have 30 years of experience in delivering professional development. The coordinator with the most years has been with the NNRPDP since 2006. All have at least a master's degree, and one is working on her doctorate. The program has not yet been able to recruit a suitable replacement for the secondary science specialist who retired in 2012 or the secondary language arts specialist who retired in June of 2013. Budgetary constraints will likely require that those positions will remain unfilled for the foreseeable future. Regionally, the ratio of coordinators to teachers is 1:145. In addition to the eight regional coordinators, the NNRPDP employs an office manager, who lives in Elko.

NNRPDP STAFF 2013-14		
NAME	POSITION	AREA OF CONCENTRATION
Sarah Negrete, Ph.D.	Program Director	
Chris Back	Office Manager	
Tina Baer	Regional Coordinator	6-12 Math, Alternative Education
Valerie Byrnes	Regional Coordinator	K-8 Math, SIOP, STEM, Technology
Jeff Cramer	Regional Coordinator	Secondary Math, Science
Aaron Hansen	Leadership Coordinator	NEPF, Administrator Training
Holly Marich	Regional Coordinator	K-8 Literacy, K-5 Math, National Boards, STEM, Technology
Cindy Plummer (July 2013 thru November 2013)	Regional Coordinator	6-12 Literacy, Differentiated Instruction, Indian Education, K-12 Social Studies, RTI/IC
Connie Thomson	Regional Coordinator Parent-Teacher Coordinator	K-8 Math, RISE
Jessie Westmoreland	NELIP Coordinator Parent-Teacher Coordinator	K-6 Literacy, Coaching, Data Teams, Differentiated Instruction, MAP
Treena Whaley	Regional Coordinator	K-12 Literacy, K-5 Math, Standards Based Grading, RISE

Table 4: NNRPDP Staff

Staff Professional Development

NNRPDP regional coordinators not only deliver professional development but seek out professional development for themselves. Each was allotted money from the budget for this purpose. Between July 1, 2013, and May of 2014, coordinators attended 246 professional development events—everything from webinars to multiple day conferences—to familiarize themselves with the latest research in pedagogy and curricula and enrich their own knowledge in their particular fields of expertise. Their selection of professional development opportunities is often driven by state initiatives. This year, for instance, 58 percent of the events were linked to the NVACS. In 23 instances, coordinators went out of state for their own professional development. Most of the professional development events attended by coordinators—223 in all—were held in Nevada and most within the region. Overall, the coordinators devoted 1,347 hours to their own professional development.

Trainings

Recorded under the broad rubric of "trainings," NNRPDP work across the region concentrates on impact and sustainability. To that end, the majority of the work involved a single though often multifaceted focus (e.g. implementing NVACS in math or teaching vocabulary in grades K-8). A focus typically involves a series of events, i.e. workshops, trainings, or classes frequently coupled with classroom observations and/or coaching. Each of these events is recorded separately and grouped under the appropriate focus. Between July of 2013 and May of 2014, there were 220 separate events grouped under 53 training foci. Sixty-four of the events concentrated on math; 33 (excluding NELIP) were focused on language arts. Reflecting the emphasis on the NVACS, 46 percent of the work had implementation as its outcome; 53 percent concentrated on content. (See Appendix B for NNRPDP Trainings 2013-14.) Regionally, 66 percent of district teachers received NNRPDP training. (See Table 5.) Most teachers and administrators who receive professional development complete an NNRPDP evaluation, and data from the evaluations are compiled by the office manager. (See Quality Assurance page 16.)

Number of Teachers, Administrators, and Others Trained/Unduplicated Teachers = 759 Administrators = 83 Others = 48 Para-professional = 18 Total = 908	**Duplicated** Teachers = 2582 Administrators = 461 Others = 133 Para-professional = 38 Total = 3214
Number of Trainings	220
Focus of Training: Assessment Content Area Pedagogy	 6% 53% 41%
Length of Training: Up to 3 hours 1 day 2 days+	 68% 23% 9%
Size of Group: Fewer than 10 11-30 30+	 20% 46% 34%
Credit: Graduate/In-Service In-service NA	 12% 10% 78%
Outcome: Awareness Knowledge Implementation	 25% 29% 46%
Trained by: Regional Coordinator Other	 96% 4%

Table 5: Trainings Summary

Classification and Distribution of Work

Regional coordinators record their work in a time log maintained by the office manager. The log provides a record of the district and school where work is done and makes distinctions among the types of work coordinators do. The distinctions highlight the direct contact with teachers through instructional training, professional conversations, and observations*. Coordinators also record time spent preparing for and traveling to and from a site and made 1,081 separate entries in the logs between July of 2013 and May of 2014. During that period, the majority of the direct contact with teachers and administrators across the region was devoted to professional conversation (1,053 hours); 822 hours were devoted to instructional training, and 266 hours to classroom observation. Coordinators spent 55 percent of their time in preparation and travel; 45 percent was spent in time on site. **(See Figure 5.)

**Professional conversations* include any event or activity where coordinators are not directly providing PD but are providing feedback or expertise (e.g. debriefing, task force work, committee work, PLC meetings, etc.); *instructional training* is direct instruction provided to a group of educators; *classroom observation* includes any form of observing teachers in a classroom setting (walkthroughs, data collection, etc.).

***Data for coordinator hours by district do not include NELIP or work done for NEPF, which are accounted for in the Work section of this report.* *See page 87 for data for charter schools.*

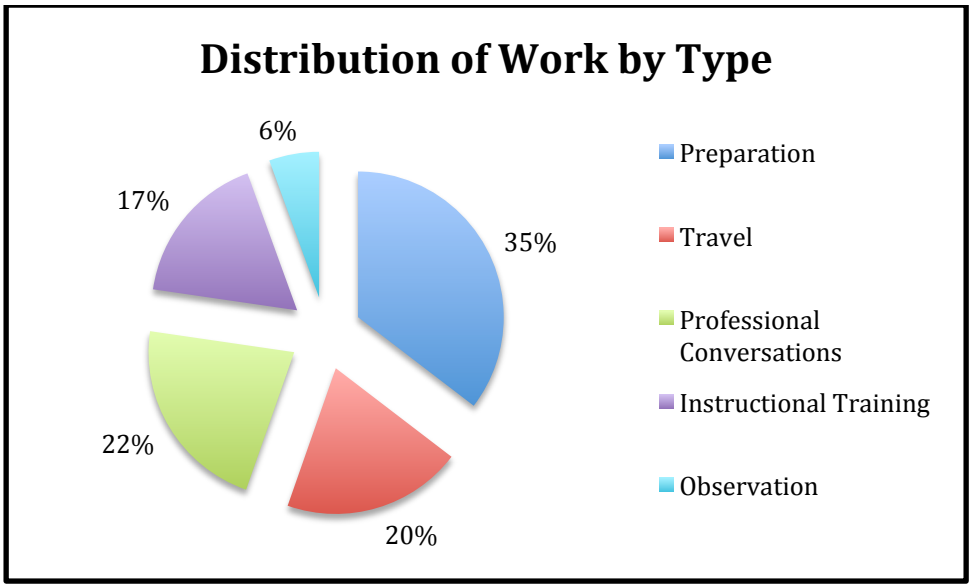


Figure 5: Regional Distribution of Coordinator Time by Work Type

Some of the NNRPDP's professional development work has a discrete focus but is distributed across the region. For instance, the Nevada Early Literacy Intervention Program (NELIP) serves K-8 teachers regionally. These discrete components of professional development accounted for 23 percent of coordinator time in 2013-14. (See Figure 6.)

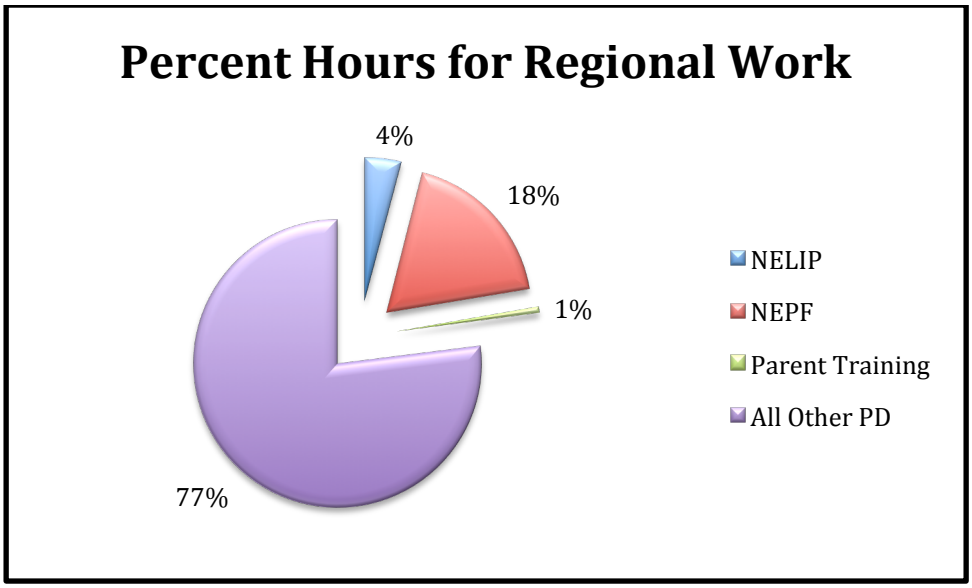


Figure 6: Percent Hours for Regional Work

Long Range Planning / 5-Year Plan

In September 2012 the NNRPDP Governance Board adopted the newest version of the program's 5-Year Plan, the draft of which the board had written in June of that year. The 2012 adopted plan, a streamlined two-page document, aligned the region's needs with the State Coordinating Council's plan and goals. When it was written and approved, the 2012 adopted plan was a statement of the professional development status quo and the board's informed judgment about the region's professional development requirements for the upcoming years. The 2012 plan reflects the emphasis on professional development for the Common Core State Standards, now the Nevada Academic Content Standards; however, a good portion of the NNRPDP's professional development work in 2013-14 has focused on the Nevada Educator Performance Framework, requiring a significant revision in the 5-year plan which was adopted in 2012. To meet that need, in April the board voted to have the director and regional coordinators revise the 5-year plan to reflect work needed to meet the demands of implementing the NEPF and present the revised plan to the board for approval. Tentative plans have been made to revise the 5-Year Plan in August. (See Appendix C for a draft of that plan and Appendix D for Professional Learning Standards)

Identifying and Responding to School Needs

Since its inception, the NNRPDP's professional development work has been shaped by national, state, and district mandates and initiatives and by the often unique needs of schools and teachers. Those needs, particularly after the passage of No Child Left Behind, were sometimes a school's response to an accountably shortcoming, and professional development was often initiated as a quick answer to a persistent problem. To better plan for and deliver services across the region, the program instituted a Request for Services form in 2009, which has been modified over the years and is now available online. Until the Request for Services was instituted, professional development often resulted from informal agreements between coordinators or the director and school or district administrators, often failed to allow for adequate time for preparation, and frequently did not articulate an outcome or consider plans for follow up. Principally due to district-level focus on the Nevada Academic Content Standards (NVACS), professional development in Northeastern Nevada has narrowed its focus and broadened its reach. In 2011-12, 81 requests for services were made; in 2012-13, 60; and in 2013-14, 33. Of the 33 requests made by mid June 2014, eight were for professional development in the 2014-15 school year. The decline in the number of requests reflects the growing scope of single requests, which often call for multifaceted professional development extending over the course of a year or years and encompassing several schools, grade levels, or curricular areas.

Besides the need for training in the NVACS, training in the Nevada Educator Performance Framework (NEPF) will require a strategic allocation of resources. To begin that process, the NNRPDP leadership coordinator conducted a Leadership Academy for administrators. (See NEPF p. 48.) NNRPDP staff will conduct a Teacher Academy, which will begin in August and continue monthly throughout the academic year. Nominated by their principals, teachers from across the region will attend. Modeled after the NEPF Leadership Academy, "the goal of the Teacher Academy is to support and strengthen [teachers'] instructional pedagogy through critical thinking and reflective practice" using the NEPF standards as the basis of the work.

Quality Assurance

The most consistent source of quantifiable data on the quality of NNRPDP work continues to be the feedback provided on the NNRPDP Evaluation form. (See Appendix E for online version of the Evaluation form.) Teachers and administrators rate trainings and workshops on a five-point scale in response to statements to measure effectiveness, relevancy, impact, and the presenter's skills and knowledge. The data have varied little from year to year, with average ratings typically falling in the upper ranges and reflecting a high quality of work. Coordinators have been increasingly more diligent in having teachers and administrators respond to the evaluation, a process facilitated by the incorporation of an online version in 2012.

The number of evaluations completed each year in part reflects the type of professional development work being done. In 2011-12, the number of surveys completed was 1,178; 1,378 surveys were completed in 2012-13; and in 2013-14 the number of surveys completed was 1,170. (See Table 6 for mean ratings of trainings.) Previously where most of the professional development took the form of workshops or trainings, a good case could be made that the survey data captured the quality of the bulk of the work. With the increasing complexity and breadth of professional development over time, the limitations inherent in the evaluation form, and the relatively static—though positive—data that the form yields, the evaluation form's usefulness as a measure of quality has been diminished. Not factoring in time spent in preparation and travel in 2013-14, 38 percent of the on-site work regionally fell under the rubric of Instructional Training, which is reflected in the survey data. Not reflected in the survey data was the work categorized as either Professional Conversation (49 percent) or Observations (12 percent).

The coordinators' own professional development is an important component of assuring the quality of the NNRPDP's work. (See page 12 for staff professional development.) Additionally, the majority of the work itself requires that either an administrator or a party acting in his or her stead complete an online Request for Services. To assure that the work performed has an identifiable outcome-based objective consistent with state legislative intent, district goals, and teachers' needs, the director instituted a Professional Learning Plan for coordinators to use prior to beginning work. (See Appendix F for Professional Learning Plan form.) Although the planning tool was created after most of the year's work had begun, it will play an integral role in shaping the work for 2014-15.

Though more compelling yet difficult to quantify, teacher and administrator comments appended to surveys or sent, unsolicited, in e-mails provide evidence of the quality of NNRPDP work. Additionally, though anecdotally, the narrative accounts of teacher and administrator feedback recorded in the coordinators' journals further indicate the program's quality and effectiveness.
Besides the evaluation form, quantifiable data are collected to measure specific aspects of work (teacher surveys, e-Walk records, etc.). Independently, these data are used primarily to inform certain aspects of discrete work and cumulatively may be used to infer quality regionally. Nonetheless, from year to year much of the evidence of quality has arrived serendipitously and has relied on the coordinators' limited time to plan for, collect, and make such evidence available. Data from the evaluations notwithstanding, a purposeful and consistent means of collecting a broad range of evidence of the quality of NNRPDP work remains elusive.

Mean Ratings of NNRPDP Trainings 2010-2014* n=1170				
Question	2010-11	2011-12	2012-13	**2013-14**
The training matched my needs.	4.22	4.28	4.44	**4.56**
The training provided opportunities for interactions and reflections.	4.63	4.63	4.66	**4.79**
The presenter's experience and expertise enhanced the quality of the training	4.55	4.68	4.73	**4.72**
The presenter efficiently managed time and pacing of the training.	4.53	4.64	4.70	**4.73**
The presenter modeled effective teaching strategies.	4.50	4.59	4.59	**4.61**
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.32	4.38	4.46	**4.52**
The training will improve my teaching skills.	4.33	4.36	4.48	**4.51**
I will use the knowledge and skills from this training in my classroom or professional duties.	4.49	4.47	4.57	**4.63**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.15	4.19	4.36	**4.38**

Table 6: Mean Ratings of NNRPDP Trainings (5-point scale)

*Included in the 2013-14 data are NELIP and NEPF trainings and trainings at the Nevada Youth Training Center. No evaluations were conducted at either of the two charter schools in the region.

WORK

The work of NNRPDP coordinators is dictated by the scope and design that best fit the needs of teachers and administrators, schools and school districts within the region. In some cases coordinators work with individual teachers or small groups of teachers as coaches or mentors. In some cases they provide trainings or workshops to whole faculties or school departments, sometimes focusing on content, sometimes on pedagogy. Coordinators confer with administrators, conduct academies and study groups, observe teachers in their classrooms, model lessons, collect and share data, and offer classes. Often the work is multifaceted, combining trainings with follow up observations, coaching, and data gathering. The coordinators' work is captured broadly in a time log maintained by the NNRPDP office manager. Each also takes a segment of his or her work and records it in a journal that provides a more detailed account of the day-to-day work providing professional development in Northeastern Nevada. Following are samples of that work based on the coordinators' journals.

District NVACS Math Initiative

In July 2013, an assistant superintendent from one of the region's larger school districts requested the services of the NNRPDP to train teachers in the implementation of the Nevada Academic Content Standards (NVACS) in math in K-12 classrooms. To that end, the NNRPDP director and several coordinators met with district administrators and teacher leaders in July and August to design professional development in math for the county.

K-6 Trainings and Classroom Observations

Professional development for the county's K-6 teachers was modeled after work done in another county the previous year. Trainings, each lasting nine weeks, centered around three of the NVACS domains—numbers and operations in base 10, operations and algebraic thinking, measurements and data. The domains were addressed in four nine-week training units, the third focusing on measurement and the fourth on data. The training units served to strengthen teachers' content knowledge as well as support them in implementing the mathematical practices called for in the NVACS. A leadership team consisting of the NNRPDP director, regional coordinators, four district teachers, and one district office administrator designed trainings for each training unit. The leadership team then held a daylong training for site facilitators and administrators from each school with students from grades K-6. The site facilitators—teachers themselves who were paid a stipend by the county—then provided weekly 60 minute workshops focusing on mathematics content and the eight Standards for Mathematical Practice (SMPs) (see Appendix G) and introducing concepts and instructional strategies for teachers to use in implementing the standards in their classrooms. A regional coordinator provided the professional development to teachers in the county's remote rural schools.

A regional coordinator and site administrators began monthly classroom observations in mid September at an intermediate school. Prior to the observations, a district administrator met with the school's teachers to discuss the observations, emphasizing that they would not be evaluative. A regional coordinator also met with the teachers to discuss the observation protocol and the e-Walk template that would be used to collect data. The observation data would provide insight into student engagement in the SMPs, instructional shifts, and levels of Depth of Knowledge in the classroom. Additionally, the coordinator planned to use teacher surveys and parent and student focus groups to gauge the impact of the professional development.

Each observation called for three observers, ideally a regional coordinator and two site administrators, who would spend approximately 15 minutes in a classroom and record data independently. Conferring outside the classroom, the observers would reach a consensus about what they had seen, a practice that established inter-rater reliability and validated data. After conferring, one observer would monitor the class while the others provided immediate feedback to the teacher. The feedback given to

the teacher would focus on Rigor (procedural skill and fluency, conceptual understanding, and application), Depth of Knowledge, and on opportunities for students to engage in the SMPs.

During the observations, the administrators not only had to familiarize themselves with the e-Walk template but also with some of its more nuanced criteria, particularly differences among conceptual understanding, procedural practice and fluency, and application. The September and October observations revealed that although teachers were using some of the strategies that had been presented in the workshops, evidence of students engaging in the mathematical practices was limited. The coordinator's perception was that the teachers were focusing their lessons more on procedural skill and fluency than on conceptual understanding and/or application.

Although observations in November were occasionally compromised by unanticipated schedule changes and teacher absences, a shift in instructional practices was evident. In one classroom, for instance, students used the conversion of acres to investigate fractions, solving problems through strategies they selected themselves and, in discussions with other students, analyzing their strategies and the solutions they found. In the post-observation debriefing, the teacher said that she had been inspired by the previous professional development training to restructure her lesson to allow her students to confront problems independently and discover solutions on their own. In another classroom, students defined and then calculated how to determine volume, first in writing and then orally to a peer, who had to restate what he or she had heard. The teacher then called on students to share what they had said with the whole class. In the debriefing, the teacher said that she had based her lesson on what she had learned in a previous professional development session and was intentionally working to develop her students' ability to think on their own and engage in meaningful conversation with one another.

During the observation visits, particularly in the debriefing sessions but also in informal encounters with teachers, the coordinator was able to help clarify both practices and the teachers' own understanding concerning content. In some instances, teachers recognized that they themselves had to develop a deeper conceptual understanding of the math they were teaching. Teachers reported excitement about the new methods they were incorporating in their instruction and about their students' level of engagement and success.

During the December observations, the school administrators said they were impressed with the conversations that had occurred with the teachers during the previous visits and discussed ways that the coordinator could use the teachers' PLC time to provide further support. The degree that the teachers were shifting away from familiar practices and taking risks was reflected in an e-mail sent to the coordinator:

"I totally stepped out of my comfort zone and modeled how to divide fractions today. We drew pictures. . .we had discourse. . .everything was great with whole numbers divided by fractions with the numerator of one. Then we divided by 3/4 and

I bombed! Interpreting the remainder was not clicking with me! . . . . They waited for me to think it through and I got it! The whole time you explained it to me and I said--I don't get it, I need to work it through myself. It wasn't happening! Today I got it! We did a few more together and I think about 3 of my kids got how to find the remainder. . . Overall--I feel most of them truly understand. . . .”

In January the coordinator made four separate visits—each approximately a week apart—to do observations at the school. The principal was unavailable during the first observations, leaving the coordinator and another administrator to conduct the walkthroughs. In one classroom, groups of students worked to match expressions to area models. Although the groups differed in their approaches to the problem, the coordinator noted that the lesson was “a fabulous conceptual and rigorous activity [and all students] were struggling but persevering to understand.” The richness of the activity allowed for students to engage in several of the mathematical practices. In the debriefing, the teacher recognized that the lesson would have been even stronger had he provided more scaffolding.

In other classes students were working on adding and subtracting fractions. One teacher focused on procedure while another had students design a shape to investigate fractions before moving on to addition and subtraction. The coordinator noted that the students who had first worked with the shape seemed to have a better grasp of the importance of like denominators than those who had been introduced to the task via algorithms.

After the observations, the coordinator met with several sixth grade teachers to explore the possibility of her providing support for math during their PLC time. She suggested that each work on a section of a scope and sequence guide. The teachers, however, believed that they had sufficient background in math and simply wanted the coordinator to recommend a textbook. She discovered that they had not been able to focus on math in their PLC for some time because they were working on the school’s Nevada Comprehensive Curriculum Audit Tool (NCCAT).

In subsequent observations in January, the coordinator found ample evidence of students engaged in the mathematical practices, which she characterized as being “alive and well” at the school. She found several of the lessons quite strong. In one fifth grade classroom, students were working on adding fractions with unlike denominators by calculating ingredients for two different cookie recipes. In conversations with a partner, “students were referring to math journals, discussing, debating, persevering, and solving problems.” It was clear to the coordinator that the teacher had prepared her students well in the listening and critiquing skills they needed for such conversations to be successful. In the debriefing following the observation, the teacher commented on the usefulness of strategies provided in previous trainings.

Other observations revealed an emphasis on student conversation, abstract thinking, and reasoned critique. Students attended to detail and struggled and persevered with difficult problems. On several occasions the observers emerged from a classroom “full of excitement” at what they had observed. Nonetheless, on some occasions

teachers did not use strategies that could have raised the level of the students' engagement in the SMPs. What the coordinator recognized after conversations with the teachers is that they were, in her judgment, also busy with several initiatives and mandates. She observed that just as teachers don't expect that all students will grasp a concept after a single lesson, it is unreasonable to expect all teachers to be able to implement a specific strategy after a single professional development training.

A late January Training Unit 3—measurements—had focused on SMP 3 (Construct viable arguments and critique the reasoning of others). Several teachers had questions about how to engage their students in the conversations that SMP 3 called for. The coordinator reflected that beyond what constituted the SMP, teachers had to create a classroom culture conducive to such conversations. She noted that the two-hour training she had conducted could have easily been extended to several all day sessions. The realities of teachers' schedules and the time allotted for professional development required her to make strategic compromises that allowed for a presentation of key concepts and a limited number of useful strategies that teachers could apply in their classrooms, though the success of those strategies depended to a large degree on the classroom culture.

In February the coordinator conducted walkthroughs on three occasions. On each visit the mathematical practices were solidly in place in several classrooms. In one observation, a teacher who previously had relied on procedure shifted his instruction to help students develop a conceptual understanding of multiplying fractions. In another, a teacher who had been absent on previous observation days had her students use "talk stems" she had adapted from a prior professional development training. The students used the talk stems as starters for conversations they were having about problems in their daily review. In another observation a teacher had adapted a training strategy and was having his students use cubes to determine the volume of their classroom. In several classrooms, teachers were either teaching basic mathematical conventions or reviewing material, necessary practices that, the coordinator recognized, did not necessarily lend themselves to engaging students in the mathematical practices.

Though the observations suggested that the degree of the impact of the trainings varied from teacher to teacher, it was clear that the math instruction was shifting and that students were frequently engaging in the SMPs. One teacher told the coordinator that she had become intentional about incorporating the mathematical practices into each of her lessons to promote one or more of the SMPs.

In March the coordinator spent four days doing observations at the school. On the first observation day a member of the county school board accompanied the observers, something the principal had encouraged the previous month. The board member was impressed by the structure of the observations, particularly the fact that the observers gave the teachers immediate feedback, which frequently focused on ways to strengthen lessons. In one case the teacher had students use division as the way to convert fractions, and in the debriefing the coordinator prompted the teacher to consider having students become familiar with other methods of conversion to broaden their understanding of fractions. Another teacher had students working to

calculate the surface area of their classroom. In the debriefing, the teacher discussed the strength of the activity recognizing that it could be even more effective by improving its structure.

In mid March two additional board members accompanied the observers and were also supportive of the observations. Several classes were doing reviews though in one case the teacher recognized that she would have to reteach a concept before proceeding with a review. In another class students were working to determine the volume of two rectangular prisms and were using three-dimensional constructs that the teacher had made. The concrete representations made it easier for students to judge whether or not a particular strategy they tried was valid.

For the third round of observations, the observation team chose to forgo giving immediate feedback to some teachers in order to complete the walkthroughs during the scheduled math block. Nonetheless, the team was able to give feedback to most of the fifth grade teachers, and the school's administrators gave feedback to the remaining teachers the following day, a practice the coordinator characterized as "less than ideal." The observations, however, continued to affirm the growing presence of the mathematical practices and the application of strategies presented in the trainings during the year.

Evidence of Impact

Over the course of the year, the coordinator collected a variety of evidence, both quantitative and qualitative, to gauge the impact of professional development math initiative. The bulk of the evidence was generated during 60 separate classroom observations in grades 5-6. Each math classroom at an intermediate school was observed three times by a team of three, each observation lasting approximately 15 minutes. The observation data reflect the consensus reached among the observers immediately after each observation.

Each training unit concentrated on teachers having students engage in specific SMPs (SMP 1 and 6 in August-October; SMP 3 and 7 in November-January; SMP 3 and 5 in February-March; SMP 4 and a review of SMPs 1,3,5,6, and 7 in April-May).

Data indicate that student engagement in the SMPs was influenced by the training units. (See Figure7) For instance, SMPs 3 and 7, which were emphasized in Training Unit 2, were not observed in the first round of observations but were present in subsequent observations. Critical to promoting students' conceptual understanding, SMP 3 was also a focus of the third training unit. SMP 5, which was emphasized in the third unit, increased significantly (25 percent) during observations. With slight exceptions, data indicate an increase in student engagement in the majority of the SMPs over the course of the trainings, with a minor decline in SMP 6 (3.6 percent) and SMP 2 (2.4 percent). Though not addressed in the trainings, the presence of SMP 2 (reason abstractly and quantitatively) suggests its link with procedural skill and fluency, which dominated observations. The data also suggest that some of the mathematical practices (for

instance, SMP 6, attending to precision) may either be easier for students to engage in or may have been strongly embedded in classroom practice prior to the trainings.

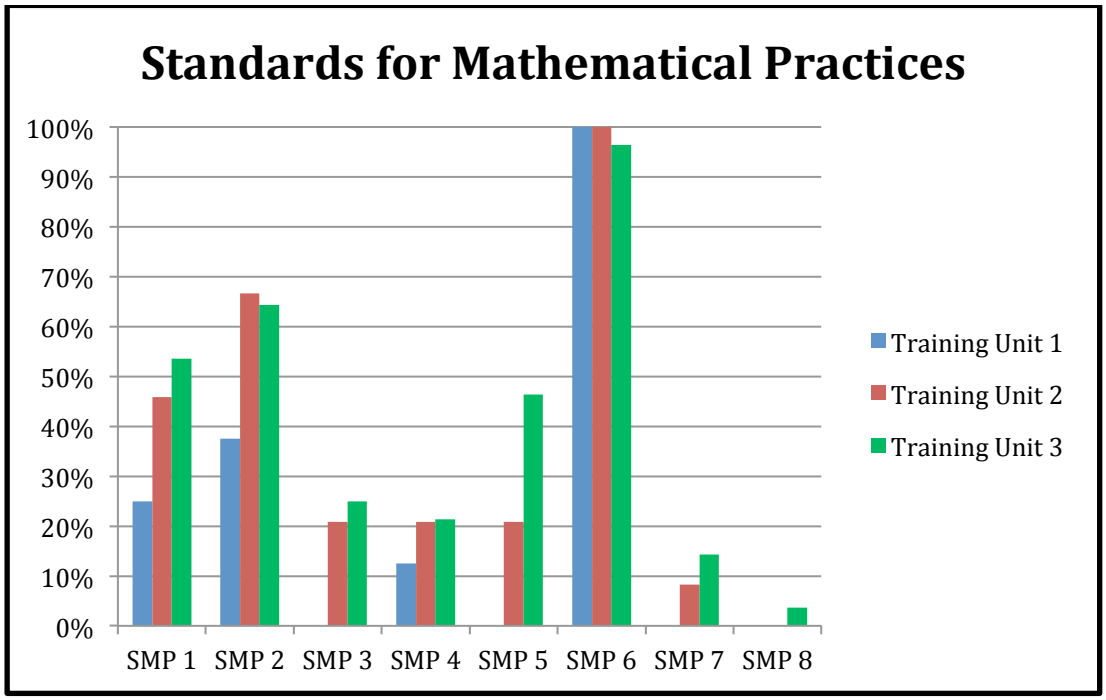


Figure 7: Presence of SMPs in Grades 5 and 6

Besides student engagement in the SMPs, the observations measured rigor, * as defined by the Council of Chief State School Officers (CCSSO), which ideally is a balance among conceptual understanding, procedural skill and fluency, and application.** The data gathered in the observations indicate an emphasis on procedural skill and fluency and an increase in conceptual understanding. (See Figure 8.) The preponderance of procedural skill throughout the observations reflects classroom practice seen across the region. The steady increase in conceptual understanding may be indicative of a shift toward a balance among application, procedural skill and fluency, and application. Clearly, though, there is a need for further professional development in this area.

* **Rigor** is one of three instructional shifts called for by the NVACS in mathematics.

** **Application**: Students can use appropriate concepts and procedures for application even when not prompted to do so.
Procedural Skill and Fluency: Students demonstrate speed and accuracy in calculation. Teachers structure class time and/or homework time for students to practice core functions such as single-digit multiplication so that they are more able to understand and manipulate more complex concepts.
Conceptual Understanding: Students are able to see math as more than a set of mnemonics or discrete procedures. Teach more than "how to get the answer" and instead support students' ability to access concepts from a number of perspectives

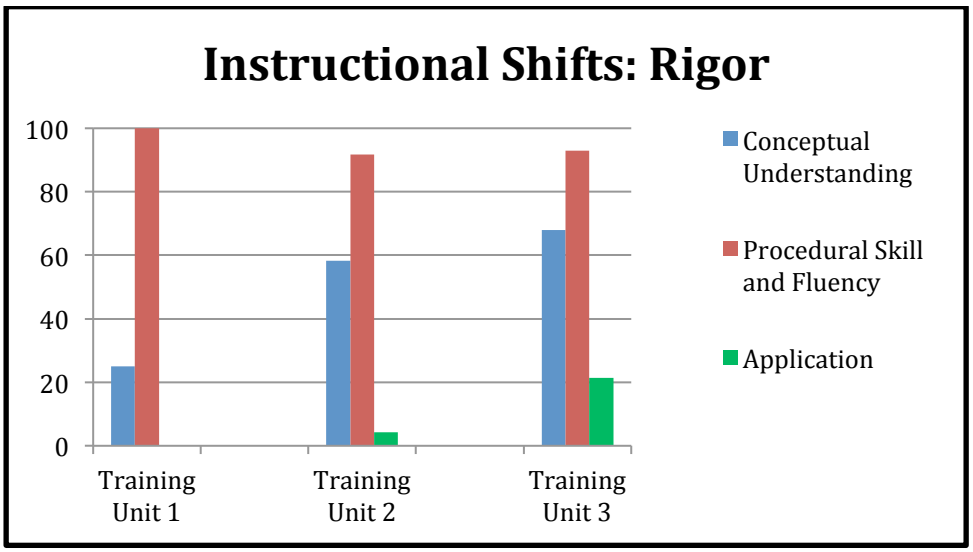


Figure 8: Rigor

Observation data on Depth of Knowledge indicate an emphasis on recall throughout the observations, a steady increase in skill and concept, a modest presence of strategic thinking, and little extended thinking. (See Figure 9.) The dominance of recall in the first observations could be attributable to an emphasis on review. The increases in both skill/concept and strategic thinking may have been influenced by the trainings' emphasis on the SMPs or may have been a product of the introduction of new procedures and concepts as classes progressed through the curriculum.

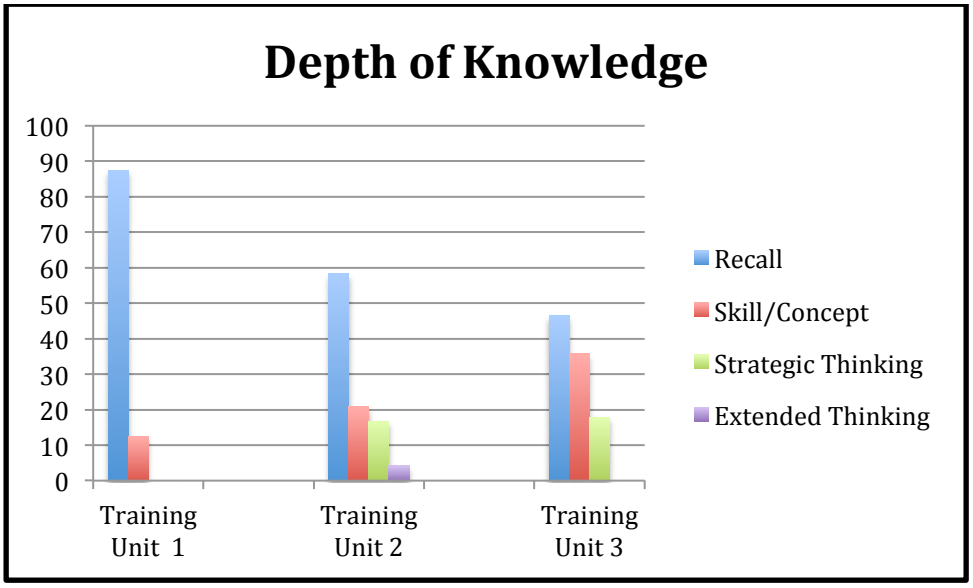


Figure 9: Depth of Knowledge

Besides classroom observation data, the coordinator gathered evidence of the impact of professional development from teachers, administrators, parents and students. A survey of teacher beliefs done in September and then repeated in April indicated shifts in thinking in several areas. For instance, in September 62 percent of the

teachers disagreed with the statement "Direct instruction should precede student exploration of mathematical concepts." In April, 74 percent disagreed, suggesting that teachers were further moving away from the notion that, in the coordinator's words, "student learning is dependent on direct instruction rather than student exploration of mathematical concepts." Although fewer teachers completed the survey in April than had taken it in September, several of the percentages remained static. One in particular stands out. In both September and April, 95 percent of the respondents agreed with the statement "There is a correlation between professional development and student achievement." (See Appendix H for survey and results.)

In April teachers also reflected on the weekly trainings and on the impact the trainings had on their teaching. Overall, the teachers indicated that the professional development had improved their understanding of what the NVACS in math required and had provided them with strategies that strengthened their instruction and their students' understanding of math. Below are excerpts representative of the teachers' comments.

"As the year has progressed, I've been pleased to see the impact both the trainings and the pacing guide have had on my instruction, and more importantly on the impact on student learning. Never before in my past twenty years of teaching have I felt more confident as a math instructor, nor has my class as a whole performed so well. My students are truly becoming more mathematically proficient because of the high degree of emphasis placed on the Standards for Mathematical Practices."

". . . this professional development has opened my eyes to how math can be a fun study in relationships, creative thinking rather than a number crunching drudgery."

"When I first read the mathematical practices I didn't realize their significance. I just thought they were and add-on to the standards. I now know that they are the cornerstone of the common core standards and that they can cross the lines of the curriculum. In my class we have discussed how important it is to be precise and to persevere not only on math, but in reading and writing too."

"In my previous 7 years of teaching, Math was the most intimidating subject for me to teach. I was at first intimidated by the huge expectations of the Common Core Standards. I truly believe our Math Professional Development this year has been the most effective and most helpful we have had. . . . Math professional Development has helped me feel less intimidated by giving me time to explore the content myself. . . .By simply requiring a few small tasks of me, which are the same tasks that might be required of my students, I am able to approach the task like a student and think of the content and vocabulary my students need to be familiar with in order to complete the task."

"This professional development has been truly amazing and has been full of wonderful information. Thursday mornings have helped me become a better teacher and look at math in a different way. In formation that is presented . . .is information I am able to . . .implement in my classroom immediately."

Administrators who participated in the walkthroughs experienced their own professional development, which they articulated in journals and in e-mails sent to the coordinator. After the first observations, an administrator wrote,

"The initial conversations had to do with the verbiage of the eWalk template itself. Such as what constitutes 'conceptual understanding, procedural skills and fluency, as well as application.' I am still vague in this area but better off than at the beginning. We had in-depth discussions about the standards of math practices, too. Understanding these eight practices will require time to really 'drill down' to their significance, and as to how one ascertains what is truly observed of the students."

By April, the impact of the professional development derived through the weekly trainings and participating in the observations was evident.

"The PD walk-throughs have benefited me, as an administrator, in many ways. Participation in weekly PD facilitated my understanding of the standard math practices (SMP's); the walk-throughs allowed me the opportunity to actually see what each SMP looked like in the classroom. It was powerful to walk-through classrooms with [the coordinator] and [Administrator] and to discuss our observations directly afterward and prior to talking to each teacher. The opportunity to collaborate about our observations really helped me learn the standards and to see the value of inter-rater reliability in observations. These collaborative observations and discussions have assisted me in becoming more familiar with CCSS. Seeing teachers implement the SMP's in their classrooms was very exciting."

In her efforts to get feedback from all stakeholders, the coordinator conducted focus group interviews with parents and students. Seven parents and 10 fifth and 10 sixth grade students participated in the interviews. All participants were selected by either teachers or a school administrator. Much of what the coordinator discovered in the student interviews affirmed walkthrough data. For instance, the students indicated that practice and procedure dominated instructional time. Their responses also pointed to a growing emphasis on conceptual understanding and student conversation. Though the students apparently still thought of math in terms of procedures rather than applying conceptual understanding to everyday problems, they did mention examples that required the application of math rather than simply carrying out a procedure to solve a problem they had been provided with.

The parents who were interviewed were aware of changes in their children's experiences in math. One parent referred to the "new math" being taught, which, after some clarification, was a reference to students developing a conceptual understanding of math. Another noted the differences between her older child's experiences in math compared to those her younger child was having. She said that the math now seemed "more advanced" and that more of an emphasis seemed to be placed on understanding concepts. Another said she appreciated that students were learning that there were different ways to think about math and to solve problems.

K-4 Observations

In addition to the observations done at the fifth and sixth grade levels, a second regional coordinator, at a site administrator's request, began observations in one of the district's K-4 elementary schools. To ensure inter-rater reliability, the coordinators did several observations together using the e-Walk template.

To improve efficiency and minimize time conflicts, the school's principal and the regional coordinator planned three rounds of observations, one in November, one in January, and one in May. Each round was completed in three or four consecutive days, which concentrated the data collection and contributed to a sharpened perspective of the impact of professional development over the course of the year.

The coordinator and the principal observed teachers as a team and provided them with immediate feedback. Although teachers were at first somewhat tentative about being observed, they became comfortable with the process by the second round. Besides being well versed in the best practices for mathematical instruction, the principal was active in the site facilitator meetings at her school. She also shared the data collected during each round with her teachers, giving them suggestions on how to strengthen their lessons. Subsequent observations revealed that the teachers were using her suggestions.

Overall, the data collected in the three rounds of observations in the K-4 school indicate that the professional development that the teachers received from site facilitators was impacting instruction. For instance, the initial trainings had focused on SMP 1 and SMP 6. Both were prominent in the first two rounds of observations and both rose significantly in round 3. SMP 3 and 7 were not addressed in the fall trainings and were not recorded during the first round of observations; however, each was the focus of the December and January trainings, and each was observed with increasing frequency in rounds 2 and 3. By the third round of observations, all eight SMPs were being observed. (See figure 10.) While procedural skill remained fairly constant between rounds 1 and 2, conceptual understanding—a key component of the trainings—rose in round 2 and continued to be observed in more classrooms during round 3. (See figure 11.)

In conversations with the teachers after the observations, the coordinator noted that most could name the SMPs they targeted in their lessons, which typically matched what the coordinator and the principal had observed.

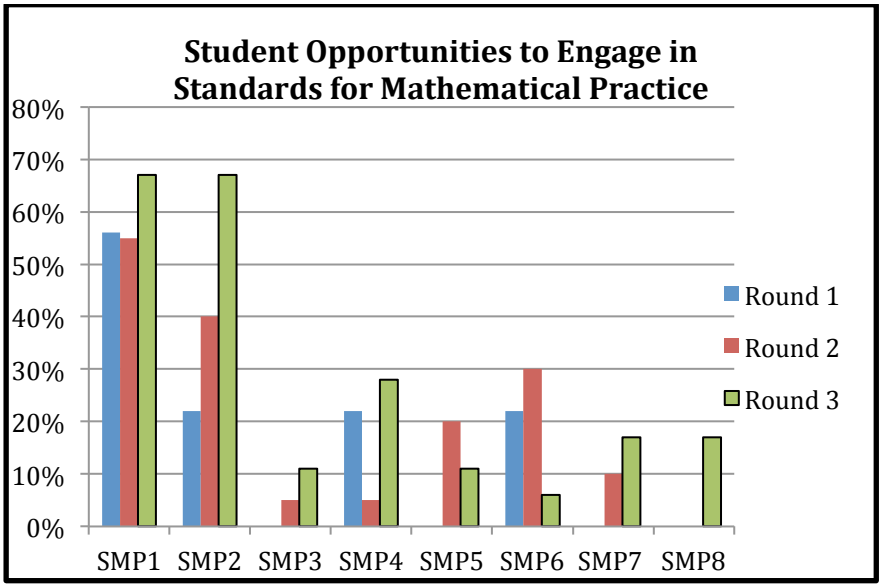


Figure 10: Student Opportunities to Engage in SMPs, Grades K-4

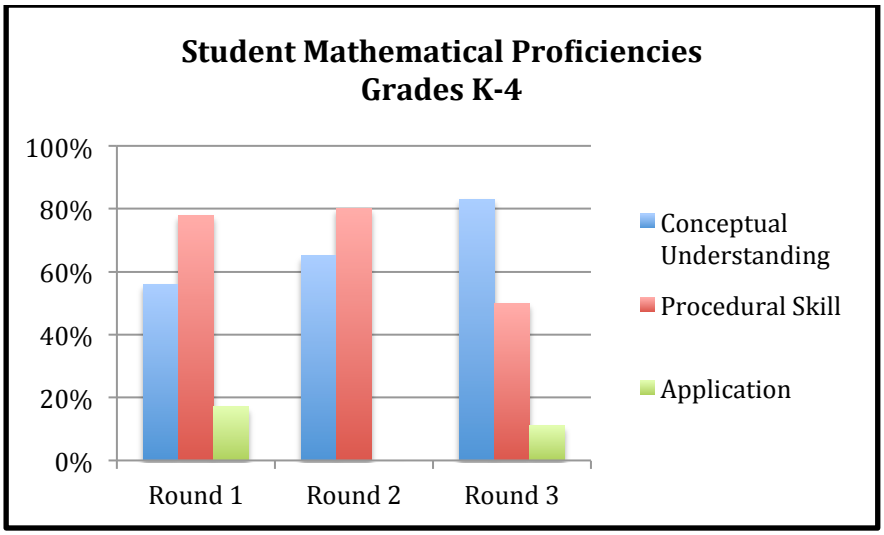


Figure 11: Student Mathematical Proficiencies, Grades K-4

7- 12 Professional Development

Prior to the beginning of school in August, NNRPDP coordinators met with the district's high school and junior high school staffs to lay the groundwork for the year's professional development to support the scheduled rollout of the NVACS in math. Impending retirements presented challenges for the coordinators, since any training would have to be repeated for replacement staff next year. At the high school, two and possibly three of the six-member math faculty planned to retire in 2014. Additionally, the faculty had given up their preparation periods to absorb the workload of a newly hired first year math teacher who had quit after the third week of school. In the rollout of the NVACS in math, several high school teachers were concerned that they were being asked to do too much in too short a period of time,

and the coordinators were faced with teachers' reliance on lecture, established pacing guides, and textbook driven instruction. At the junior high, one of the four math teachers planned to retire, and because of difficulties in the recruitment and retention of math teachers, two of the school's four math positions were being filled by long-term substitutes, requiring support both in content and basic pedagogy.

Because of professional development in September that focused on students in poverty, regional coordinators did not begin working directly with the math teachers until October. Nonetheless, in late September a regional coordinator, accompanied by a site administrator, did classroom observations at both the high school and the junior high school. At the high school, the coordinator focused on geometry and Algebra 1 classes. In one instance, a teacher encouraged conversation among students, and in another the teacher had students explore different problem solving strategies. For the most part, however, instruction focused on procedure and relied exclusively on textbooks for examples and for problems for the students to solve. The coordinator found little evidence of the eight SMPs. In conversations subsequent to the observations, the coordinator and administrator concluded that, given the resistance evident in some teachers, the best professional development would be to focus on open-ended questioning, an easy-to-implement strategy that would serve as a "gateway" to the SMPs. Observations of the junior high math classes showed evidence of the use of higher level thinking and effective questioning; however, the coordinator found little to support use of the SMPs.

The professional development sessions for high school and junior high math teachers were scheduled every other week for 75 minutes in the morning on a weekday when the schools followed a late start schedule. Since the junior high and high school faculties were trained separately, each would receive professional development only once a month. To allow for more professional development time for the teachers, the schools' principals and a district administrator agreed to additional trainings, three or four half day sessions, one for the junior high and one for the high school, presented on the same day with substitutes provided by the district.

The first morning training at the high school was held in late October and focused on using open-ended questions. Although one teacher was critical of using time heretofore reserved for instruction, the teachers were receptive to the training's content.

The first training for junior high math teachers was held in early November. Again the focus was on open-ended questioning. Anecdotally, an administrator reported that one of the high school teachers had used open-ended questions in a lesson and had engaged students in several of the mathematical practices.

The coordinator working with the high school and junior high school teachers also worked with county administrators who were being trained in the Nevada Educator Performance Framework (NEPF). Among other things, administrators were trained in observing for the mathematical practices, which reinforced their importance and deepened the high school's and junior high's administrators' commitment to the professional development work in math at their schools.

In a December early out training at the high school, the coordinator returned to the theme of open-ended questioning, emphasizing the differences between a lesson based on questioning and one depending on lecture. The coordinator made it clear that while lecture, used prudently, had its place in instruction, other methods were valuable to student success. Giving the teachers a specific math standard, the coordinator had each create a lesson that relied exclusively on questioning, something all completed successfully, which reflected the teachers' ability to make instructional changes, at least at the planning stage.

In early January the coordinator met with a district administrator to consider possible changes in the training schedule for the junior high and high school teachers. Rather than have the teachers meet separately once a month, the junior high and high school math faculties would attend trainings together twice a month. Besides doubling the professional development time the teachers would receive, the revised schedule would provide new opportunities for communication between faculties and shift the dynamic of the trainings from a relatively small group of familiar associates to a more heterogeneous group with differing perspectives and curricula. The coordinator focused two January trainings on developing lessons that relied solely on questioning and student discussion and on the management problems that such lessons presented. The different perspectives between the two faculties heightened their discussions during the trainings.

After the training in late January, the coordinator also began a series of classroom observations at both the junior high and high school. At the junior high the coordinator observed two math classes and found evidence of the SMPs in each. In one class after activating the students' prior knowledge, the teacher had them work in groups to solve problems determining unit rates. In a conversation with the teacher after the observation, the coordinator made suggestions for improving the structure of groups to strengthen discussion. In a second classroom, the teacher had students work in pairs to match previously constructed equations to graphs and then discuss and ultimately resolve instances where graphs and equations did not match.

At the high school the coordinator observed four of the six teachers and sat in on classes of the other two, who were absent. There he found evidence of the teachers having students work in pairs and engage in discussion between themselves. In one observation, the students were working in small groups and the teacher was using open-ended questions to probe understanding. The teacher also used and demanded that students use precise and appropriate content vocabulary. Another teacher, who during the observation was reviewing with his students, showed the coordinator the upcoming week's plans for using open-ended questions and student discussion.

The observations at both schools provided the coordinator with evidence that the trainings were impacting instruction; however, it was clear that significant changes were still required if the NVACS in math were to be implemented successfully.

In mid-February the coordinator conducted a training on SMP1 (Make sense of problems and persevere in solving them) and discussed elements that contribute to successful student group work. In observations at the high school following the

training, the coordinator saw little evidence of teachers using student discussion. In one, the teacher began the class by reviewing homework and then immediately began a lecture. In another, the teacher began the class with a lecture and then had students independently do a series of exercises on calculators, missing the opportunity, as the coordinator noted, to have students work in pairs to predict the outcome before making their calculations. In a third classroom, the teacher did have students work in small groups and discuss problems while he circulated among the groups asking questions designed to heighten their problem solving skills.

Because of scheduling problems at the junior high, the coordinator was able to observe only two teachers. The first was preparing her students for and then giving them an assessment on scatter plots. The second, a long-term substitute, was conducting a whole class discussion of a problem the students had just completed but struggled because of classroom management issues.

The coordinator noted that the interval between trainings and the limited number of observations may have contributed to his impression that the teachers may have "hit a plateau" insofar as their implementation of the pedagogy presented in the trainings was concerned.

The training at the end of February concentrated on strategies for teachers when forming and using student groups in their classrooms. Because of teacher absences due to the state basketball tournament, the coordinator was able to do only two observations at the high school. In one the teacher relied solely on lecture and assigning work from the text. In the other, students were seated in groups but were working without much discussion among themselves.

At the junior high the coordinator observed all four math teachers. The two long-term substitutes were each being mentored by the experienced math teachers. One had students do a problem from a worksheet and then work with a partner either to affirm or revise their answers, after which the teacher worked the problem on an overhead projector. While the coordinator noted that the lesson was hardly optimal, it was a notable improvement over what he had seen in the fall. The second long-term substitute had students use a rubric to critique instructions for plotting a line that had previously been written by students from another class. Then, following the instructions, the students had to plot the lines and find matching lines that the teacher had posted outside the classroom. One of the regular math teachers had students use rubber bands to create a line on a pegboard, determine its slope, and then give the board to a partner who also had to determine the line's slope. The partners then compared their answers and discussed where they may have disagreed.

Working in groups of four, students in another classroom had to find two linear equations for which each point was a common solution, and "graph the line of each equation." Then, in pairs, the students replicated their work on an overhead projector explaining their thinking to the class, which then critiqued the solutions.

In March, considering the imminent retirement of two teachers at the high school and the need to hire replacements for three of the four positions at the junior high,

the coordinator decided to concentrate his observations on the teachers who would remain, particularly the two newer teachers at the high school. He also decided to center the remaining professional development trainings on having the teachers design classes so that they are aligned with the NVACS in math and create scope and sequence documents for math at the two schools.

After the last March training, which focused on two of the SMPs, the coordinator was able to spend several hours with a high school teacher. During that time, the coordinator and teacher reviewed notes that the coordinator had taken during previous observations. The teacher recognized that he had incorporated few of the strategies that the coordinator had presented during the trainings and attributed this fact to his inexperience and to his faculty mentor, whose lessons were based chiefly on lecture with an emphasis on procedure.

As he had planned, in early April the coordinator shifted the trainings to having teachers work on scope and sequence documents for their schools. After the trainings, the coordinator spent several hours with the two newest high school math teachers. One engaged his students in three of the mathematical practices during the two classes that the coordinator observed. The second teacher likewise had his students engaged in three of the SMPs during the coordinator's observation.

K-6 NVACS ELA Initiative

In January a team of teachers, regional coordinators, a district assistant superintendent, and the NNRPDP director began planning professional development in the Nevada Academic Content Standards (NVACS) in English Language Arts. For the initiative, the team adapted the structure that the district had used the previous three semesters in training K-6 teachers to implement the CCSS/NVACS in math. The structure called for the team to design weekly professional development and then to present the week's training content to site facilitators from each school. The facilitators, who were chosen by their principals, would then present the content to their faculties in weekly two-hour sessions during early out sessions.

To build capacity, site facilitators chosen for the ELA initiative were not the same as those chosen for the a math initiative. Participating schools—10 in all—were given the choice of focusing the semester's professional development on either reading or writing informational texts; six chose writing.

In January and again in mid February, the design team met with site facilitators from all 10 schools and, in January, provided training in choosing and using protocols to facilitate school site trainings and in strategies to direct and focus conversations among teachers. In the February meeting half of the day was again focused on facilitation strategies. For the remainder of the day, the writing and reading groups met separately for planning. To strengthen the facilitators' content knowledge, all were asked to read Lucy Calkins' *Pathways to the Common Core*, which also was used as a resource in some of the weekly site trainings. In subsequent meetings, site

facilitators from schools that had chosen writing met with five design team members; three were coordinators and two were teachers.

Rather than relying on the design team members for all of the content of the weekly professional development at their schools, site facilitators were expected to be active participants on several levels. (See Appendix I for expectations for site facilitators.) Initially site facilitators were given the opportunity to select support material for each session (e.g. journal articles, videos) as a way of meeting the needs unique to each faculty. After a few weeks, however, it became clear that site facilitators needed more mentoring in order to provide a high level of expertise. To bring uniformity to and strengthen the content of the weekly trainings, the design team selected all support material for the trainings thereafter.

Originally the design team members working with informational writing planned to meet face to face each Tuesday afternoon with site facilitators; however, facilitators from three of the more remote schools, two of which were in a different time zone, would have to make round trips in excess of 100 miles, the farthest being 118 miles one way. Recognizing the impracticality of such travel, the design team met facilitators from the distant schools via IAV and then met face to face with teachers from the more proximate sites an hour later. Although the IAV meetings solved the issue of travel, technical and scheduling difficulties presented other problems. Even when the IAV meetings went as planned, they were not as dynamic or productive as those held face to face.

A design team member was assigned to each school, with the regional coordinators responsible for the more distant schools. The team members supported facilitators as the need arose by attending their weekly trainings or helping plan their school's sessions. For a variety of reasons, some facilitators did not ask for assistance. In several instances, particularly with the outlying schools, on-site visits by regional coordinators contributed to the success of the trainings.

To provide direction and context for the professional development, regional coordinators broke down the trainings into four "overarching themes," each with a set of explicit outcomes, many of which were designed to inform teacher beliefs about writing. (See Appendix J.) Considering their school's needs, site facilitators planned how many trainings in the 12 weeks of professional development needed to be devoted to a particular overarching theme. The coordinators also provided site facilitators with a template for each weekly training. The template incorporated basic lesson plan components (e.g. activating prior learning) and emphasized the teachers' learning and being able to apply what they had learned. (See Appendix K.) The weekly sessions began with teachers reflecting on and sharing what they had applied in their classrooms from the previous week's training and then moving on to the current week's objective. Each session ended with collaborative grade-level planning in the context of the NVACS. While the structure of the weekly planning sessions proved effective, teacher accountability, particularly in supplying evidence of classroom application of their learning was, in the coordinator's word, "soft."

At the initial school site meetings, teachers were surveyed on their beliefs about writing instruction. The survey asked teachers to indicate their level of agreement with 12 statements about teaching writing. (See Appendix L.) The statements themselves were often framed as absolutes which, in a spring follow-up survey, the teachers were given the opportunity to revise. The follow-up survey would also provide evidence of the degree that the professional development had impacted the teachers' beliefs. The initial survey indicated that most teachers held beliefs consistent with good writing instruction. For instance, 94 percent of the 122 teachers responding either agreed or strongly agreed with statement 1, "There must be dedicated time aligned to instruction every day." In the follow-up survey, the percentage was virtually unchanged. Teachers revising the original clarified the statement's intent, e.g. "There should be dedicated *writing* time aligned to instruction every da*y."* In some cases, though, the teacher-revised statement deviated significantly from the original, e.g. "Dedicated writing time is important for some students." Statement 3, "Students must write vast amounts of text to become good writers," was intentionally provocative. In the initial survey, 42 percent of the 119 teachers responding either agreed or strongly agreed. In the follow-up survey, 85 percent of the 117 responding agreed or strongly agreed. The shift in belief is accounted for in the teacher-revised statements, which emphasized frequency and quality over quantity, e.g. "Students must write often to become good writers"; "Students must write meaningful text to become good writers"; "Students should practice often to become good writers." Statement 4, "Students should spend the bulk of writing time composing their own writing," focused on student choice. In the initial survey, 61 percent of the 130 teachers responding either agree or strongly agreed; in the follow-up survey, 89 percent of the 108 respondents either agreed or strongly agreed. Teacher-revised statements reflected a range of understanding and often incorporated other elements of writing instruction and process into student choice, e.g. "Students should spend the bulk of writing time composing their own writing, editing, conferencing"; "Some students need time to share thoughts, information, and gather ideas before they actually begin composing their pieces." Statement 5, "All students can write," expressed a core belief of writing instruction. In the initial survey, 93 percent of the 123 teachers responding either agreed or strongly agreed; in the follow-up, 99 percent of 107 teachers either agreed or strongly agreed. Teacher-revised statements sometimes qualified the original, e.g. "All students can write, but not all students can write well." Other statements reflected grade appropriate definitions of writing, e.g. "All students can write, whether it be through words, pictures, or a combination of the two." Statement 6, "Foundational skills and conventions are best taught in isolation," expressed a belief contrary to most research on writing instruction. In the initial survey, 85 percent of the 123 teachers responding either disagreed or strongly disagreed; in the follow-up survey, 79 percent of 106 teachers either disagreed or strongly disagreed. For the most part, teacher-revised statements reflected the research, e.g. "Foundational skills and conventions are best taught in students' writing"; "Foundational skills and conventions are best taught within the writing process." Some statements were equivocal, e.g. "Foundational skills and conventions are usually best taught in

isolation"; "Foundational skills and conventions can be taught in isolation"; "Foundational skills and conventions are best taught sometimes in isolation." While arguably not statistically significant, the drop in percentages from the first to the second survey and the wide variation among the teacher-revised statements suggest that further professional development concerning the teaching of conventions is needed.

Overall, the survey results indicate a slight shift in teacher beliefs about writing instruction. The degree that those beliefs either are or will be translated into practice can best be ascertained through classroom observation, which was not a component of the professional development. The success of the initiative's design and implementation, as the coordinator recognized, depended on the facilitators' understanding of the key components of writing instruction, both theory and practice, and their ability to communicate that understanding to their faculties. In some cases, facilitator misapprehension of concepts was likely passed on to teachers. Nonetheless, it is clear from the teacher comments that the initiative was well received and that in many cases teachers found affirmation in what they were doing and that many returned to practices that they had once employed. Below are excerpts representative of the teacher comments concerning the impact of the professional development.

"I felt the writing P.D. was meaningful. Even information I had encountered before, because it was highlighted, I made a renewed effort to incorporate it in my daily writing . . . .I also appreciated the videos which modeled mini lessons and various strategies. They were in the back of my mind while I planned my mini lessons. It was interesting also to see how different teachers approach conferencing and see how powerful conferencing could be in developing writers."

"The P.D. training this year has reaffirmed my beliefs in writers workshop. It has made me not let writing be the part of my day that I cut out. We write every day."

"It was helpful to review the concepts in writers' workshop. I've been using this approach for quite some time and it's always good to hear from old friends like [Donald] Graves and [Lucy] Calkins."

"My writing focus has become clearer and so I think my class as a whole is better focused [in their writing] because of this. I am better at my conferencing. . . . My kids are excited to write and share."

"I liked how the P.D. was designed. . . . It wasn't so rigid and so scripted. . . . A lot of the info was a refresher for me and it re-confirmed my beliefs and philosophy in teaching writing."

"I appreciated the mini-lessons activities. It helped me be more focused and teach with more intention. . . . Scoring for me is still subjective and it's okay that it is. I like to score the writer's growth on their own continuum than on a cookie-cutter rubric."

"From [the students'] first entry to now, you can see a growth in the confidence and ability to put their ideas down on paper. . . .It's been fun adding many of the ideas you have brought up, or reminded me about, into my lessons."

"I feel that the P.D. sessions on writing were well worth it. It serves as a time for me to reflect on my beliefs on writing and how I can best model the writing process to my ESL students. I believe that all students a can write and should be given the opportunity to write."

"I have thoroughly enjoyed writing P.D. The time flies each Wednesday and I'm not trying to think of ways not to attend P.D. . . . What I really lack in is what to say during conferencing, so thanks for the ideas, handouts and conversations about that."

"The two concepts that have stuck with me the most are the concepts of improving the writer instead of . . .the writing, and the concept of mini lessons. . . . I like the idea of empowering the students to improve their own writing. This enforces the concept that the writing belongs to the writer, not to the teacher."

"One thing I had started to let slip was having a formal procedure for conferencing. Now I am more deliberate and focused again. I keep the conferencing protocol from Calkins on my clipboard and refer to it while conferencing. I am spending more time on the strengths and less time picking apart the mechanics or other weaknesses."

"I have rethought the way I do teach my writing. I now think about incorporating more sharing time, allowing more discussion before and during writing. . . ."

"Throughout the semester, I found the articles and coinciding conversations with peers helpful in validating my own thinking of writing instruction in the primary classroom. Discussions surrounding the environments that foster independence for writing, purposeful and focused writing conferences, and mini lessons were validating for me. This reinforces that I am implementing what research suggests is best practices in teaching wring. These articles and videos also were a vehicle for purposeful conversations amongst my grade level team. We are beginning a common vision of writing instruction in out first grade classrooms. . . ."

"Working on writing this year has been helpful to me as writing has always been a weak area for me. I have been able to make a few adjustments this year that have helped. I think the biggest one is learning about and implementing individual conferences. This makes it easier for me to see where a student is and determine where they need to go next."

"The P.D. was revitalizing to me because I made myself go back to my roots and start doing things I used to do."

Emphasizing Pedagogy in Implementing NVACS in Math: Year 2

In 2012-13, a regional coordinator worked extensively with middle and high school math teachers in one of the region's smaller school districts. Her goal was to help teachers align their curriculum to the CCSS and support them in implementing strategies to engage students in the SMPs. To continue her work for 2013-14, the coordinator met with teachers for two days in early November. Her explicit goal was to "increase the presence of teaching strategies that give students the opportunity to engage in the mathematical practices."

On the first day of her visit, the coordinator observed classrooms using the same look-for checklist that she had used the previous year. The following day she provided two three-hour trainings, the first to high school and the second to middle school teachers. During the workshops, teachers examined how the structure of their newly purchased workbooks was linked to the first of the SMPs. In the morning session, the high school teachers read and discussed "Problems Before Procedures," an article illustrating the value of giving students tasks before providing them with procedures. The teachers and the coordinator discussed the importance of the "65% - 35%" rule—creating more time for students to talk among themselves and spending less class time in teacher-to-student or student-to-teacher communication. During the afternoon session, the middle school teachers and coordinator discussed content and the struggles students were having mastering some of the key mathematical concepts. (In this case, students were struggling with the multiplication of negative numbers even though they had memorized that "a negative times a negative is a positive.") The coordinator used the opportunity to do a brief lesson demonstrating the importance of teaching the why behind an operation rather than a reliance on procedure guided by memorizing simple mathematical platitudes.

Prior to the trainings, the high school and middle school teachers completed a four question survey prepared by the coordinator:

1. *What are the "take-aways" from last year's PD that I am consciously trying to make part of math class this year?*
2. *What are the challenges I am experiencing as I try to do this?*
3. *What are some elements of CCSS implementation that are going well?*
4. *What are some elements of CCSS implementation that are not in place yet or that I still need help with?*

Among other things, the surveys revealed that the teachers were having difficulties transitioning from a reliance on lecture and an emphasis on procedure to an instructional model that emphasizes deepening students' understanding through their independent problem solving. Most teachers said that they were acutely aware of how their habit of solving problems for their students prevented the students from achieving the concept mastery that the CCSSM—now the NVACS in math—call for. The coordinator noted that the teachers recognized what instructional changes

were required of them and expressed a willingness to continue to work toward those changes.

The coordinator returned to the schools for three days in January. She began her visit with an afternoon professional development session with elementary teachers. The session focused on student discourse in the elementary classroom and using the teaching of operations as a way of teaching place value and number sense. The coordinator's impression was that in general elementary teachers' goal for their students is simply for them "to do the math." Such a goal reinforces an emphasis on procedure over concept, which, as the coordinator indicated, reverses the emphasis called for by the NVACS in math in grades K-5.

In a model lesson she did in third and fifth grades, the coordinator had two goals: to use student centered learning and to have students develop conceptual understanding of the content. During the lesson, she gave students opportunities to share their thinking with others and to hear what other students were thinking, a strategy that shifts the role of the teacher from one who validates answers to one who facilitates conversation. In debriefings after the lessons, the teachers recognized the power inherent in student conversation and said that they wanted to incorporate student conversation in their classes.

With the same goals in mind, the coordinator also modeled lessons in one seventh and two sixth grade classes. In the sixth grade classes the coordinator focused on fractions and spent time having students develop a deeper understanding of the words *numerator* and *denominator*. Interestingly, after the lesson the teachers said that they themselves didn't have a complete understanding of the words. The seventh grade lesson centered on percent of change. The coordinator provided students with unnumbered bar graphs and then had them use reason to estimate the differences in percent from one bar to another. When the coordinator had students share their estimates with a partner, several shouted out their answers. The coordinator reminded them to speak in soft voices, a small but critical component of student conversation. Several students wanted to know if they had the right answer. The coordinator shifted the focus from correctness by calling for "possible answers" from the students, a tactic that resulted in students "warm[ing] up to the idea that they might not have the same idea." In debriefing after the lesson, the teacher said that some students were being rude or had "shut down." The coordinator said that although participation was uneven her perception was that students were working, thinking, and discussing throughout the lesson. The teacher's concerns highlighted the differences between classroom management whose goal is for students to be silently attentive to one where students are encouraged to be actively and often vocally engaged. In spite of her concerns about her students' behavior, the teacher said she desired to give them opportunities to discuss and reason.

After the lessons, the coordinator spent three hours with the middle school teachers. Their conversation focused on strategies to facilitate more student-centered learning

emphasizing conversation and reasoning. The teachers said they were ready for the coordinator to observe their teaching on her next visit.

Although she did not do a formal training for the high school teachers, the coordinator was able to provide them with articles about student discourse in math and planned to do a three-hour professional development session with them on her next visit. In the coordinator's words, the teachers "are not where they want to be yet, but they know what they are working toward. . . ."

In March the coordinator spent four days with the teachers and did professional development trainings for the elementary, middle, and high school teachers and modeled lessons in kindergarten, second, and sixth grades. On the first day of her visit, she did an hour-long training with the elementary teachers. The focus was on the concrete, representational, and abstract (CRA) "as pathway[s] for teaching deep understanding of math concepts." She emphasized that elementary teachers should concentrate on using the concrete and representational (pictorial), which would later support students in discerning meaning in the abstract. During the training, the teachers, who had been reflecting on the use of algorithms, discussed the impact of focusing instruction on procedure. One teacher who concentrated on teaching procedure so that students would get the correct answer observed that his students had no understanding of why particular procedures worked. He said he now considers how to use concrete experiences as a way for students to develop concepts.

After the elementary session the coordinator spent time with the school's principal, who, because of her growing familiarity with the SMPs, said that she now had more confidence in her ability to recognize good math instruction. In an informal conversation with the coordinator, one teacher said that she believed the representational models in her math book were confusing to the students. The coordinator agreed with her and reminded her that she, not the text, should decide what models work best for her students.

The coordinator then modeled lessons in kindergarten and second grade. The lesson for second graders had students predict whether the boys or the girls had larger hands. The students measured the span of their hands, collected and plotted the data from their measurements, and then, after discussing what they had observed, drew conclusions based on the data. The activity engaged the students on many levels illustrating the goals the coordinator had set for all the lessons. Using concrete experiences, the students were learning by doing and discussing their learning with their peers.

At the half-day session for the high school teachers, the coordinator used a video illustrating how students can generate their own math questions, consider what information is required for a solution, and then solve the problem themselves. Having students approach math in this way is a distinct departure from most textbook driven instruction, which not only provides students with a problem but supplies all pertinent information and frequently suggests an approach to its solution.

The coordinator then enlisted the teachers as participants in an activity presented in a short video clip. The activity—building a pyramid using three stacks of pennies—fully engaged the teachers and elicited considerable conversation about the learning such rich tasks involve. Illustrating the value of communication between faculties, an eighth grade teacher who had joined the high school teachers for their training provided an opportunity for a discussion about the difficulties students face when moving from middle school to high school.

In the afternoon training for the middle school teachers, the coordinator repeated what she had given the high school staff. The teachers drew parallels between the penny activity and tasks in their textbooks and discussed ways to make the textbook tasks more engaging and ways to give their students opportunities to generate their own problems. In both the high school and the middle school trainings, the coordinator gave teachers the article on using the concrete, representational, and abstract and emphasized the need not to abandon the concrete experiences even in the upper grades, something that all the teachers agreed with.

Over the course of the two years of the coordinator's work with the schools, the teachers have demonstrated support for and a commitment to making instructional changes in their classrooms to implement the NVACS in math. In the spring of 2014, the coordinator interviewed high school and middle school teachers asking each two questions:

1. What classroom and instructional changes have you made or continued to work on this year?
2. What caused you to make these changes?

Their responses, recorded verbatim, highlight the impact of their professional development experience. Common to all was the shift from teacher- to student-centered instruction. Said one teacher, "*Students feel like it's their math class, not just mine for teaching. They learn more as they listen to other students in their class.*" Another responded, "*I'm getting 90 percent or more of my students working and do you know how much easier my job is? The students are doing the work to learn. They want to do things independently and are feeling confident with it*." The teachers emphasized how their role had shifted dramatically, how they were asking more of their students and themselves: "*We did a group test where we had groups of three to four and I selected the groups and they did a test together. I've never, ever done that before, but they were able to bounce ideas off of each other and come to a consensus and prove to each other why they believed what they believed*." In one case a teacher drew a direct correlation between the changes he had made in instruction and student achievement: "*With your help, I'm teaching it differently and my students are doing better. All our seniors passed their proficiency test.*"

It is evident from the teachers' comments that the coordinator's commitment over time and her persistence in and insistence on improving instruction as the key to improving student learning are the foundations of the success of the professional

development she provided for the county's math teachers. In the interviews, the teachers credited the coordinator's effective modeling of the concepts and strategies she presented as a key to the changes they made in their classrooms. As one put it, "*When we discuss things we use the words reasoning and reasonable a lot. I'm expecting more critical thinking. After watching you teach and seeing you allow the students time to think and respond, I've been better about wait time with my students. We talk about wrong answers more and use that for learning. Letting my students drive the instruction more! My students like math class more. They love the engaging technology. They feel like they are more involved in what they are learning*."

The coordinator has come to be seen as a fellow learner rather than an outsider imposing a distant mandate, and the changes that she has been able to promote in the teachers impact not only their instruction but their belief about what their students need to learn. That impact was clearly articulated by a middle school teacher: "*Watching you model lessons for my students helps me see that these changes are better for kids and not just somebody's agenda. I realize from our training that I have time to go deeper into the standards. That's ok now and that's been a big help for me. The biggest thing is just believing in what we are doing. We are always facing changes, but this feels different. I think the way you've presented this and helped us understand why it's important for kids and why it will help them learn better has made this change feel different and I get it and want to do what's best for my kids*."

Tracking Impact of 2012-13 CCSM / NVASC Math Initiative

In 2012-13, one of the larger counties in the region undertook a county-wide math initiative whose goal was to implement the new math standards by supporting teachers in the use of the eight SMPs and in their instructional focus, coherence, and rigor, the three shifts in math instruction identified by the common core. To measure the second year impacts of the initiative, a regional coordinator continued the series of classroom observations she had begun in 2012-13, using the same observation format and data collection tool at the same schools. Observation teams again consisted of site administrators and the coordinator. The observations themselves lasted 15 minutes, after which the observers conferred outside the classroom to come to an agreement about what they had noted. After reaching a consensus, one of the observation team monitored the students while the others shared their findings with the teacher in a debriefing session outside the classroom. The observation protocol strengthened instruction and established a common vocabulary between administrators and teachers. Additionally, the rich conversations among observers and between observers and teachers further supported the professional development of all involved.

The 2013-14 observations began at an intermediate school in mid-October, and the coordinator found evidence of students engaged in several of the SMPs. In one

classroom, the teacher was using a strategy designed to help students make sense of problems (SMP1); in another, students were evaluating a classmate's answer for precision in language (SMP6), which, during the debriefing, the teacher identified as the lesson's objective. In a third classroom, the coordinator modeled an error analysis for a division problem, and in another she suggested that a teacher have students create their own mnemonic for procedure in division rather having them memorize a familiar one. It was clear to the observers that teachers were collaborating at least on the focus of their lessons, in this case division. In two instances, teachers began an activity that the coordinator characterized as "promising"; however, the team's adherence to the 15 minute observation protocol did not allow them to remain for the rest of the lesson.

In a shift from the previous year's observations, the administrator invited teachers to accompany the team. A teacher new to the school accompanied the team on their first day of observations, and in an e-mail to the coordinator outlined what she found useful:

- *understanding the process/purpose of the observations*
- *seeing how other teachers interact with students*
- *what strategies/activities other teachers use -- graphic organizers; "ADD" worksheets; mnemonic devices; different ways to use the Smartboards; students as learners, then 'teachers'; & math puzzles/tasks*
- *vertical alignment -- seeing first hand what/how 5th grade teachers are teaching*
- *understanding Common Core math practices and vocab. -- learning what focus, coherence, etc. means; understanding which teaching strategies and student activities facilitate particular math practices and what don't.*

Completing observations proved difficult in November. At one school the team was only able to do a single observation because the administrators had other duties during the scheduled time. At another school the observations had to be cancelled completely, again because of conflicts with administrator time. In December the coordinator and administrators at the intermediate school were able to complete all scheduled observations. The administrator secured a substitute that allowed one teacher to accompany the team in the morning and a second in the afternoon, a practice that the coordinator hoped could continue. The observers encountered students engaged in procedure in some classes and conceptual understanding in others. The coordinator noted the administrators' growing confidence in giving feedback to teachers during the debriefing sessions, evidence of their deepening understanding of the SMPs and their ability to discern focus, coherence, and rigor, which they had struggled with the previous year.

Scheduling and completing scheduled observations sometimes proved difficult. For instance, in mid-January visits to the intermediate school, the observers were unable to see math lessons in all classes because many teachers were working with their students on science fair projects; however, where they were able to complete observations, the team was able to extend the debriefing time. Later in the month,

observations at the elementary school were delayed because of software issues with data collection.

The observations sometimes revealed considerable differences concerning the impact of the trainings. After visiting one classroom, the observers discussed a routine common to first grade. During the debriefing, the coordinator asked the teacher how the routine could be altered to provide students to engage in the mathematical practices. The coordinator was surprised that the teacher had forgotten about the practices; however, she recalled that in the previous year "there were really two weeks for each domain devoted. . .to the practices and [the teacher] had only participated in five or so. . .debriefings." In contrast, an intermediate school teacher expressed enthusiasm for the conversations his students were having about math and the progress they were making in developing their conceptual understanding.

The coordinator visited the elementary school twice in February. On the first visit, student testing and time spent resolving problems in using data recording technology consumed the time set aside for observations. On the second visit the coordinator and administrators spent time discussing the professional development their teachers were doing in writing and the administrators' tentative plan to create a template to use to observe teachers' writing instruction. In one of the observations the team was able to complete, a teacher said she had a much better grasp of what the NVACS in math required and recognized the increase in rigor in her instruction.

In March the coordinator again visited the elementary school twice for observations. She commented that a third grade teacher had an excellent grasp of the mathematical practices and was "incredibly purposeful" in having students engage in the SMPs. Other teachers, however, were less purposeful. The coordinator again reflected on the time teachers should spend in professional development—research suggested a minimum of 90 hours—to implement change effectively.

In debriefings during her second visit, the coordinator focused on ways for teachers to extend the conceptual scope of their lessons. For instance, in a kindergarten class students were constructing cubes using toothpicks and marshmallows and then using the cubes to identify edges and vertices. In the debriefing the coordinator asked the teacher "if it would be appropriate to challenge the students to determine which shape, if any, could be made . . .with four vertices." She also asked the degree that the teacher had considered the mathematical practices. Echoing others she had asked that day, the teacher indicated, in the coordinator's words, that "the practices were not on his radar as much," perhaps due to the district's focus on NVACS in language arts.

Additional Observations

In December a principal at a K-12 school requested that the NNRPDP do classroom observations of math instruction beginning with the school's 4-6 classrooms. The observations offered an opportunity for the principal to gauge the effectiveness of math instruction at her school and for the coordinator to collect data on the impact of

the district's math initiative. After speaking with the principal and sending her a walkthrough template, the coordinator met with the teachers early in December to explain the observations' purpose and procedure and began observations the following week. The initial observations revealed that in the coordinator's estimation only one of the three classes had students engaged in a rigorous math lesson.

In January the coordinator and administrator observed the K-6 classrooms, 10 in all. In the coordinator's estimation only three of the 10 were "giving the students the opportunity for critical thinking and mathematical processing" but noted that each classroom observation lasted 10-12 minutes. The coordinator wrote that in spite of some differences in analyzing what they had seen, she and the administrators were usually able to come to a consensus about what they had observed.

In the March observations, the coordinator found that five of the 10 classes incorporated opportunities for students to think critically and process information. The coordinator noted that the observers saw "some very effective instructional practices [and] good questioning by the teacher. . . ." In debriefings held immediately after the observations, the teachers frequently indicated that they were engaging students in the same SMPs that the coordinator and administrator had marked on their e-Walk templates. Data from the two rounds of observations suggest that instruction emphasized procedure and recall with little or no strategic or extended thinking. Among the SMPs, the most frequently observed was the students' opportunity to reason abstractly and quantitatively followed by opportunities to make sense of problems and persevere in solving them. (See figures 12 and 13 for observation results.) The coordinator followed her visit with e-mails to each teacher providing them with "specific examples of conceptual and procedural student actions" and offering her assistance. One teacher who was having difficulty with an instructional method of a complex math concept asked for help, and the coordinator was able to meet with her in a matter of days to provide resources and explanations of how to teach the concept.

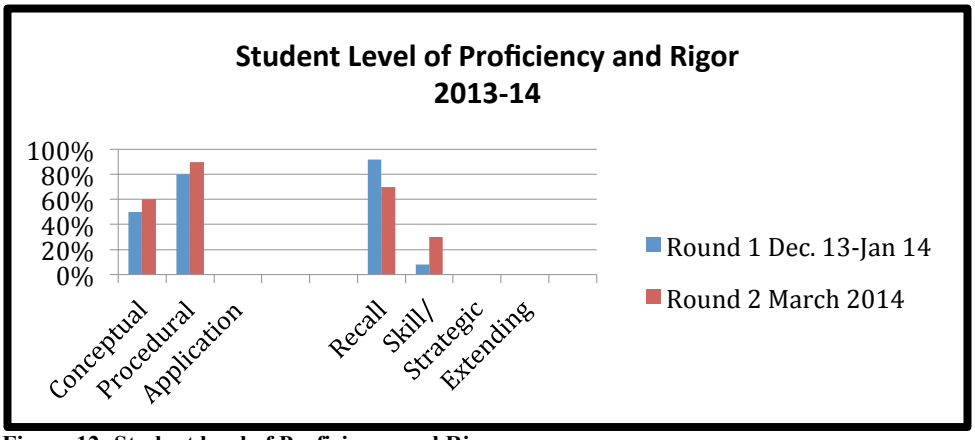


Figure 12: Student level of Proficiency and Rigor

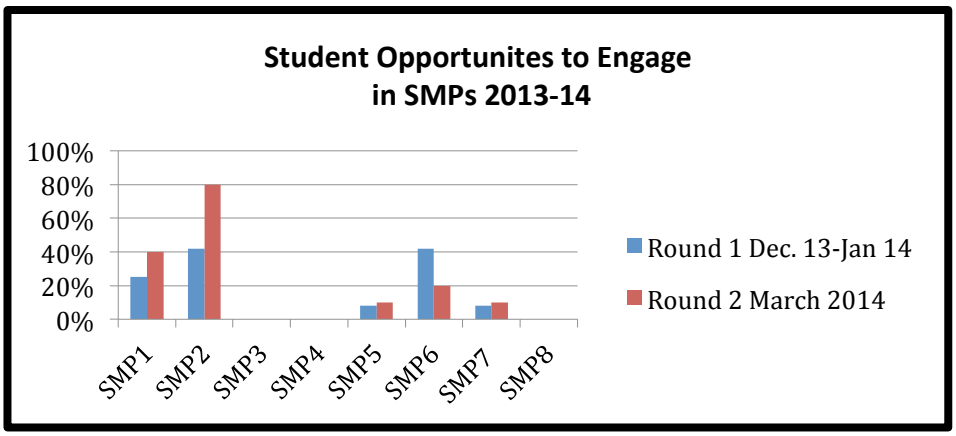


Figure 13: Student Opportunities to Engage in SMPs

Addressing Teacher Needs: Balanced Literacy

In the fall of 2013, the principal of a small elementary school made a formal request for NNRPDP support. Several of the school's teachers expressed interest in revisiting previous trainings they had received on balanced literacy,* and to that end an NNRPDP coordinator designed a class to meet the teachers' needs. The class, which began in September and ended in December, met six times for three-hour sessions that were held on Friday mornings, a schedule made possible by the district's adopting a four-day school week the previous year. The district paid the school's teachers—10 in all—a small stipend to attend the class. Though not paid a stipend, teachers from other district schools who attended were able to earn one continuing education credit if they accumulated 15 hours of seat time.

Though some of the teachers were familiar with balanced literacy, others were not, so the class served both as a review of and an introduction to the elements of balanced literacy. Each session engaged the teachers in reading and discussing research on selected strategies and watching videos that demonstrated the strategies being implemented in the classroom. Teachers were expected to choose from among the strategies presented at each session, implement the strategy in their classrooms, and then, at the next session, discuss how the strategy had gone and, where possible, provide artifacts generated from its implementation. Over the course of the class, the coordinator was able to introduce 15 of the elements of balanced literacy, but, with a few exceptions, there was not sufficient class time to examine the strategies in depth; however, where teachers showed interest in a particular strategy, the coordinator provided readings and additional resources for them to pursue independently.

To gauge the impact of the class, particularly the participants' familiarity with the various strategies of balanced literacy, the coordinator surveyed the teachers in September and again in December. The initial survey indicated that all the teachers were at least somewhat familiar with some of the strategies. All but one of the 21 teachers taking the survey indicated using at least one of the strategies regularly (i.e. Read Aloud). The survey also indicated that several of the strategies (e.g. Reciprocal Teaching, Book Clubs, Write Aloud) were less likely to be used regularly. The December survey, which was completed by 15 of the teachers, had a higher

incidence of responses indicating that some of the components of balanced literacy were unfamiliar to the participants. The lack of familiarity may have been caused by teachers' initial misapprehension of the meaning of specific strategies. In aggregate, the December survey indicated an increase in the teachers' familiarity with balanced literacy strategies. (See Figure 14 for pre- and post-survey responses.) Limited data and the differences in the numbers of respondents—21 in September, 15 in December—make inferences about the impact of the class problematic; however, teacher comments appended to the December survey show a new—or renewed—enthusiasm for using specific strategies of balanced literacy. (See Appendix M for teacher responses.)

** An instructional model that integrates strategies for teaching reading, writing, speaking, and listening in the acquisition of literacy skills.*

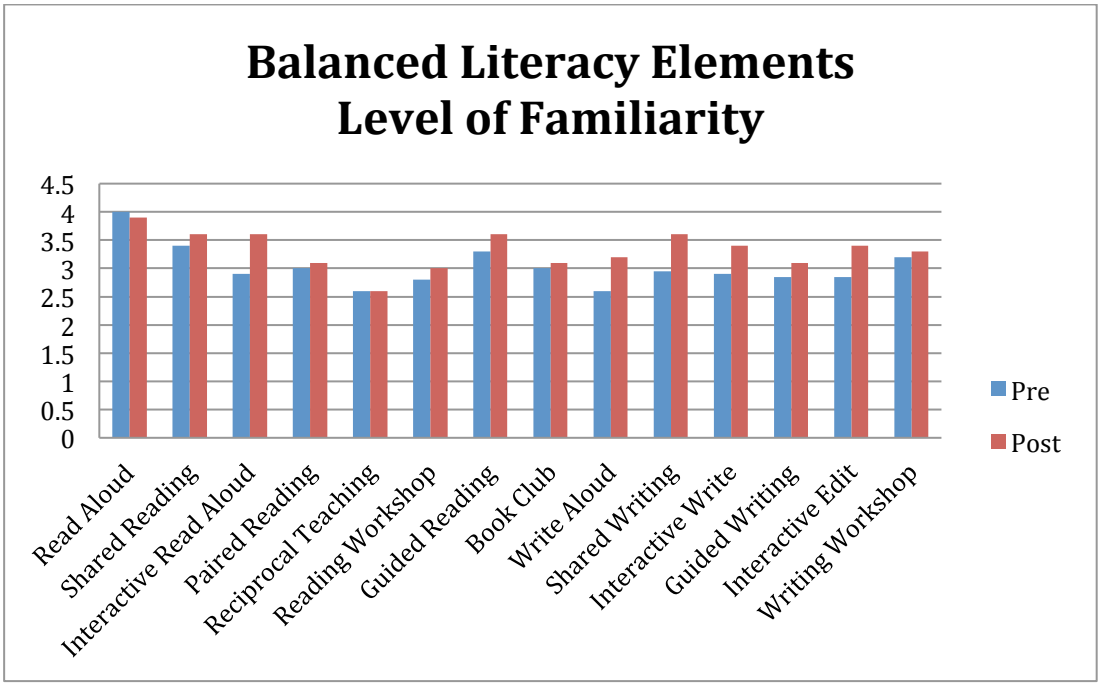


Figure 14: Balanced Literacy Survey

After the last class session in December, several teachers expressed interest in deepening their knowledge of balanced literacy strategies. Ultimately, the coordinator designed a class, "Balanced Literacy 2," to meet the teachers' needs. The class, which was attended by five teachers, was conducted in five three-hour sessions beginning in January and ending in early April. After reviewing the strategies for balanced literacy at the first meeting, the participants decided to focus on reciprocal teaching** and chose Lori Oczkus' *Reciprocal Teaching at Work: Powerful Strategies and Lessons for Improving Reading Comprehension* as a resource.

The class incorporated elements of book study coupled with multiple online resources and teacher reflection and discussion. Teachers set both short- and long-term goals for themselves in implementing reciprocal teaching in their classes.

During the sessions, they planned lessons based on ideas from Oczkus' book and designed assessments to measure their students' reading comprehension. In subsequent sessions, the teachers discussed their lessons and reflected on the objectives they had set for themselves. In the final session, the teachers shared the assessments they had completed, and in mid April the coordinator visited each teacher to observe a reciprocal teaching lesson and provide coaching.

** Citing Palinscar & Brown (1984), Oczkus defines reciprocal teaching as "'a scaffolded discussion technique that is built on four strategies that good readers use to comprehend text: predicting, questioning, clarifying, and summarizing.'"

Nevada Educator Performance Framework in Northeastern Nevada

With monies provided by the legislature, the NNRPDP hired a leadership coordinator to train school administrators and teachers in preparation for the planned rollout of the Nevada Educator Performance Framework (NEPF), which was scheduled to be tested at selected schools in the spring of 2014 and then implemented state wide in the 2014-15 school year.

The coordinator, who took this position in July 2013, worked closely with principals and teachers at the five Validation Schools (one high school, one middle school, and three elementary schools) in the region. He provided training and support for principals and worked directly with teachers to familiarize them with the proposed Nevada High Leverage Instructional Standards. With few exceptions, teachers at the Validation Schools welcomed the instructional standards as a template for improving teaching rather than exclusively as an evaluative tool. At each of the five schools, teachers were asked to set goals tied to the new instructional standards and consider how administrators could provide support in achieving those goals. Several site administrators expressed reservations about the feasibility of implementing the NEPF, which will require resources—particularly time—that are not available to them given the existing complexity of their duties, which are often compromised because of a lack of time. Reservations notwithstanding, support for the NEPF is taking root on several fronts. In one county, for instance, the coordinator has met with principals once each month to develop capacity using the framework in observations for improving instruction, leadership, and student well being and achievement.

To reach beyond the five designated Validation Schools, the leadership coordinator designed a Leadership Academy to include six, two-day sessions for administrators across the region. The academy was created as a way to create a community among principals, who are often isolated by the demands of the work at their school sites. Recognizing that none of the participating principals chose school administration because he or she wanted to maintain the status quo, the coordinator focused the academy on developing the participants' skills and, equally important, their will to make change. In each of the Leadership Academy sessions, the administrators were exposed to a variety of leadership philosophies with the single expectation that they would make one meaningful change at their schools that would ultimately benefit

students. One principal, for instance, redesigned the system of intervention at his/her school to better meet student needs. Overall, principals in the academy focused on three general areas for their goals: intervention, grade level department teams, and using technology to address student needs. Once the administrator had identified a goal, the coordinator took on the roles of advocate and thinking partner to support the principal in bringing about the desired change.

Comments from principals reflect the impact of the academy. (See overall ratings for the regional NEPF work in table below.) Typical of the many comments, one wrote, "*I am excited to get back to my school and begin work. Talking and reflecting with others in the same situation has been invaluable*." Another, reflecting the academy's focus on bringing about change, wrote, "*The vision discussion had the greatest impact on me. I like that we were shown a way to implement the vision*." Another emphasized the value of collaboration: "*When we are given a 'push' out of our comfort zone and then allowed to discuss in [a] small group, it is good for deeper learning*."

In addition to the Leadership Academy and work with Validation Schools, the coordinator trained teachers from schools in the region to help minimize any resistance to the NEPF. In one case, he spent two days with elementary teachers and one day with middle school and secondary teachers from schools in one of the larger districts. The trainings focused on how the teachers could present information on the NEPF to their faculties. Anecdotal reports from school administrators indicate that the site level trainings had gone well. The mean ratings of evaluations from teachers and administrators for the leadership coordinator's work in the region exceeded the regional averages in each of the categories of the NNRPDP evaluation. (See Table 7.)

Mean Ratings of NEPF Trainings and Leadership Academy ***n=236***		
(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)	Region	NEPF
The training matched my needs.	**4.56**	**4.64**
The training offered opportunities for interactions and reflections.	**4.79**	**4.86**
The presenter's experience and expertise enhanced the quality of the training	**4.72**	**4.82**
The presenter efficiently managed time and pacing of the training.	**4.73**	**4.75**
The presenter modeled effective teaching strategies.	**4.61**	**4.66**
The training added to my knowledge of standards and/or my skills in teaching subject matter content.	**4.52**	**4.56**
The training will improve my teaching skills.	**4.51**	**4.70**
I will use the knowledge and skills from this training in my classroom or professional duties.	**4.63**	**4.73**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	**4.38**	**4.52**

Table 7: NEPF Mean Ratings

NELIP

Charged with training "teachers . . .on methods to teach fundamental reading skills," the NNRPDP regional coordinator heading the Nevada Early Literacy Intervention Program (NELIP) offered a one credit book study class to teachers across the region. NELIP focuses on K-3 literacy; however, learning opportunities are extended to all grades. This year's book study included teachers ranging from kindergarten to eighth grade. (See Figure 16 for distribution of NELIP time and Figure 17 for NELIP hours.) Responding to feedback from teachers who had completed the book study the previous year, the coordinator, rather than focusing on a single text, divided the class between two books, each providing a different perspective of the teaching of vocabulary. For the first three months the class concentrated on Brenda Overturf, Leslie Montgomery, and Margot Smith's *Word Nerds*. Forty teachers from four counties enrolled in the class, which met interactively each month beginning in September. Besides attending the classes, teachers were required to write a monthly reflection and a final paper based on their reflections. Teachers had to purchase the first book themselves; the second was provided for them. The NELIP coordinator also observed each teacher once and traveled to each IAV site at least once during the year. Although frequent site visits and additional classroom observations would have been ideal, the distance between sites—the farthest was more than 270 miles from the coordinator's home base—was a limiting factor. Nonetheless, the site visits and classroom observations helped establish a rapport between the coordinator and the teachers and strengthened the sometimes tenuous connection imposed on participants by distance learning.

Prior to the first class, the coordinator surveyed the participants in an attempt to gauge their approach to teaching vocabulary. The statements used in the survey were derived from chapters in *Word Nerds*. (See Appendix N for survey results.) The coordinator repeated the survey in the spring as a way of determining the impact of the book study. The coordinator also asked teachers to establish a goal that would focus their work in teaching vocabulary.

The coordinator began the first IAV class with a team building activity and then concentrated discussion on *Word Nerds*' first three chapters, which addressed research and what teachers need to consider in teaching vocabulary. The support and technology at and among sites worked perfectly for the first meeting though locked rooms, poor connections and other technological glitches troubled subsequent classes.

The coordinator began observations in October and had completed all but three by December. During observations the coordinator looked for teachers to implement a strategy presented in the book, and then, in a debriefing after the observation, she asked teachers to reflect on the goal they had set at the beginning of the book study and the progress they were making in achieving their goal. In the first observations, the coordinator found each teacher using a strategy supported by the book. The quality of the lessons, however, varied considerably. In one case, the teacher used words that were already in her students' vocabulary. When the coordinator pointed

this out during the debriefing, the teacher immediately recognized the problem. As the coordinator put it, "It was one of those ah-ha moments for her. She had felt all along that she should be doing something different, but being new to the school . . . She didn't want to rock the boat, but it just didn't feel right. After our conversation she felt free to do what she had known all along she should be doing." The teacher resolved to strengthen her instruction and the words she chose to teach. Other observations revealed similar issues—teachers teaching words students already knew or introducing too many words at once. At one school the coordinator observed two teachers using similar approaches to teach the same group of students. In one, the teacher used a graphic organizer and had students work in small groups. The lesson was a success. A short time later the homeroom teacher used a similar approach with the same students, whose demeanor had changed completely. The lesson fell apart illustrating the pivotal role played by classroom management and planning.

In spite of the struggles of a few teachers, the coordinator observed some fresh and engaging approaches to teaching vocabulary, several of which incorporated on-line activities or PowerPoints developed by the students. In one lesson the teacher began with a familiar word (e.g. *strong*) and then had small groups of students do brief skits illustrating nuanced and context specific uses of the word.

In December the interactive class shifted from *Word Nerds* to Marilee Sprenger's *Teaching the Critical Vocabulary of the Common Core: 55 Words That Make or Break Student Understanding*. Class discussion concentrated on the first three chapters of the book, which provide specific grade level activities for teachers to use.

In the first IAV class of the new year, the coordinator had teachers at each site share strategies they had used from chapter 3 of *Critical Vocabulary* and then discuss activities they planned to use from chapter 4. The discussion proved especially fruitful because it resulted in the teachers highlighting activities that others may have glossed over. The coordinator asked teachers to use an activity from the book and then discuss it at their last meeting when their final papers would be due. The coordinator emphasized that their papers should be a frank and unvarnished assessment of their growth in teaching vocabulary since the beginning of the year.

The coordinator combined her final three observations with her January IAV site visits. In each observation the teachers used strategies that engaged their students in new ways to learn vocabulary. A third grade teacher had her students play a form of musical chairs where the student left standing would either have to use a vocabulary word in a sentence or illustrate it by drawing a picture on a white board. Using a strategy from *Critical Vocabulary*, a fifth grade teacher had her class focus on synonyms and antonyms that they had previously studied. Working in small groups, students tried to get teammates to say a targeted word by providing clues. A kindergarten teacher had her students draw pictures illustrating the meaning of a word they had just discussed and then post their pictures next to the word. The teacher had developed her class vocabulary list from the NELIP book study's text.

In debriefings done after each observation, the coordinator was able to suggest ways to improve or further refine the teachers' lessons.

In February at the final regular class (a makeup was held later in the month), teachers at each site discussed the book's final three chapters among themselves and then shared their views with all the other sites. The coordinator also gave the teachers the survey they had taken in September. It was clear from the second survey that the teachers taught vocabulary more consistently and purposefully and that they used a wider range of strategies in their teaching. They were also more satisfied with the assessments they used.

While the survey indicated that the teachers grew in both their understanding of vocabulary's role in the common core and in their confidence in teaching vocabulary, the impact of the class reached beyond those who had attended. Two of the sites have begun work on vocabulary school wide. At one, because of the enthusiasm of the teachers taking the class, the school's PTA bought Marilee Sprenger's book for all the teachers. At grade level meeting at other schools, teachers who took the class have begun sharing the strategies they learned. Of the 40 teachers who originally signed up for the class, 29 received university credit in continuing education and seven received Nevada in-service credit. Only two did not complete the course.

Below are excerpts from journals of four of the teachers who took the class. Their comments reflect the impact of the 2013-14 NELIP book study.

5th grade teacher
"As I reflected on the first night of class, I thought about the survey I had been asked to fill out. No, I did not teach vocabulary every day in a consistent way. No, I was not confident in the words to select vocabulary instruction. No, I did not understand how Common Core addressed vocabulary. No, I was not satisfied with my vocabulary assessments. I knew I was doing my students a disservice if I did not change something, but I was very apprehensive about how and when to fit vocabulary study into my already limited time with my students. The book, Word Nerds, and discussions with my colleagues convinced me that the sacrifice of time would benefit all my students in the long run, and help in all other subject areas as well. . . .Now it's February, and as I reflect back upon my journey since this class began, I have totally changed my thinking and my instruction of vocabulary in my classroom. I can now answer yes to those survey questions. . . .What I am most proud of is how I have been able to change what '5th grade does' for vocabulary. My grade-level colleague was open to try whatever new and wonderful things I was learning in my class. We were able to do a four-week book study across the grade-level because we could use the vocabulary activities in common. I was able to share with her the critical lists of words our students need in order to understand those important test questions."

5th grade teacher
"When I look back on my vocabulary instruction prior to this class the one thing that comes to mind is void. The instruction was void of good, engaging, and proven

strategies. It was void of good tier two and tier three words. It was void of assessment. The elements that make vocabulary so powerful were not there. I did not know how to teach vocabulary, let alone what to teach. Through the course of the two books and the classes I was able to become much more comfortable with vocabulary instruction and methods. I was able to start a dialogue with my grade level team around vocabulary instruction and our grade level list of words."

1st grade teacher
"I have received so many great ideas on how to implement a vocabulary unit in my classroom! Vocabulary instruction no longer seems a daunting task. Instead of feeling like it's one more thing I have to squeeze into an already full day, I plan units around the words I want my students to know with vocabulary practice integrated right into it. Growing up, I always considered vocabulary as boring and tedious. I never want my students to feel like that. I want them to learn to love words and all the different ways we play with them. At the start of this class I was worried about how to adapt the lessons and activities for first grade. I've actually found it quite easy and my kids are definitely reaping the benefits."

6th grade teacher
"I have always loved words and "thought" I was a great vocabulary teacher. I have reconsidered that thought, thankfully, and have changed so many parts of my instruction thanks to this class. My students are showing more involvement and "ownership" of our vocabulary words with these new strategies. I still feel as though I am 'test-driving' a bit, so I hope to be able to fine-tune my lessons through the rest of this year and REALLY revamp during the summer! I am certain I will never teach vocabulary as I did before this class."

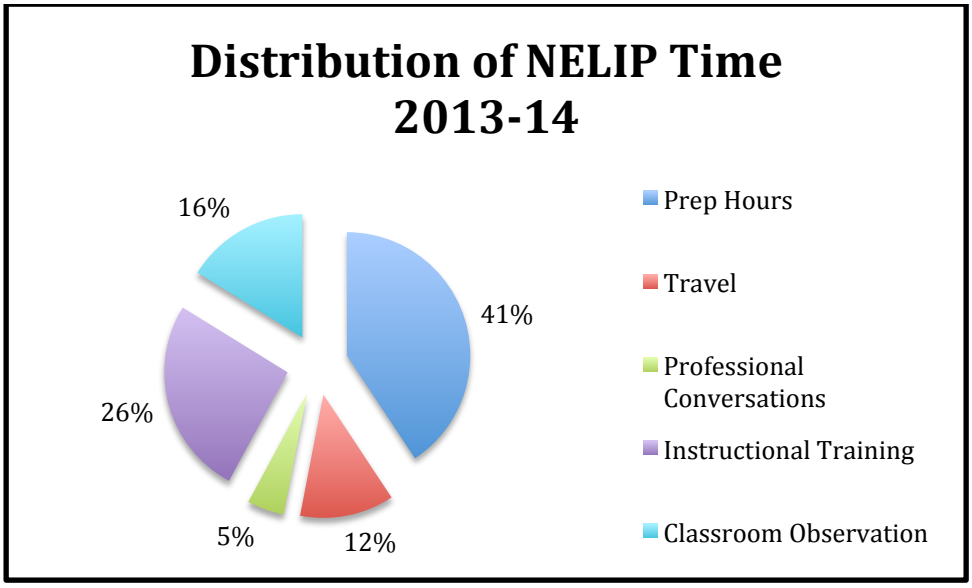


Figure 15: Distribution of NELIP Time

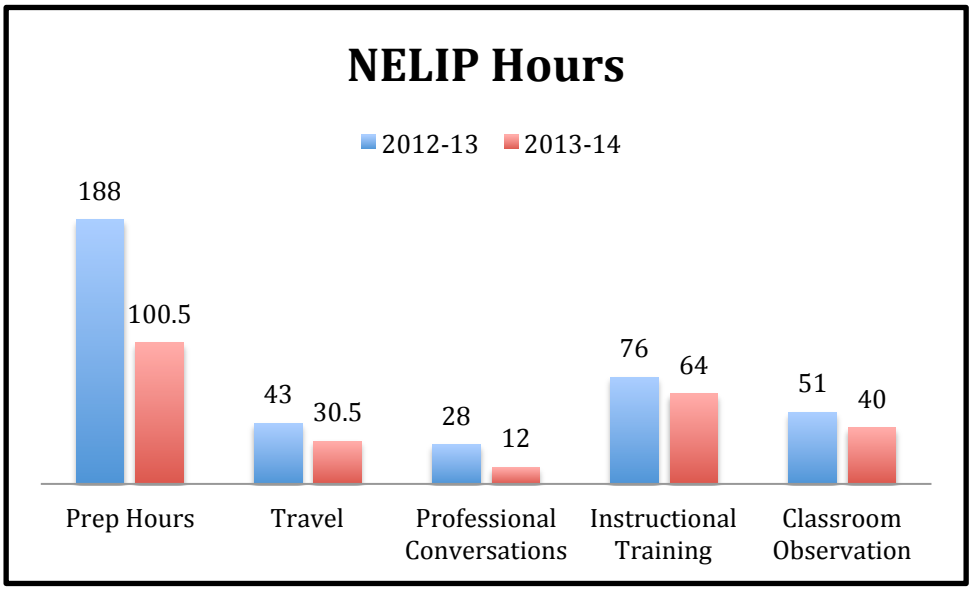


Figure 16: NELIP Hours

DISTRICT SUMMARIES

Following are summaries of each of the region's school districts. The summaries provide a more discrete look at the professional development landscape of Northeastern Nevada, and each summary touches broadly on district demographics, student achievement, and Nevada School Performance Framework ratings. The summaries also provide a breakdown of NNRPDP trainings done in each district, the total hours dedicated to professional development, the distribution of NNRPDP work, and comparisons of the mean ratings of evaluations of NNRPDP trainings

Elko County School District Summary

The Elko County School District covers approximately 17,170 square miles and employs 670 teachers, 58 percent of the teachers in the NNRPDP service area. The district's eight elementary schools, four K-12 schools, three middle schools, three high schools, and four small rural schools serve 9,921 students, 58 percent of the public school students in the region. Elko County's student population has steadily increased over the past years, growing by 563 students (6 percent) since 2009-10. In the 2013-14 school year, 61 percent of the students were white; 30 percent, Hispanic. The high school graduation rate for the county in 2011-12 was 70 percent. Approximately 35 percent of Elko County students were eligible for Free or Reduced Lunch in the 2013-14 school year. According to the 2010 census, 15.8 percent of the population 25 years or older had a bachelor's degree or higher.

On state CRT tests for 2012-13, approximately 59 percent of Elko's elementary students scored at or above proficiency in math; 62 percent were at or above proficiency in reading. In middle school, 40 percent were at or above proficiency in math, 59 percent in reading. Three year comparisons for the 2012-13 fifth, sixth, seventh, and eighth grades reveal fairly consistent proficiency rates in reading; in math, however, proficiency rates declined sharply in 2012-13 in sixth thru eighth grades, a pattern consistent with scores statewide. For the 2012-13 high school proficiency exams, approximately 82 percent of the students were at or above proficiency in both math and reading. In science, 79 percent were at or above proficiency; in writing, 83 percent. With the exception of a sharp decline in reading scores from the 2010-11 results, the percentage of students meeting or exceeding proficiency on the HSPE has remained fairly consistent over the past three years.

Elko County CRTs												
Third Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**14%**	**23%**	**35%**	**28%**	**9%**	**20%**	**35%**	**36%**	**9%**	**27%**	**36%**	**28%**
Reading	**23%**	**24%**	**33%**	**20%**	**15%**	**23%**	**32%**	**30%**	**18%**	**23%**	**33%**	**26%**
Fourth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**6%**	**30%**	**57%**	**7%**	**6%**	**30%**	**59%**	**6%**	**9%**	**20%**	**59%**	**13%**
Reading	**15%**	**23%**	**47%**	**16%**	**14%**	**18%**	**53%**	**15%**	**14%**	**15%**	**55%**	**16%**
Fifth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**23%**	**21%**	**54%**	**1%**	**17%**	**25%**	**54%**	**3%**	**22%**	**20%**	**56%**	**2%**
Reading	**18%**	**23%**	**40%**	**19%**	**18%**	**21%**	**42%**	**20%**	**20%**	**22%**	**43%**	**15%**
Science	**16%**	**30%**	**45%**	**10%**	**14%**	**25%**	**47%**	**13%**	**14%**	**24%**	**49%**	**14%**
Sixth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**9%**	**19%**	**70%**	**3%**	**7%**	**20%**	**70%**	**3%**	**29%**	**32%**	**37%**	**3%**
Reading	**17%**	**18%**	**42%**	**23%**	**18%**	**20%**	**37%**	**25%**	**21%**	**18%**	**39%**	**22%**
Seventh Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**10%**	**20%**	**66%**	**4%**	**6%**	**24%**	**65%**	**5%**	**22%**	**33%**	**41%**	**4%**
Reading	**26%**	**24%**	**36%**	**14%**	**22%**	**24%**	**40%**	**14%**	**17%**	**24%**	**43%**	**17%**
Eighth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**8%**	**35%**	**55%**	**2%**	**9%**	**35%**	**54%**	**1%**	**29%**	**40%**	**30%**	**1%**
Reading	**27%**	**29%**	**29%**	**15%**	**21%**	**32%**	**29%**	**18%**	**20%**	**27%**	**33%**	**21%**
Science	**19%**	**28%**	**40%**	**13%**	**19%**	**27%**	**43%**	**12%**	**18%**	**22%**	**40%**	**20%**

Table 8: Elko CSD CRT Quartiles

Elko County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	0%	18%	63%	18%	0%	24%	59%	16%	.8%	19%	63%	17%
Reading	0%	3%	48%	49%	13%	11%	61%	15%	12%	7%	66%	16%
Science	5%	19%	69%	7%	4%	20%	69%	7%	6%	15%	71%	8%
Writing	0%	15%	82%	3%	1%	20%	78%	1%	.4%	17%	80%	3%

Table 9: Elko CSD HSPE Quartiles

NSPF Ratings Elko County

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, three Elko County schools received one star; seven, two stars; 13, three stars; and three, four stars. Four Elko County schools—all remote rural elementary schools—were not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) designations.

Elko County School District	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score	Percent Proficient Math	Percent Proficient Reading
Elementary Schools					
Carlin Elementary	NI- year 3	★	27	40.9	44.1
Elko Grammar #2	Adequate	★★★	56	71.4	69.2
Flag View Intermediate	Watch	★★	38	51	60.5
Independence Valley	Adequate	NR			
Jackpot Elementary	Adequate	★★★	66	75	58.3
Montello Elementary	Adequate	NR			
Mound Valley Elementary	Adequate	NR			
Mountain View Elementary	Adequate	★★★	64	83.7	80.3
Northside Elementary	NI- year 5 hold	★★	44	64.7	58.8
Owyhee Elementary	NI- year 2	★	27	30.8	40
Ruby Valley Elementary	Adequate	NR			
Sage Elementary	High Achieving	★★	47	72.2	76.9
Southside Elementary	Adequate	★★★★	68	66.1	67
Spring Creek Elementary	NI- year 2	★★★	50	64.1	73.1
Wells Elementary	NI- year 2 hold	★★★	51	59.8	55.9
West Wendover Elementary	NI- year 9	★★	32	40	36.5
Middle Schools					
Adobe	NI- year 4	★★★★	69	42.9	57.8
Carlin Junior High	NI-year 1	★	30	24.2	37.1
Jackpot Junior High	Adequate	★★★	61	51.6	61.3
Owyhee Junior High	NI- year 1	★★	46	9.1	33.3
Spring Creek Middle	NI-year 4	★★★★	68	42.8	69.3
Wells Junior High	NI- year 2	★★★	66	37.3	54.9
West Wendover Junior High	NI-year 2	★★	48	31.4	40
High Schools					
Carlin High School	Adequate	★★★	60	78.8	78.8
Elko High School	NI-year 1	★★★	60.50	80.8	80.7
Jackpot High School	Adequate	★★★	56.25	91.3	82.6
Owyhee High Schools	Adequate	★★	32.24	28.6	42.9
Spring Creek High School	Adequate	★★★	64.50	84.1	92.8
Wells High School	Adequate	★★★	55.21	82.8	82.8
West Wendover High School	Adequate	★★★	62.50	86.2	70.9

Table 10: Elko CSD NSPF Ratings

NNRPDP Work with Elko County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 1,820 hours in professional development work in the Elko County School District, a 30 percent drop from the total coordinator hours in 2012-13. (See Figure 17.) Coordinator time spent in travel in the district was 8 percent less than the regional average. Coordinator time spent in all other categories was within four percentage points of the regional average. (See Figure 18.)

Nearly 600 evaluations were completed for the 75 trainings done in the district. Though statistically insignificant, the district's mean ratings for NNRPDP work were in all but one case slightly lower than the regional average but deviating no more than .06 points. (See Table 11.)

Ninety-five percent of the work done in the district in 2013-14 focused on the Nevada Academic Content Standards (NVACS). Approximately 41 percent of those hours were dedicated to working with the county as part of its Design Team, which is training teachers in implementing NVACS in math and language arts. Fifty-six percent of the district's teachers received services from the NNRPDP. Implementation was the targeted outcome for 45 percent of the trainings. (See Table 12.)

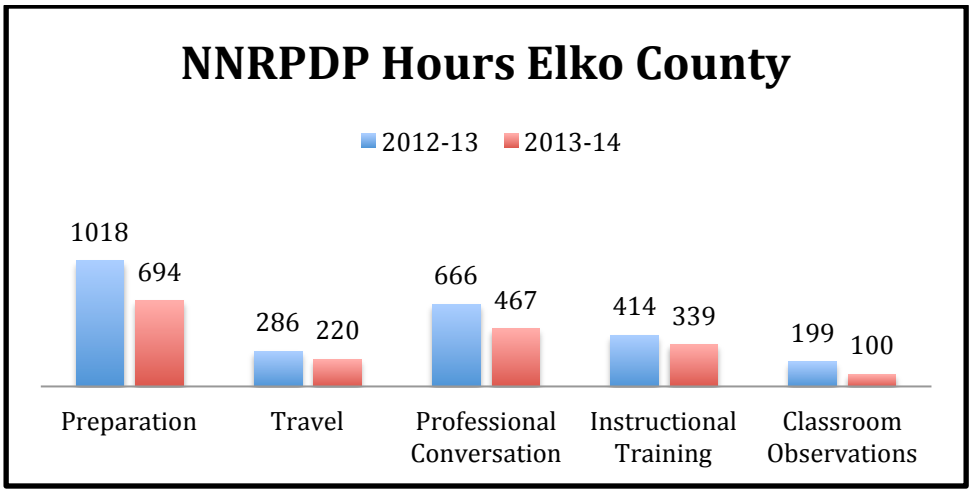


Figure 17: NNRPDP Hours Elko CSD

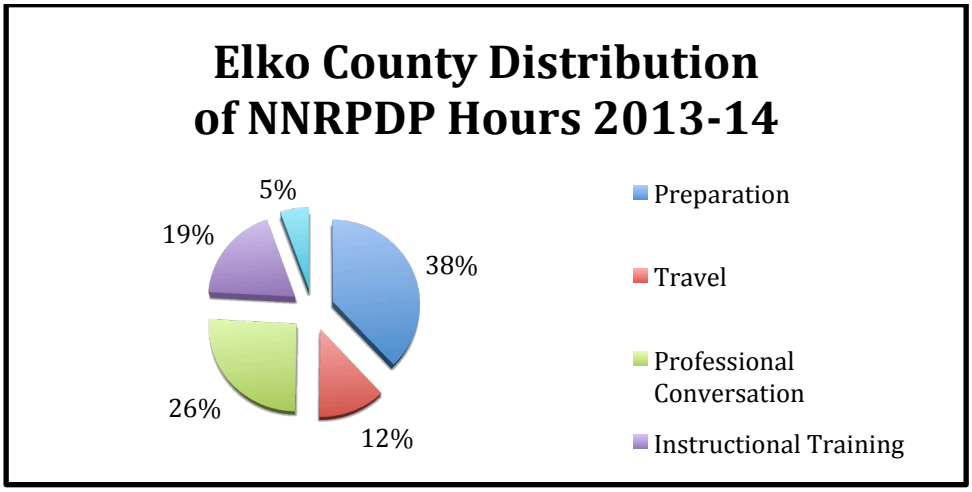


Figure 18: Distribution of NNRPDP Hours Elko CSD

Elko County School District Mean Rating of NNRPDP Trainings		
n=592 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.54**
The training provided opportunities for interactions and reflections.	4.79	**4.76**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.71**
The presenter efficiently managed time and pacing of activities.	4.73	**4.71**
The presenter modeled effective teaching strategies	4.61	**4.58**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.50**
The training will improve my teaching skills.	4.51	**4.52**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.61**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.32**

Table 11: Elko CSD Mean Ratings of NNRPDP Trainings

Number of Teachers, Administrators, and Others Trained/Elko County **Unduplicated:** Teachers = 377 Administrators = 39 Others = 12 Total = 428	 **Duplicated:** Teachers = 1084 Administrators = 219 Others = 26 Total = 1329
Number of Trainings	75
Focus of Training:	
Assessment	4%
Content Area	54%
Pedagogy	42%
Length of Training:	
Up to 3 hours	52%
1 day	34%
2 days+	14%
Size of Group:	
Fewer than 10	11%
11-30	40%
30+	49%
Credit:	
Graduate/In-Service	5%
In-service	19%
NA	76%
Outcome:	
Awareness	15%
Knowledge	40%
Implementation	45%
Trained by:	
Regional Coordinator	95%
Other	5%

Table 12: Elko CSD NNRPDP Trainings Summary

Eureka County School District Summary

The Eureka County School District covers approximately 4,175 square miles and employs 36 teachers, 3 percent of the teachers in the NNRPDP service area. The district's two elementary schools, one middle school, one high school, and one on-line elementary and middle school serve 274 students, 1.6 percent of the public school students in the region. Eureka County's student population has increased by 5 percent, a total of 14 students, since 2009-10. In the 2013-14 school year, 86 percent of the students were white; 11 percent, Hispanic. The high school graduation rate for the county was 78 percent in 2011-12. Approximately 20 percent of Eureka County students were eligible for Free or Reduced Lunch in the 2013-14 school year. According to the 2010 census, 25 percent of the population 25 years or older had a bachelor's degree or higher.

On state CRT tests for 2012-13, approximately 76 percent of Eureka's elementary students scored at or above proficiency in math; 71 percent were at or above proficiency in reading. In middle school, 62 percent were at or above proficiency in math, 69 percent in reading. For the 2012-13 high school proficiency exams, approximately 88 percent of the students were at or above proficiency in both math and reading. In science, 91 percent were at or above proficiency; in writing, 89 percent. Over the years Eureka County's CRT and HSPE scores have been consistently above the state average.

Eureka County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	0	5	55	40	ND				0	12	65	23
Reading	0	0	20	80	10	5	60	25	0	12	69	19
Science	0	5	70	25	5	10	65	20	4	4	83	8
Writing	0	5	80	15	0	19	81	0	0	12	89	0

Table 13: Eureka CSD HSPE Quartiles

Eureka County CRTs												
Third Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments n=21**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**ND**				**ND**				**0**	**24**	**38**	**38**
Reading	**ND**				**ND**				**14**	**24**	**24**	**38**
Fourth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**ND**				**ND**				**ND**			
Reading	**ND**				**ND**				**ND**			
Fifth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**ND**				**ND**				**ND**			
Reading	**ND**				**ND**				**ND**			
Science	**ND**				**ND**				**ND**			
Sixth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**ND**				**ND**				**ND**			
Reading	**ND**				**ND**				**ND**			
Seventh Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**ND**				**ND**				**ND**			
Reading	**ND**				**ND**				**ND**			
Eighth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**0%**	**33%**	**57%**	**10%**	**0%**	**10%**	**85%**	**5%**	**ND**			
Reading	**14%**	**24%**	**48%**	**14%**	**0%**	**15%**	**35%**	**50%**	**ND**			
Science	**10%**	**38%**	**38%**	**14%**	**ND**				**ND**			

Table 14: Eureka CSD CRT Quartiles

NSPF Ratings Eureka County

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, Eureka Elementary School received five stars; Eureka County Middle School, three stars; Eureka County High School, four stars. Three Eureka County schools—two online and one elementary school—were not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) measures.

Eureka County School District	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score	Percent Proficient Math	Percent Proficient Reading
Elementary Schools					
Crescent Valley Elementary	Adequate	NR			
Eureka Elementary	Adequate	★★★★★	85	84	78
Eureka Online School - Elementary		NR			
Middle School					
Eureka County Middle School	High Achieving	★★★	62.50	61.5	69.2
Eureka Online School - Middle	Watch	NR			
High School					
Eureka High School	Adequate	★★★★	71.83	95.5	86.4

Table 15: Eureka CSD NSPF Ratings

NNRPDP Work with Eureka County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 77 hours in professional development work in the Eureka County School District, a 48 percent drop from the total coordinator hours in 2012-13. (See Figure 19.) Travel and preparation accounted for 65 percent of coordinator time with time spent in travel exceeding the regional average by 15 percent. (See Figure 20.)

Thirty-four evaluations—2.9 percent of the regional total—were completed for the four trainings done in the district. The district's mean ratings for NNRPDP work were lower than the regional average. (See Table16.) Better than 90 percent of the work done in Eureka County focused on the Nevada Academic Content Standards (NVACS). Seventy-two percent of the district's

teachers received services from the NNRPDP. Awareness was the targeted outcome of 67 percent of the trainings, and knowledge was the desired outcome of 33 percent. (See Table 17.)

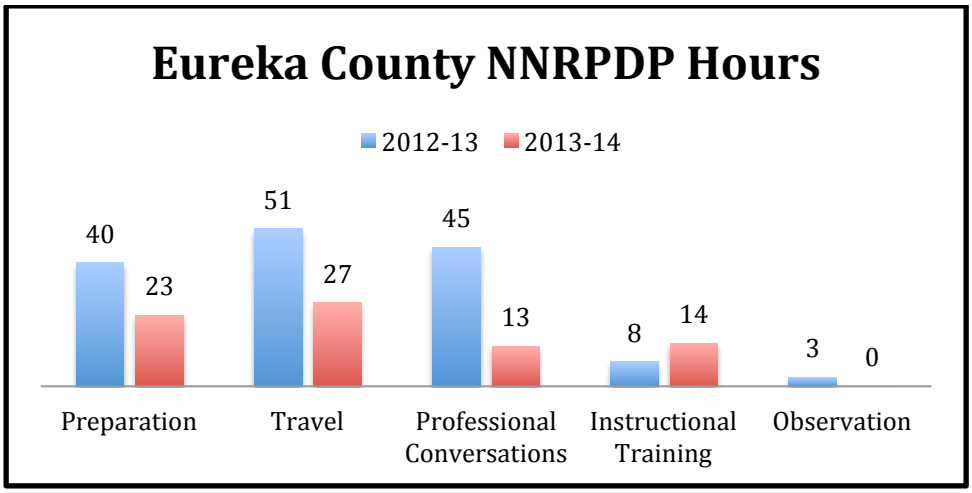


Figure 19: NNRPDP Hours Eureka CSD

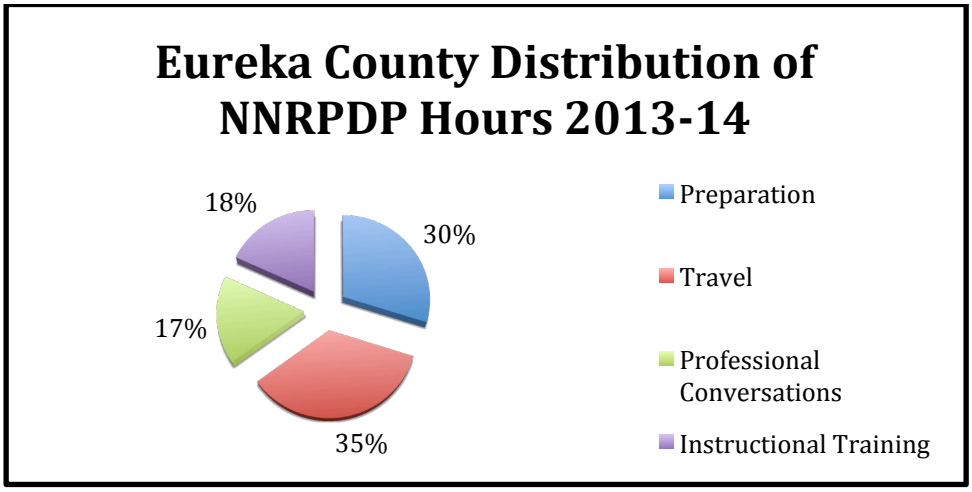


Figure 20: Distribution of NNRPDP Hours Eureka CSD

Eureka County School District Mean Rating of NNRPDP Trainings		
n=34 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.52**
The training provided opportunities for interactions and reflections.	4.79	**4.73**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.64**
The presenter efficiently managed time and pacing of activities.	4.73	**4.64**
The presenter modeled effective teaching strategies	4.61	**4.60**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.30**
The training will improve my teaching skills.	4.51	**4.28**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.42**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.20**

Table 16: Eureka CSD Mean Ratings of NNRPDP Trainings

Number of Teachers, Administrators, and Others Trained/Eureka County **Unduplicated:** Teachers = 26 Administrators = 3 Others = 5 Total = 34	 **Duplicated:** Teachers = 45 Administrators = 7 Others = 8 Total = 60
Number of Trainings	4
Focus of Training: Assessment Content Area Pedagogy	 2% 15% 83%
Length of Training: Up to 3 hours 1 day 2 days+	 97% 3% 0%
Size of Group: Fewer than 10 11-30 30+	 13% 27% 60%
Credit: Graduate/In-Service In-service NA	 0% 0% 100%
Outcome: Awareness Knowledge Implementation	 67% 33% 0%
Trained by: Regional Coordinator Other	 97% 3%

Table 17: Eureka CSD Trainings Summary

Humboldt County School District Summary

The Humboldt County School District covers approximately 9,640 square miles and employs 221 teachers, 19 percent of the teachers in the NNRPDP service area. The district's eight elementary schools, two middle schools, six junior high schools, three high schools,* serve 3,477 students, 20 percent of the public school students in the region. Humboldt County's student population has increased by 155 students (4.6 percent) since 2009-10. In the 2013-14 school year, 56 percent of the students were white; 36 percent, Hispanic. The high school graduation rate for the county was 63 percent in 2011-12. Approximately 37 percent of Humboldt County students were eligible for Free or Reduced Lunch in the 2013-14 school year. According to the 2010 census, 14.7 percent of the county's population 25 years or older had a bachelor's degree or higher.

*The number of schools is based on state assessment records.

On state CRT tests for 2012-13, approximately 61 percent of Humboldt's elementary students scored at or above proficiency in math; 65 percent were at or above proficiency in reading. In middle school, 40 percent were at or above proficiency in math, 51 percent in reading. Three year comparisons for the 2012-13 fifth, sixth, seventh, and eighth grades reveal fairly consistent proficiency rates in reading, the single exception is in the 2012-13 eighth grade cohort whose proficiency rate declined nearly 20 points between 2010-11 and 2012-13. In math proficiency rates declined sharply in 2012-13 in sixth thru eighth grades, a pattern consistent with rates statewide. For the 2012-13 high school proficiency exams, approximately 76 percent of the students were at or above proficiency in math and 81 percent in reading. In science, 82 percent were at or above proficiency; in writing, 79 percent. With the exception of a decline in proficiency rates in reading from 95 percent in 2010-11 to 80 percent in 2012-13, the percentage of students meeting or exceeding proficiency on the HSPE has remained fairly consistent over the past three years.

Humboldt County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	0	25	59	16	1	26	53	19	0	26	57	17
Reading	1	5	41	54	12	9	71	9	9	11	64	16
Science	5	21	65	9	6	20	69	6	5	13	72	10
Writing	1	20	78	1	0	24	75	1	1	21	78	1

Table 18: Humboldt CSD HSPE Quartiles

Humboldt County CRTs												
Third Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	13	23	40	25	7	24	36	32	8	24	38	30
Reading	17	33	35	16	18	22	34	25	20	18	34	28
Fourth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	8	29	55	8	6	28	60	7	7	26	55	12
Reading	17	15	54	14	12	19	57	13	13	15	59	13
Fifth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	14	16	69	2	16	23	57	5	14	22	63	1
Reading	16	20	44	20	16	22	44	19	16	20	47	17
Science	10	29	49	12	11	24	49	16	14	22	53	11
Sixth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	5	24	70	1	6	25	68	2	27	33	38	2
Reading	17	20	41	22	16	26	38	20	17	23	41	18
Seventh Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	11	17	68	4	9	26	61	4	23	28	45	4
Reading	20	29	34	18	24	26	37	13	23	18	44	15
Eighth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	7	34	58	2	9	36	54	2	29	43	28	1
Reading	23	31	28	18	19	32	29	21	23	33	27	17
Science	15	28	41	16	17	24	48	11	19	29	39	13

Table 19: Humboldt CSD CRT Quartiles

NSPF Ratings Humboldt County School District

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, one Humboldt County school received one star; three, two stars; four, three stars; and two, five stars. Eight Humboldt County schools were not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) measures.

Humboldt County School District	AYP Status 2011-12	Stars 2012-13	Index Score 2013
Elementary Schools			
Denio Elementary	Adequate	NR	
Grass Valley Elementary	NI year 2	★★★	51
Kings River Elementary	Adequate	NR	
McDermitt Elementary	NI year 1	★★	32
Orovada Elementary	Adequate	NR	
Paradise Valley Elementary	Adequate	★★★★★	80
Sonoma Heights Elementary	NI year 1 hold	★★★	51
Winnemucca Grammar	Adequate	★★★★★	82
Middle Schools			
French Ford Middle School	NI year 1	★★	46.33
Leighton Hall (Detention Center)	Adequate	NR	
Junior High Schools			
Denio Middle School	NA	NR	
Leighton Hall Middle School	NA	NR	
McDermitt Junior High School	NI year 2	★	21
Orovada Middle School	NA	NR	
Paradise Valley Middle School	NA	NR	
Winnemucca Junior High School	NI year 4	★★	47
High Schools			
Lowry High School	Adequate	★★★	57.5
McDermitt High School	Adequate	★★★	50
Leighton Hall (Detention Center)	Adequate	NR	

Table 20: Humboldt CSD NSPF Ratings

NNPRPD Work with Humboldt County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 2002 hours in professional development work in Humboldt County, a 41 percent increase from the total coordinator hours in 2012-13. (See Figure 21.)

Coordinator time spent in travel in the district was 8 percent greater than the regional average. Coordinator time spent in all other categories was within five percent of the regional average. (See Figure 22.) Approximately 82 percent of those hours were dedicated to working with the county in training its teachers in implementing NVACS in math.

Nearly 300 evaluations were completed for the 78 trainings done in the district. For the most part, the district's mean ratings for NNRPDP work were slightly above the regional average, with one category being rated 0.1 point higher than the regional average. (See Table 21.) Ninety four percent of the work done in the district in 2013-14 focused on the Nevada Academic Content Standards (NVACS), and 89 percent of the district's teachers received services from the NNRPDP. Implementation was the targeted outcome for 39 percent of the trainings. (See Table 22.)

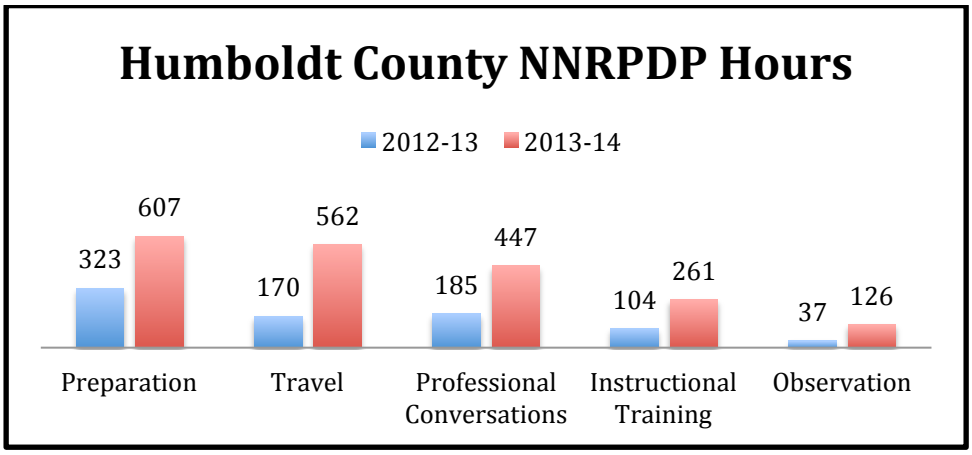


Figure 21: NNRPDP Hours Humboldt CSD

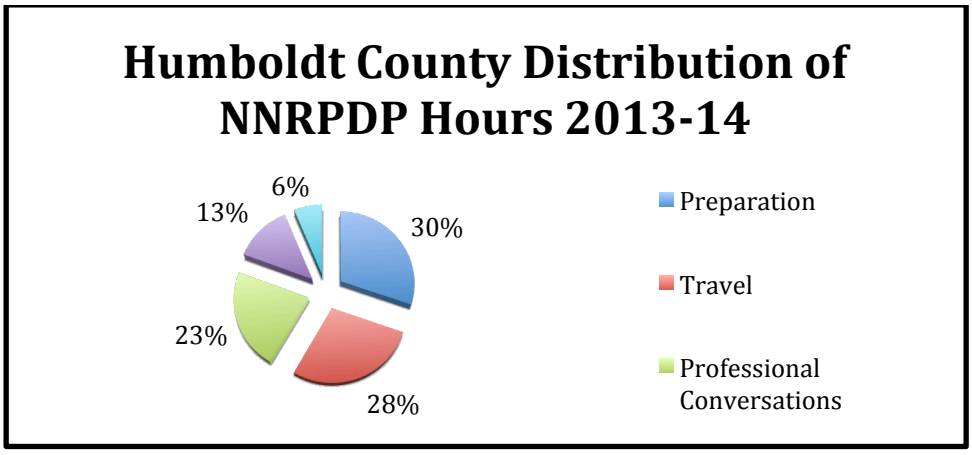


Figure 22: Distribution of NNRPDP Hours Humboldt CSD

Humboldt County School District Mean Rating of NNRPDP Trainings		
n=276 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.60**
The training provided opportunities for interactions and reflections.	4.79	**4.84**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.72**
The presenter efficiently managed time and pacing of activities.	4.73	**4.75**
The presenter modeled effective teaching strategies	4.61	**4.60**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.58**
The training will improve my teaching skills.	4.51	**4.54**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.73**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.39**

Table 21: Humboldt CSD Mean Ratings of NNRPDP Trainings

Number of Teachers, Administrators, and Others Trained/Humboldt County **Unduplicated:** Teachers = 197 Administrators = 16 Others = 21 Total = 234	 **Duplicated:** Teachers = 683 Administrators = 125 Others = 48 Total = 856
Number of Trainings	78
Focus of Training: Assessment Content Area Pedagogy	 2% 70% 28%
Length of Training: Up to 3 hours 1 day 2 days+	 71% 23% 6%
Size of Group: Fewer than 10 11-30 30+	 26% 44% 30%
Credit: Graduate/In-Service In-service NA	 10% 4% 86%
Outcome: Awareness Knowledge Implementation	 32% 29% 39%
Trained by: Regional Coordinator Other	 97% 3%

Table 22: Humboldt CSD NNRPDP Trainings Summary

Lander County School District Summary

The Lander County School District covers approximately 5,490 square miles and employs 71 teachers, 6 percent of the teachers in the NNRPDP service area. The district's three elementary schools, one middle school, and two thigh schools serve 1,127 students, 7 percent of the public school students in the region. Lander County's student population has decreased slightly—a total of 13 students—since 2009-10. In the 2013-14 school year, 61 percent of the students were white; 33 percent, Hispanic. The high school graduation rate for the county was 81 percent in 2011-12. Approximately 27 percent of Lander County students were eligible for Free or Reduced Lunch in the 2012-13 school year. According to the 2010 census, 12.8 percent of the population 25 years or older had a bachelor's degree or higher.

On state CRT tests for 2012-13, approximately 71 percent of Lander's elementary students scored at or above proficiency in math; 77 percent were at or above proficiency in reading. In middle school, 47 percent were at or above proficiency in math, 55 percent in reading. Three year comparisons for the 2012-13 fifth, sixth, and seventh grade cohorts reveal fairly consistent proficiency rates in reading; however, between 2010-11 and 2012-13, the 2012-13 eighth grade cohort's proficiency rate declined sharply. In math, proficiency rates declined sharply in the 2012-13 sixth thru eighth grade cohorts, a pattern consistent with scores statewide. For the 2012-13 high school proficiency exams, approximately 79 percent of the students were at or above proficiency in math; in reading, 86 percent. In science, 80 percent were at or above proficiency, and in writing, 80 percent. With the exception of a decline in reading scores from the 2010-11 results, the percentage of students meeting or exceeding proficiency on the HSPE has remained fairly consistent over the past three years.

Lander County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	0	19	72	8	1	30	62	8	2	21	62	15
Reading	0	0	43	57	12	3	77	8	10	7	77	6
Science	1	12	81	6	3	22	67	8	6	14	77	3
Writing	1	10	88	1	1	25	74	0	0	20	80	0

Table 23: Lander CSD HSPE Quartiles

Lander County CRTs												
Third Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	4	21	38	37	3	17	33	46	1	18	45	36
Reading	14	19	44	23	16	20	41	23	12	20	42	26
Fourth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	4	29	58	9	1	23	63	12	4	15	66	15
Reading	8	19	52	22	7	16	60	16	6	15	66	13
Fifth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	17	12	63	7	17	12	67	5	13	21	61	6
Reading	10	18	35	37	13	17	41	30	6	18	49	28
Science	13	20	52	15	10	17	63	10	8	15	60	17
Sixth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	0	18	78	4	8	9	76	8	15	30	46	10
Reading	11	10	42	38	8	21	32	40	14	10	51	26
Seventh Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	1	15	79	4	3	21	67	9	20	22	52	6
Reading	10	14	42	35	15	24	51	11	13	26	35	26
Eighth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	2	35	61	1	0	21	77	2	18	49	32	1
Reading	20	35	37	9	6	38	27	29	14	41	32	14
Science	22	49	27	1	6	32	50	12	17	37	38	9

Table 24: Lander CSD CRT Quartiles

NSPF Ratings Lander County School District

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, two Lander County schools received three stars, and one received four stars. Three Lander County schools were not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) measures.

Lander County School District	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score	Percent Proficient Math	Percent Proficient Reading
Elementary Schools					
Austin Elementary	Adequate	NR			
Battle Mountain Elementary	Adequate	NR			
Eleanor Lamaire Elementary	Adequate	****	73	68.3	79.7
Middle Schools					
Battle Mountain Junior High	Watch	***	50	46.9	55.1
High Schools					
Austin High School	Adequate	NR			
Battle Mountain High School	Watch	***	50	78.4	85.2

Table 25: Lander CSD NSPF Ratings

NNRPDP Work with Lander County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 118 hours in professional development work in the Lander County School District, a 35 percent decrease from the total coordinator hours in 2012-13. (See Figure 23.)

Coordinator time for travel in the district was 9 percent more than the regional average and 11 percent more for preparation. Two percent of coordinator time was spent in professional conversations and 23 percent in instructional training. (See Figure 24.) Twenty-one percent of work done in the district focused on the Nevada Academic Content Standards (NVACS).

Participants in the district's 18 trainings completed 175 evaluations, approximately 15 percent of the evaluations done in the region. In all but one case, the district's mean ratings for the trainings fell below the regional average. (See Table 26.) Fifty-five percent of the district's teachers received services from the NNRPDP. (See Table 27.)

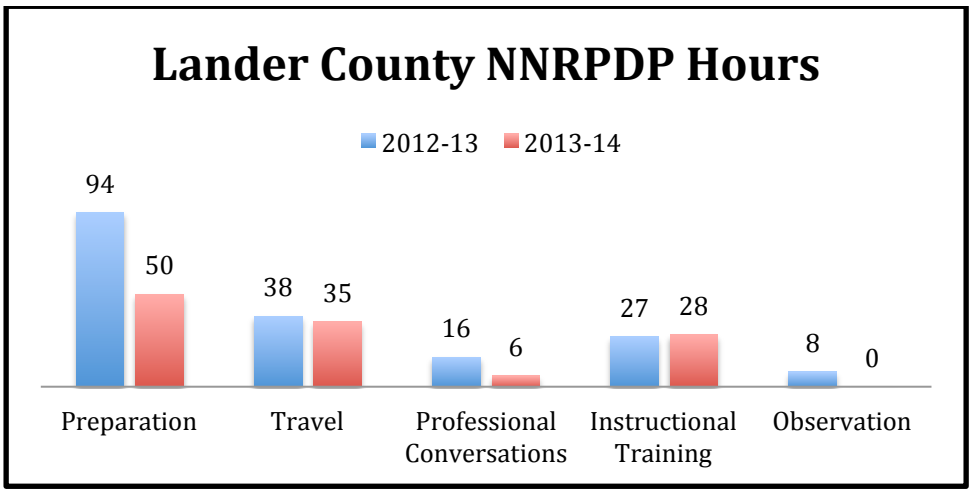


Figure 23: NNRPDP Hours Lander CSD

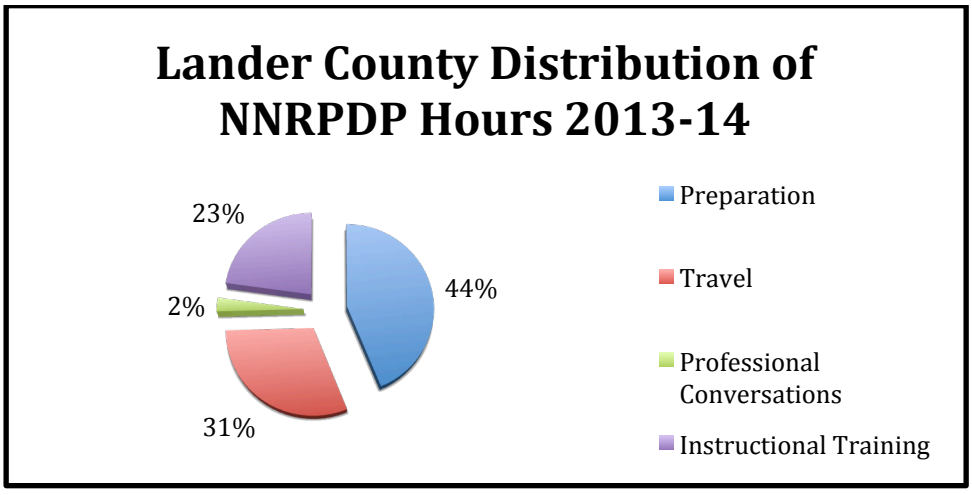


Figure 24: Distribution of NNRPDP Hours Lander CSD

Lander County School District Mean Rating of NNRPDP Trainings		
N=78 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.54**
The training provided opportunities for interactions and reflections.	4.79	**4.74**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.58**
The presenter efficiently managed time and pacing of activities.	4.73	**4.55**
The presenter modeled effective teaching strategies	4.61	**4.60**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.20**
The training will improve my teaching skills.	4.51	**4.25**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.37**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.44**

Table 26: Lander CSD Mean Ratings of NNRPDP Trainings

Number of Teachers, Administrators, and Others Trained/Lander County **Unduplicated:** Teachers = 39 Administrators = 6 Others = 1 Total = 46	 **Duplicated:** Teachers = 140 Administrators = 34 Others = 1 Total = 175
Number of Trainings	18
Focus of Training: Assessment Content Area Pedagogy	 3% 11% 86%
Length of Training: Up to 3 hours 1 day 2 days+	 91% 4% 5%
Size of Group: Fewer than 10 11-30 30+	 18% 79% 3%
Credit: Graduate/In-Service In-service NA	 0% 5% 95%
Outcome: Awareness Knowledge Implementation	 50% 2% 48%
Trained by: Regional Coordinator Other	 94% 6%

Table 27: Lander CSD NNRPDP Trainings Summary

Pershing County School District Summary

The Pershing County School District covers approximately 6,036 square miles and employs 59 teachers, 5 percent of the teachers in the NNRPDP service area. The district's two elementary schools, one middle school, and one high school serve 705 students, 4 percent of the public school students in the region. Pershing County's student population has fluctuated little over the past years with 14 fewer students in 2012-13 than in 2009-10. In the 2013-14 school year, 52 percent of the students were white; 32 percent, Hispanic. The high school graduation rate for the county in 2011-12 was 80 percent. Approximately 64 percent of Pershing County students were eligible for Free or Reduced Lunch in the 2013-14 school year. According to the 2010 census, 11 percent of the population 25 years or older had a bachelor's degree or higher.

On state CRT tests for 2012-13, approximately 58 percent of Pershing's elementary students scored at or above proficiency in math; 65 percent were at or above proficiency in reading. In middle school, 27 percent were at or above proficiency in math, 33 percent in reading. Three year comparisons for the 2012-13 fifth, sixth, seventh, and eighth grade cohorts reveal inconsistent CRT scores in reading with a steady downward trend in proficiency rates in the sixth, seventh and eighth grade cohorts. Proficiency rates in math follow a similar pattern. In 2012-13 the proficiency rate in math for the sixth, seventh, and eighth grades ranged for 16 to 33 percent. For the 2012-13 high school proficiency exams, approximately 83 percent of the students were at or above proficiency in math; in reading, 88 percent. In science, 86 percent were at or above proficiency; in writing, 79 percent. Proficiency rates for the HSPE have risen over the past two years with the largest gains being made in reading and science.

Pershing County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	2	8	65	25	0	21	57	21	0	17	71	12
Reading	0	2	60	38	2	19	68	11	10	12	69	19
Science	4	19	71	6	0	21	71	8	2	12	86	0
Writing	2	13	85	0	0	26	70	4	0	21	77	2

Table 28: Pershing CSD HSPE Quartiles

Pershing County CRTs												
Third Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**13**	**33**	**38**	**17**	**14**	**26**	**33**	**26**	**20**	**28**	**35**	**17**
Reading	**17**	**29**	**46**	**8**	**14**	**33**	**33**	**19**	**17**	**24**	**44**	**15**
Fourth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**10**	**28**	**60**	**2**	**9**	**33**	**52**	**7**	**13**	**15**	**64**	**9**
Reading	**19**	**26**	**52**	**3**	**13**	**17**	**59**	**11**	**11**	**13**	**64**	**13**
Fifth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**36**	**15**	**49**	**0**	**33**	**23**	**44**	**0**	**21**	**17**	**57**	**4**
Reading	**25**	**33**	**33**	**10**	**30**	**28**	**32**	**11**	**9**	**26**	**47**	**19**
Science	**23**	**36**	**34**	**7**	**28**	**25**	**40**	**7**	**6**	**23**	**57**	**13**
Sixth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**11**	**26**	**64**	**0**	**19**	**21**	**58**	**7**	**48**	**28**	**24**	**0**
Reading	**35**	**26**	**27**	**13**	**37**	**24**	**26**	**13**	**43**	**21**	**28**	**9**
Seventh Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**16**	**28**	**54**	**2**	**11**	**31**	**56**	**2**	**42**	**24**	**30**	**3**
Reading	**37**	**26**	**28**	**9**	**49**	**20**	**26**	**6**	**41**	**27**	**24**	**8**
Eighth Grade	**2010-11 Assessments**				**2011-12 Assessments**				**2012-13 Assessments**			
Quartile	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**	**1**	**2**	**3**	**4**
Math	**6**	**34**	**60**	**0**	**8**	**55**	**35**	**2**	**47**	**36**	**16**	**0**
Reading	**26**	**30**	**30**	**14**	**39**	**27**	**29**	**6**	**44**	**26**	**22**	**9**
Science	**26**	**32**	**38**	**4**	**39**	**25**	**27**	**10**	**44**	**24**	**31**	**2**

Table 29: Pershing CSD CRT Quartiles

NSPF Ratings Pershing County School District

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, one Pershing County school received one star; one, three stars; and one, four stars. One Pershing County school was not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) measures.

Pershing County	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score	Percent Proficient Math	Percent Proficient Reading
Elementary Schools					
Imlay Elementary	Adequate	NR			
Lovelock Elementary	NI year 2	***	56	56.9	63.4
Middle Schools					
Pershing County Middle School	NI year 3	*	28	26.8	33.3
High Schools					
Pershing County High School	Adequate	****	71.20	85	80

Table 30: Pershing CSD NSPF Ratings

NNRPDP Work with Pershing County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 379 hours in professional development work in the Pershing County School District, a 48 percent decrease from the total coordinator hours in 2012-13. (See Figure 25) Coordinator time devoted to work in the district was within five percentage points of the regional average. (See Figure 26.) Fifty-eight percent of the work done in the district focused on the Nevada Academic Content Standards (NVACS), principally in math.

Participants in the trainings completed 123 evaluations, approximately 11 percent of the region's total. In each category, the district's mean ratings for NNRPDP work were higher than the regional average. (See Table 31.) Ninety-two percent of the district's teachers received services from the NNRPDP. Of the 46 trainings, 12 percent had implementation as the targeted outcome; 49 percent had knowledge as the outcome. (See Table 32.)

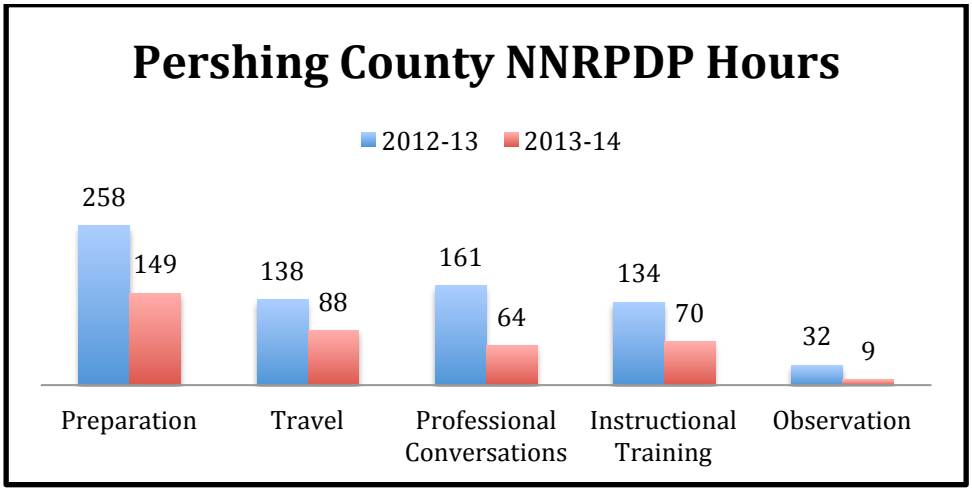


Figure 25: NNRPPDP Hours Pershing CSD

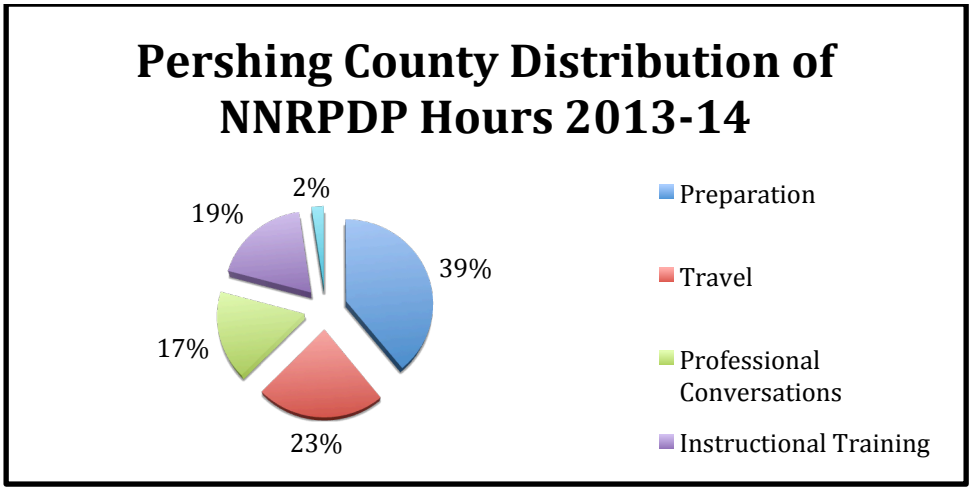


Figure 26: Distribution of NNPRPD Hours Pershing CSD

Pershing County School District Mean Rating of NNRPDP Trainings		
n=123 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.62**
The training provided opportunities for interactions and reflections.	4.79	**4.86**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.87**
The presenter efficiently managed time and pacing of activities.	4.73	**4.91**
The presenter modeled effective teaching strategies	4.61	**4.74**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.66**
The training will improve my teaching skills.	4.51	**4.58**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.68**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.58**

Table 31: Pershing CSD Mean Ratings of NNRPDP Trainings

Number of Teachers, Administrators, and Others Trained/Pershing County **Unduplicated:** Teachers = 54 Administrators = 12 Paraprofessionals = 18 Others = 0 Total = 84	 **Duplicated:** Teachers = 253 Administrators = 49 Paraprofessionals = 38 Others = 0 Total = 340
Number of Trainings	46
Focus of Training: Assessment Content Area Pedagogy	 0% 59% 41%
Length of Training: Up to 3 hours 1 day 2 days+	 95% 5% 0%
Size of Group: Fewer than 10 11-30 30+	 22% 71% 7%
Credit: Graduate/In-Service In-service NA	 43% 0% 57%
Outcome: Awareness Knowledge Implementation	 39% 49% 12%
Trained by: Regional Coordinator	 100%

Table 32: Pershing CSD NNRPDP Trainings Summary

White Pine County School District Summary

The White Pine County School District covers approximately 8,875 square miles and employs 93 teachers, 8 percent of the teachers in the NNRPDP service area. The district's four elementary schools, two middle schools, and three high schools* serve 1,241 students, 7 percent of the public school students in the region. White Pine County's student population dropped by 4 percent between 2012-13 and 2013-14, in part likely as the result of the opening of a charter school in the fall of 2013. In the 2013-14 school year, 74 percent of the students were white; 15 percent, Hispanic. In 2011-12, the high school graduation rate for the county was 71 percent. Approximately 39 percent of White Pine County students were eligible for Free or Reduced Lunch in the 2013-14 school year. According to the 2010 census, 13.1 percent of the population 25 years or older had a bachelor's degree or higher.

*The number of schools is based on state assessment records.

On state CRT tests for 2012-13, approximately 50 percent of White Pine's elementary students scored at or above proficiency in math; 54 percent were at or above proficiency in reading. In middle school, 34 percent were at or above proficiency in math, 57 percent in reading. Three year comparisons for the 2012-13 sixth, seventh, and eighth grade cohorts reveal fairly consistent proficiency rates in reading; in math, however, proficiency rates declined sharply in 2012-13 in fifth thru eighth grades, a pattern consistent with the sixth thru eighth grade proficiency rates statewide. For the 2012-13 high school proficiency exams, approximately 82 percent of the students were at or above proficiency in math and 84 percent in reading. In science, 82 percent were at or above proficiency; in writing, 79 percent. With the exception of a decline in reading and writing scores from the 2010-11 results, the percentage of students meeting or exceeding proficiency on the HSPE has remained fairly consistent over the past three years.

White Pine County High School Proficiency Exams												
	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	1	21	69	9	2	16	70	12	0	22	63	15
Reading	0	4	44	52	12	9	69	10	13	6	73	7
Science	4	16	67	14	4	14	75	6	6	12	75	7
Writing	0	11	85	5	2	24	73	2	0	20	79	0

Table 33: White Pine CSD HSPE Quartiles

White Pine County CRTs												
Third Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	22	28	25	24	18	24	34	24	25	19	31	25
Reading	36	24	23	16	30	19	22	29	37	17	32	14
Fourth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	13	38	46	5	16	34	44	6	12	27	55	7
Reading	21	25	45	9	27	24	35	14	22	19	48	11
Fifth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	29	17	52	2	30	23	45	2	39	22	38	0
Reading	20	27	31	23	22	21	35	23	22	22	36	22
Science	24	21	46	9	25	24	39	13	22	27	36	15
Sixth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	8	30	60	2	7	25	66	2	37	34	27	2
Reading	22	18	38	20	23	21	33	23	29	20	30	21
Seventh Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	13	21	64	3	10	19	71	1	29	29	35	6
Reading	16	22	43	19	20	24	40	16	19	18	41	22
Eighth Grade	2010-11 Assessments				2011-12 Assessments				2012-13 Assessments			
Quartile	1	2	3	4	1	2	3	4	1	2	3	4
Math	7	43	46	4	1	30	69	0	31	42	27	1
Reading	25	28	25	22	11	30	36	23	16	31	32	21
Science	19	19	50	11	10	26	48	16	13	22	46	19

Table 34: White Pine CSD CRT Quartiles

NSPF Ratings White Pine County School District

In 2013 the Nevada State Department of Education implemented the Nevada School Performance Framework (NSPF), which broadened the criteria for measuring a school's performance. The framework includes several performance indicators (e.g. growth, achievement, reduction in achievement gaps). Schools are given an index score based on a combination of the indicators. The index scores are broadly reflected in a rating scale of one to five stars for individual schools. Some schools were not rated in 2012-13 because of their unique character (e.g. too few students); however, in 2013-14 these schools may meet criteria for rating by using the Alternative School Rating Framework (ASRF). Under the NSPF, one White Pine County school received one star; three, two stars; one, three stars; and one, four stars. Three White Pine County schools were not rated. In some cases, school ratings under NSPF were significantly higher than would have been anticipated given previous Adequate Yearly Progress (AYP) measures.

White Pine County School District	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score	Percent Proficient Math	Percent Proficient Reading
Elementary Schools					
Baker Elementary	Adequate	**	48.75	50	62.5
Lund Elementary	Adequate	**	33.75	58.6	62.1
McGill Elementary	NI year 2	*	21	40	38.5
David E. Norman Elementary	NI year 3	**	45	52.6	56.6
Middle Schools					
Lund Middle School	Adequate	NR			
White Pine Middle School	Adequate	****	69	34.1	58.5
High Schools					
Lund High School	Adequate	NR			
Steptoe Valley High School	Adequate	NR			
White Pine High School	Adequate	***	63	84.8	87

Table 35: White Pine CSD NSPF Ratings

NNRPDP Work with White Pine County School District

Between July 2013 and May 2014, NNRPDP regional coordinators spent a total of 401 hours in professional development work in the White Pine County School District, a 28 percent decrease from the total coordinator hours in 2012-13. (See Figure 27.) Compared to the regional average of 20 percent, coordinators spent only 6 percent of their time in travel for work done in the district. They spent 11 percent more time in instructional training and 9 percent more time in preparation than the regional average. (See Figure 28.) Seventy-five percent of the work done in the district focused on the Nevada Academic Content Standards (NVACS).

Forty NNRPDP trainings were done over the course of the year; 58 percent of those had implementation as the targeted outcome. (See Table 36.) Seventy-one percent of the district's teachers received services from the NNRPDP.

Participants in trainings completed 56 evaluations, approximately 5 percent of the regional total. In all but one category the district's mean ratings were higher than the regional average. (See Table 37.)

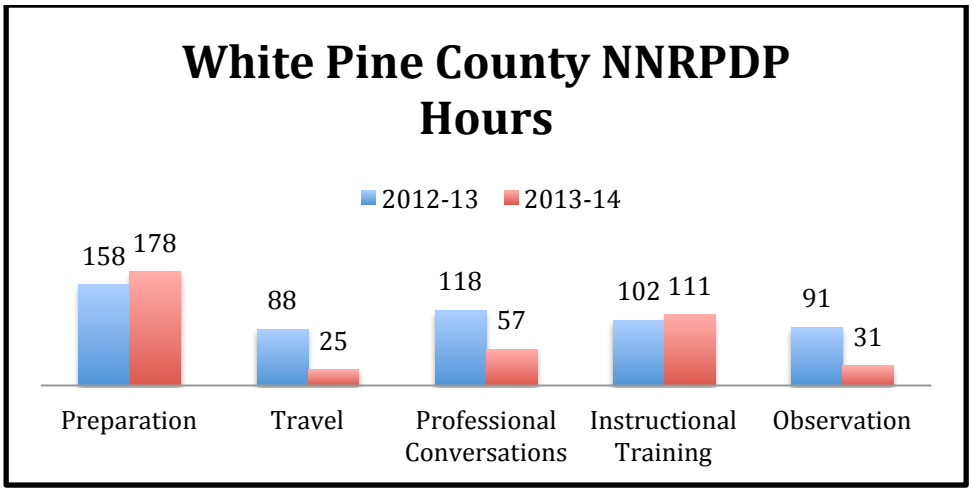


Figure 27: NNRPDP Hours White Pine CSD

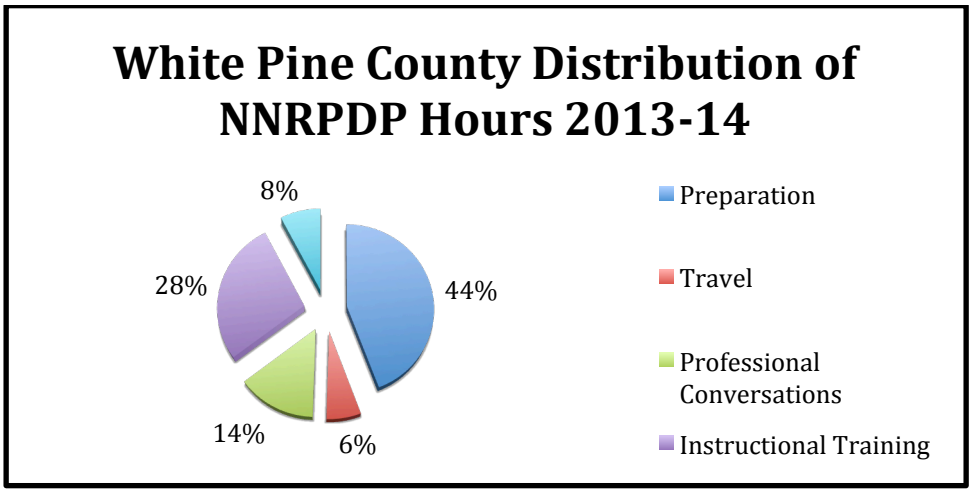


Figure 28: Distribution of NNRPDP Hours White Pine CSD

Number of Teachers, Administrators, and Others Trained/White Pine County **Unduplicated:** Teachers = 66 Administrators = 7 Others = 9 Total = 82	 **Duplicated:** Teachers = 377 Administrators = 27 Others = 10 Total = 414
Number of Trainings	40
Focus of Training: Assessment Content Area Pedagogy	 2% 45% 53%
Length of Training: Up to 3 hours 1 day 2 days+	 76% 18% 6%
Size of Group: Fewer than 10 11-30 30+	 20% 61% 19%
Credit: Graduate/In-Service In-service NA	 37% 5% 58%
Outcome: Awareness Knowledge Implementation	 11% 31% 58%
Trained by: Regional Coordinator Other	 96% 4%

Table 36: White Pine CSD NNRPDP Trainings Summary

White Pine County School District Mean Rating of NNRPDP Trainings		
n=56 *(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)*	Region	District
The training matched my needs.	4.56	**4.50**
The training provided opportunities for interactions and reflections.	4.79	**4.69**
The presenter's experience and expertise enhanced the quality of the training.	4.72	**4.82**
The presenter efficiently managed time and pacing of activities.	4.73	**4.75**
The presenter modeled effective teaching strategies	4.61	**4.62**
This training added to my knowledge of standards and/or my skills in teaching subject matter content.	4.52	**4.62**
The training will improve my teaching skills.	4.51	**4.62**
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.63	**4.67**
This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38	**4.41**

Table 37: White Pine CSD Mean Ratings of NNRPDP Trainings

Charter Schools

Besides serving the six school districts in Northeastern Nevada, the NNRPDP also provides professional development for the region's two charter schools with a combined student population of 282, 1.6 percent of the public school students in the region. This year the program spent 244 total hours at the two schools. (See Figure 30.) Eighty-seven percent of the work with the charter schools focused on the Nevada Academic Content Standards (NVACS), and the majority of the work at both schools concentrated on math and language arts. Test scores for most grade levels are unavailable due to low student numbers. No NNRPDP evaluations were given at either of the charter schools.

Charter Schools	AYP Status 2011-12	**NSPF 2012-13** Stars	Index Score
Elko Institute for Academic Success	Adequate	***	52
Learning Bridge	NA	NA	

Table 38: Charter School NSPF Rating

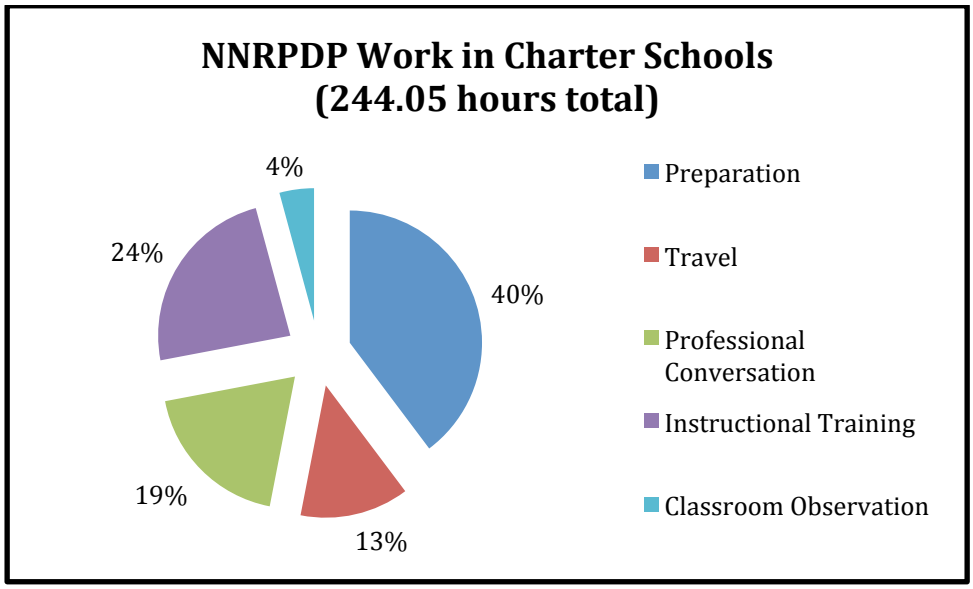


Figure 29: NNRPDP Work in Charter Schools

APPENDIXES

Appendix A: Board Agendas

NORTHEASTERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

Churchill / Elko / Eureka / Humboldt / Lander / Pershing / White Pine / Great Basin College

REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM
GOVERNANCE BOARD
September 12, 2013 3:30-5:00 PM

AGENDA

1. **Member Roll Call – Jeff Zander**
   a. New Staff/Jeff Cramer and Aaron Hansen
2. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
3. **Approval of Meeting Notes from May 23, 2013 – Jeff Zander (Action Item)**
4. **NNRPDP 2013-14 Proposed Budget – Sarah Negrete (Action Item)**
5. **Administrative Monies/Proposal – Sarah Negrete (Possible Action Item)**
6. **Statewide Council – NNRPDP Superintendent Designee – Sarah Negrete (Action Item)**
7. **Superintendents Update – Jeff Zander**
8. **New Business – Jeff Zander**
   a. Administrative Representative/Lander
   b. Teacher Representative/Eureka and Humboldt
   c. GBC Representative
9. **Public Comments – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
10. **Adjournment – Jeff Zander (Action Item)**

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Christine Back, in writing at the NNRPDP, 1290 Burns Rd., Elko, NV 89801 or by calling (775) 753-3879.

This agenda has been posted at the following locations:
Eureka County School District, Humboldt County School District, Lander County School District, Pershing County School District, White Pine County School District, Great Basin College, Department of Education/Carson City and the NNRPDP Elko office.

Northeastern Nevada Regional
Professional Development Program

NNRPDP GOVERNANCE BOARD MEETING
January 23, 2014 3:30-5 pm

AGENDA

1. **Member Roll Call – Jeff Zander**
2. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
3. **Approval of Meeting Notes from September 12, 2013 – Jeff Zander (Action Item)**
4. **Superintendents Update – Jeff Zander**
5. **NNRPDP Budget – Sarah Negrete (possible Action Item)**
   a. District Lease Agreement
6. **Parent Involvement – Sarah Negrete, Connie Thomson and Jessie Westmoreland**
7. **New Business – Jeff Zander**
   a. Statewide Council
8. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
9. **Adjournment – Jeff Zander (Action Item)**

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Christine Back, in writing at the NNRPDP, 1290 Burns Rd., Elko, NV 89801 or by calling (775) 753-3879.
This agenda has been posted at the following locations:
Eureka County School District, Humboldt County School District, Lander County School District, Pershing County School District, White Pine County School District, Great Basin College, Department of Education/Carson City and the NNRPDP Elko office.

NNRPDP GOVERNANCE BOARD MEETING
April 14, 2014 3:30-5 pm
AGENDA

1. **Member Roll Call – Jeff Zander**
2. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
3. **Approval of Meeting Notes from January 23, 2014 – Jeff Zander (Action Item)**
4. **NNRPDP Draft Budget 14-15 – Sarah Negrete (Possible Action Item)**
   a. Staffing/One Year Positions
   b. Project Classrooms
5. **Statewide Council Update – Jeff Zander (Possible Action Item)**
   a. Vehicle Leases
   b. Programming
6. **5 Year Plan Review – Sarah Negrete (Possible Action Item)**
7. **SMP Grant – Sarah Negrete**
8. **New Business – Jeff Zander**
9. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
10. **Adjournment – Jeff Zander (Action Item)**

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Christine Back, in writing at the NNRPDP, 1290 Burns Rd., Elko, NV 89801 or by calling (775) 753-3879.
This agenda has been posted at the following locations:
Eureka County School District, Humboldt County School District, Lander County School District, Pershing County School District, White Pine County School District, Great Basin College, Department of Education/Carson City and the NNRPDP Elko office.

NNRPDP GOVERNANCE BOARD MEETING
May 5, 2014 3:30 – 5 pm
AGENDA

1. **Member Roll Call – Jeff Zander**
2. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
3. **Approval of Meeting Notes from April 14, 2014 – Jeff Zander (Action Item)**
4. **Statewide Coordinating Council – Jeff Zander (Possible Action Item)**
   a. Administrative Funds
   b. Confirm car purchases
5. **NNRPDP Proposed Budget 2015-2017 – Sarah Negrete (Possible Action Item)**
6. **New Business – Jeff Zander**
7. **Public Comment – Jeff Zander**
   Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.
8. **Adjournment – Jeff Zander (Action Item)**

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Christine Back, in writing at the NNRPDP, 1290 Burns Rd., Elko, NV 89801 or by calling (775) 753-3879.
This agenda has been posted at the following locations:
Eureka County School District, Humboldt County School District, Lander County School District, Pershing County School District, White Pine County School District, Great Basin College, Department of Education/Carson City and the NNRPDP Elko office.

Appendix B: NNRPDP Trainings 2013-14

Date	Training #	TITLE	COUNTY	OUTCOME	PRIMARY FOCUS
8/5/13	1	ECSD Design Team	Elko	Implementation	Pedagogy
8/6/13	2	Leadership Institute	Elko	Awareness	Assessment
8/7/13 9/30/13	3 46	HCSD Design Team	Humboldt	Implementation Knowledge	Pedagogy Content Area
8/12/13	4	NVACS (NV Academic Content Standards) ELA & Math	White Pine	Knowledge	Content Area
8/16/13 10/8/13 4/22/14	5 52 188	RISE Follow Up #1 Follow Up #2	Elko	Knowledge	Pedagogy
8/16/13 9/25/13	6 45	Humboldt Leadership Team Training	Humboldt	Knowledge	Content Area
8/19/13 9/17/13	7 27	Elko County NVACS Site Facilitator Training	Elko	Implementation	Content Area
8/20/13	8	Pershing County New Teacher Training	Pershing	Awareness	Content Area
8/20/13 9/6/13	9 23	Pershing County Substitute Teacher Training	Pershing	Awareness	Content Area
8/16/13 11/21/13	10 206	Humboldt Math NVACS	Humboldt	Implementation	Content Area
8/21/13	11	Humboldt Substitute Training	Humboldt	Awareness	Content Area
8/21/13	12	Humboldt New Teacher Training	Humboldt	Knowledge	Pedagogy
8/21/13 2/28/14 5/16/14	13 156 205	NVACS Math & Science Training/**Wendover Jr./Sr. High School**	Elko	Implementation	Content Area
8/21/13 9/11/13 11/14/13 11/13/13 11/13/13 12/10/13 12/10/13 1/9/14 1/14/14 12/17/13 1/17/14 1/29/14 1/29/14 2/21/14 4/7/14 5/19/14 5/28/14	14 31 76 84 85 97 98 103 105 107 116 129 131 147 181 214 219	NEPF (NV Educators Performance Framework) Training Elementary Site Facilitators Elementary Site Facilitators Secondary Site Facilitators	Eureka Humboldt Elko Humboldt Lander Humboldt Lander Humboldt White Pine Eureka Pershing Pershing White Pine Elko Elko Elko Elko	Awareness Knowledge	Content Area Pedagogy
8/22/13 9/18/13 9/24/13 10/24/13	15 28 41 62	$5^{th}/8^{th}$ Grade Writing	Humboldt	Awareness	Assessment Content Area
8/22/13 8/23/13	16 19	NVACS Math Rollout - Math Sequencing	Humboldt	Implementation	Content Area
9/20/13 10/18/13 12/13/13 1/10/14 2/10/14 3/7/14 4/25/14	38 59 101 112 137 162 192	NVACS Math/Domain 1 – **Humboldt Remote Rurals** Domain 2 Math & Writing Domain 3 Domain 4	Humboldt	Implementation Awareness	Content Area

8/23/13 11/21/13	17 83	NVACS Math Training/**Lowry HS**	Humboldt	Implementation	Content Area
8/23/13 11/21/13	18 86	NVACS Math Training/**Winnemucca Jr. High**	Humboldt	Implementation	Content Area
8/29/13 9/5/13 9/12/13 9/19/13 10/3/13 10/10/13 10/17/13 10/24/13	20 22 26 29 48 53 58 63	NVACS Math Rollout/**McDermitt**	Humboldt	Awareness	Content Area
11/7/13 11/21/13 12/12/13 1/9/14 1/30/14 2/6/14 2/20/14 2/27/14 3/6/14 4/10/14 4/24/14 5/1/14 5/8/14 5/15/14 5/22/14 5/29/14	71 89 100 111 135 136 144 153 161 182 191 196 202 204 217 220	NVACS Math/Domain 2/**McDermitt** NVACS Math/Domain 3 NVACS Math/Domain 4	Humboldt	Awareness	Content Area
9/4/13 9/11/13 9/25/13 10/23/13 11/5/13 11/20/13 12/4/13 12/17/13	21 25 44 61 72 81 92 102	Assignments Matter Book Study	Pershing	Implementation	Pedagogy
9/9/13 10/14/13 11/18/13	24 54 78	Para-professional Training	Pershing	Awareness	Pedagogy
9/19/13 11/22/13 11/21/13 1/30/14 3/20/14	30 90 87 132 172	NVACS Math/**Middle School**-Proportional Reasoning NVACS Math/**6th Grade**-Easing into Algebra NVACS Math/**High School** – Nudge your Practices NVACS Math/**7th & 8th Grade** NVACS SMP 1 & SMP 6/**High School**	Elko	Implementation Knowledge	Content Area
8/13/13	32	Chromebooks/**White Pine MS**	White Pine	Knowledge	Content Area
8/21/13	33	Chromebooks/**White Pine HS**	White Pine	Knowledge	Content Area
9/6/13 9/20/13 10/4/13 10/18/13 11/8/13 12/6/13 4/30/14	34 37 51 67 91 93 197	Balanced Literacy A Deeper Look at Balanced Literacy Strategies & the NVACS	White Pine	Implementation Knowledge Implementation	Pedagogy Content Area Pedagogy
9/9/13 9/30/13 10/14/13 12/9/13	35 50 55 95	Writing Across the Curriculum	White Pine	Implementation Knowledge	Content Area Pedagogy

9/12/13	36	Chromebooks Follow Up	White Pine	Knowledge	Content Area
9/23/13 9/24/13 2/26/14 2/27/14	39 43 151 154	NVACS ELA 6-8th Grades NVACS ELA 9-12th Grades NVACS ELA 6-8th Grades NVACS ELA 7-12th Grades	Elko	Knowledge Implementation	Content Area
9/23/13 10/14/13 11/18/13 12/9/13 1/13/14 2/10/14 2/24/14	40 60 79 96 104 133 148	NELIP Book Study/Vocabulary & the NVACS	Elko, Humboldt, Pershing, White Pine	Implementation	Content Area
9/24/13 10/15/13 11/12/13 1/28/14 3/24/14	42 56 88 128 175	NCCAT-D Team	Pershing	Implementation	Assessment
10/2/13 10/16/13 11/6/13 11/8/13 11/20/13 1/8/14	47 57 73 74 80 110	NVACS Math/Standards for Mathematical Practice #1 (SMP) SMP #2 SMP &Writing Workshop SMP #3 **Learning Bridges Charter School**	White Pine	Knowledge	Content Area
10/7/13	49	STEM Workshop	Elko, Humboldt, White Pine	Implementation	Content Area
10/24/13 10/28/13 10/29/13 10/30/13 11/4/13 11/8/13 11/15/13 2/24/14 2/26/14 2/28/14 3/3/14 3/4/14 3/7/14 3/10/14 3/12/14	64 65 66 68 69 75 77 150 152 155 157 159 168 169 170	1st Grade Sister Schools 2nd Grade Sister Schools 3rd Grade Sister Schools 4th Grade Sister Schools Kindergarten Sister Schools 5th Grade Sister Schools Rural Sister Schools Rural Sister Schools/Kindergarten Rural Sister Schools/6th Grade Rural Sister Schools/3rd Grade Rural Sister Schools/4th Grade Rural Sister Schools/5th Grade Rural Sister Schools/1st Grade Rural Sister Schools/2nd Grade Rural Sister Schools	Elko	Implementation Knowledge	Content Area
11/5/13 1/14/14 3/19/14 11/20/13 1/13/14 3/17/14	70 212 213 82 210 211	NVACS Math Training/Secondary NVACS Math Training/Secondary NVACS Math Training/Secondary NVACS Math Training/Elementary NVACS Math Training/Elementary NVACS Math Training/Elementary	Pershing	Implementation	Content Area
12/7/13 1/8/14 1/15/14 1/22/14 1/29/14	94 109 115 125 130	Access MAP Reports	Pershing	Knowledge Awareness	Assessment
12/12/13 1/16/14 2/6/14 3/6/14 4/11/14 5/22/14	99 106 134 160 184 218	Leadership Academy	Elko Humboldt Lander Pershing White Pine	Awareness	Pedagogy
12/17/13 1/13/14	108 113	NVACS ELA 6 Shifts	Eureka Pershing	Knowledge Awareness	Content Area

1/14/14	114	NV Formative Writing Tools/6th Gr.	Humboldt	Knowledge	Content Area
9/5/13 9/19/13 10/3/13 10/17/13 11/14/13 12/5/13 1/16/14 2/6/14 2/20/14 4/17/14 5/1/14 5/15/14	117 118 119 120 121 122 123 124 145 187 195 215	Understanding by Design/**Wells Jr./Sr. High School** Purpose in the Classroom/5 Questions to Ask Every Student	Elko	Implementation	Pedagogy
1/22/14	126	Depth of Knowledge/**Spring Creek Elementary**	Elko	Knowledge	Assessment
1/24/14	127	Literacy/**Elko High School**	Elko	Knowledge	Pedagogy
1/6/14 1/27/14 2/3/14 2/24/14 3/3/14 3/24/14 4/14/14	138 140 141 149 158 174 185	Poverty Framework/**Battle Mtn. Jr. HS**	Lander	Implementation	Pedagogy
1/23/14 2/13/14 3/13/14 3/27/14 4/10/14 4/24/14 5/8/14 5/22/14	139 142 190 178 183 189 199 216	Literacy in the Content Areas/**Lowry HS**	Humboldt	Knowledge	Pedagogy
2/18/14	143	ELA Site Facilitator Training	Elko	Implementation	Content Area
2/21/14 3/21/14 4/24/14	146 173 193	Poverty Framework/**Battle Mtn. HS**	Lander	Awareness	Pedagogy
10/13 11/13 1/14 2/14 3/14 4/14	163 164 165 166 167 179	Embedding the Mathematical Practices into Instruction/**Elko Institute for Academic Achievement**	Elko	Awareness	Content Area
3/19/14 3/26/14 4/16/14 4/30/14 5/7/14	171 177 186 194 198	Looking at Student Writing to Plan Instruction	Elko	Implementation	Content Area
3/26/14	176	Embedding the Mathematical Practices into Instruction	Elko	Implementation	Content Area
4/4/14	180	Planning Workshop	Eureka	Knowledge	Pedagogy
5/9/14	200	Nevada Youth Training Center/ Writing	Elko	Implementation	Content Area
4/19/14 5/10/14	201 203	SMART Board Basics	Humboldt	Awareness	Content Area
12/6/13 12/13/13 3/14/14	207 208 209	Singapore PD	White Pine	Implementation	Pedagogy

Appendix C: 5-Year Plan

NNPRPD 5-Year Plan DRAFT

The RPDP is committed to ensuring success for all students in Nevada by providing high-quality professional development to educators.
Northeastern Nevada's Regional Professional Development Program's (NNRPDP) mission is to enhance student learning within the context of Nevada State Professional Development Standards by recognizing and supporting research-based effective instruction and by maintaining a collaborative learning culture and facilitating instructional leadership.
Northeastern Nevada's Regional Professional Development Program serves Elko, Eureka, Humboldt, Lander, Pershing, and White Pine School Districts.
Goal 1:
To strengthen collaboration of RPDPs and communication with agencies, institutions, organizations, districts, etc. that provide professional development for educators in an effort that all professional development is based on the Nevada Professional Development Standards.

- Identify common services, actions, and practices of the six districts in Northeastern Nevada (AB551) as well as with the remaining districts and RPDPs across the state.
- Conduct self-assessment of the NNRPDP to determine who is being served and the various programs, supports, activities provided.
- Ongoing use of consistent vocabulary of services, actions, and practices of Regional Coordinators as well as with the RPDP Coordinators across the state.
- Ongoing collaboration with the System of Higher Education.
- Establish and foster collaborative relations to promote and reinforce a consistent message with regards to the Nevada Academic Content Standards, and the Professional Development Standards.
- Design personal professional development plan for the NNRPDP Coordinators that meets the needs of the region.

Goal 2:
To accelerate and deepen professional development for *teachers* that increases their content knowledge of Nevada Academic Content Standards, maximizes their implementation of research-based instructional strategies, and ensures their ability to understand and use a variety of classroom assessments to make instructional decisions and changes based on data.

- Provide leadership in the roll-out and transition to Nevada Academic Content Standards.

- Provide professional development that improves teaching and learning through the Nevada Academic Content Standards.
- Develop and provide professional development training to teachers on how to use data effectively to change and/or enhance student instruction.
- Provide professional development in the uses of technology integration for the purposes of learning and teaching.
- Provide professional development that has an immediate and sustained impact on teacher effectiveness and student achievement.
- Provide professional development that will increase the knowledge and understanding of evaluation and supervision expectations.
- Design personal professional development plan for the NNRPDP Coordinators that meets the needs of the region.

Goal 3:
To accelerate and deepen professional development for *school administrators* by increasing their instructional leadership skills, improving their ability to ensure teacher effectiveness and maximizing their ability to make sure all classrooms are based on Nevada Academic Content Standards.

- Provide leadership in the roll-out and transition to Common Core State Standards.
- Provide professional development that improves teaching and learning through the Nevada Academic Content Standards.
- Provide professional development on instructional leadership that has an immediate and sustained impact on teacher effectiveness and student achievement.
- Develop and provide professional development that trains administrators on how to use data effectively to change and/or enhance student instruction.
- Provide professional development in the uses of technology integration for the purposes of learning and teaching.
- Provide professional development that will increase the knowledge and understanding of evaluation and supervision skills.
- Design personal professional development plan for the NNRPDP Coordinators that meets the needs of the region.

Goal 4:
To establish a system to measure impact of professional development work on teacher effectiveness and student achievement. (SB185)

- Use measurement tools and metrics to measure impact of professional development on teacher effectiveness and student achievement for planning and designing future services.

- Use data management systems to analyze evaluation data for decision-making for future services.
- Design personal professional development plan for the NNRPDP Coordinators that meets the needs of the region.
- Report findings to stakeholders.

Goal 5:
To develop partnerships and secure financial resources to support the expanded work of the NNRPDP.

- Solicit partnerships to enhance the resources and services of the NNRPDP with teacher and administrator support.
- Determine current financial needs and compare with financial support.
- Determine gap between needs and current support.
- Identify potential funding sources.
- Actively seek financial resources to meet the professional development needs of the NNRPDP as well as the teachers and administrators across the region

Appendix D: Standards for Professional Learning

Learning Communities
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment

Leadership
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning

Resources
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning

Data
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator and system data to plan, assess, and evaluate professional learning

Learning Designs
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and modes of human learning to achieve its intended outcomes

Implementation
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change

Outcomes
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performances and student curriculum standards

Appendix E: NNRPDP Evaluation Form (online version)

The standards must ensure that the training provided by the regional training programs includes activities set forth in 20 U.S.C. § 7801(34), as appropriate for the type of training offered, is of high quality and is effective in addressing the training programs specified in subsection 1 of NRS 391.544.
Please take the time to fill out this evaluation. We value your input.
* Required

Last Name:

First Name:

Name of Workshop: *
Please type in what the name of the workshop you attended was called.

District: *
Please use drop-down arrow to select your district.
Elko Eureka Humboldt Lander Pershing White Pine Other

Training Date: *
Please use drop-down arrow to select the month/year of training.
August 2013 September 2013 October 2013 November 2013 December 2013 January 2014 February 2014 March 2014 April 2014 May 2014 June 2014

Presenter: *

Tina Baer Valerie Byrnes Jeff Cramer Aaron Hansen Holly Marich Sarah Negrete Cindy Plummer Connie Thomson Jessie Westmoreland Treena Whaley

Please rate the following characteristics of the training.

The training matched my needs. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't Know 7 N/A

The training provided opportunities for interactions and reflections. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't Know 7 N/A

The presenters's experience and expertise enhanced the quality of the training. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

The presenter efficiently managed time and pacing of the training. *

Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

The presenter modeled effective teaching strategies. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

This training added to my knowledge of standards and/or my skills in teaching subject matter content. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

The training will improve my teaching skills. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

I will use the knowledge and skills from this training in my classroom or professional duties. *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know 7 N/A

This training will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students). *
Using a 1-7 scale with 1=Not all, 3=To some extent, 5=To a great extent, 6=Don't Know, 7=N/A
1 2 3 4 5 6 Don't know N/A

Comments:

Appendix F: Professional Learning Plan

Northeastern Nevada Regional
Professional Development Program

Professional Learning Plan

District _____ School _____
Administrator(s) _____
Coordinator(s) _____ _____
Date _____

Characteristics of effective professional development include the following:

- **focused on student learning and specific content,**
- **extended over time and connected to practice**
- **Aligned with school priorities and goals**
- **Built with strong collaborative working relationships**

Probing questions:

1. What I'm hearing is…
2. Am I hearing this correctly?
3. Have I described back to you with the correct vision in your mind?
4. What would that look like when we've accomplished what you want?
5. Keep describing this so I can better understand your vision.
6. If "clarity precedes competence," how do you think that you can communicate this clearly to those you lead?

Outcomes

- **What adult behaviors will change as a result of the professional learning?**
- **How will these expectations be made clear to teachers? Administrators?**
- **How does this relate to the school performance plan?**

Audience

- **Who is attending? (grades, subjects, etc.)**

When and where

- **What dates and times are the formal sessions occurring? Where will the professional learning take place?**

Accountability

- **What are the expectations for *administrators* between formal sessions?**
- **How will leadership ensure that outcomes are met?**
- **What are the expectations for *teachers* between formal sessions?**
- **What are the expectations for *coordinators* between formal sessions?**

Celebrations

- **How will we celebrate those who adopt these changes to the degree desired?**

Materials

- **What types of materials will be needed by participants?**
- **What materials will be needed by the coordinator?**

Appendix G: Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them

2. Reason abstractly and quantitatively

3. Construct viable arguments and critique the reasoning of others

4. Model with mathematics

5. Use appropriate tools strategically

6. Attend to precision

7. Look for and make use of structure

8. Look for and express regularity in repeated reasoning

Appendix H: Teacher Belief Survey and Responses (Elko CSD)

Teacher Belief Statements Grades K – 6: Summary

Directions: Read the following statements. Write an "A" if you agree with the statement or a "D" if you disagree with the statement.

September 2013		April 2014		
Agree	Disagree	Agree	Disagree	Statement
112 95%	6 5%	93 93%	7 7%	1. The Standards for Mathematical Practices form the foundation of mathematical understandings.
49 42%	69 58%	40 40%	60 60%	2. If it is a high quality learning experience, then it incorporates all 8 Standards for Mathematical Practices.
18 15%	**100** **85%**	4 4%	**96** **96%**	3. Developing student proficiency with the Standards for Mathematical Practices does not require direct instruction or modeling by the teacher.
41 35%	**77** **65%**	22 22%	**78** **78%**	4. The selection and application of a Standard for a Mathematical Practice is dependent on the student.
101 86%	**17** **14%**	73 73%	**27** **27%**	5. Tasks, lessons, activities, etc. should first be aligned to the Standards for Mathematical Practices.
35 30%	83 70%	30 30%	70 70%	6. An elementary teacher needs to understand the mathematical concepts taught 6 grades levels above the grade level s/he currently teaches.
45 38%	**73** **62%**	26 26%	**74** **74%**	7. Direct instruction should precede student exploration of mathematical concepts.
62 53%	56 47%	54 54%	46 46%	8. Procedural practice is a necessary evil.
14 12%	104 88%	11 11%	89 89%	9. A teacher's lack of awareness of the standards for the grade level above or below the grade level s/he is currently teaching will not adversely impact his/her instruction.
112 95%	16 5%	95 95%	5 5%	10. There is a correlation between professional development and student achievement.

Appendix I: Expectations for Elko CSD Site Facilitators

English Language Arts -Spring 2014

Role of the ELA Site Facilitators

The role of the site facilitator will include creating, preparing, presenting, and promoting school wide professional development in language arts.

The expectations in this role will be as follows:

- Actively participate at weekly facilitator meetings (Tuesdays from 4 – 5:00)
- Spend 2-4 Days out of the classroom for collaborative learning and long term planning
- Present weekly site-based professional learning sessions (Early Out)

The workload beyond the scheduled meetings will be as follows:

- Read articles and professional books on a weekly basis to prepare for the weekly facilitator meetings
- Research and contribute best practices as needed for creating content for professional learning sessions
- Support professional learning in the district
- Refine presentation and facilitation skills

Appendix J: Calendar of Concepts / Overarching Themes
(Elko CSD)

Calendar of Concepts

Overarching Theme	***Outcome(s)***	***Resources***
Standards	1. All grade levels' standards are derived from a set of 10 CCR anchor standards. 2. The three types of writing in NACS are not genres. 3. The three types of writing in NACS: narrative, informational/explanatory, and argumentative. 4. Anchor standards 5 and 10 are the foundation of the writing process.	
Environment	5. Managing the physical environment for the writing process. 6. There must be dedicated writing time *aligned to instruction* each day. 7. All students can write; foundational skills are best taught in the context of real writing. 8. Students must write vast amounts of text to become proficient writers. 9. Driving student choice, purpose, and audience in their own writing.	
Structure	10. Teaching mini-lessons to improve writing. 11. Modeling writing strategies. 12. Conferencing with students about writing. 13. The purpose of conferencing is to develop the writer and not the writing.	
Assessment	14. Students must be able to *independently* show evidence of their skills in writing text that meets the grade level expectations as presented in Appendix C. 15. Analyzing student writing for alignment to NACS.	

Appendix K: Weekly Sessions Outline (Elko CSD)

Weekly Session Outline			
Component	**Plan**	**Time**	**Notes:**
Evidence of Apply It!	**Connection to Prior Learning** Reflect Engage/Share Small Groups Share Whole Group/Wrap Up	10 min	
Goals/Objectives Outcome(s)	**New Learning** Introduce outcomes for the session	5 min	
Deeper Understanding *Reading, Writing, and Listening* *Speaking*	**Analyze, Discuss, Plan, Apply** Journal Articles Books Videos Student Samples Reflect on previous learning Discussion about subject of the day	35 – 40 min	
Application	**Apply It!** Collaboration with grade levels to plan a lesson based on the learning session that ties to NEPF	10 – 15 min	
Wrap Up	**Closure** Review, next meeting, reminders	5 min	

Appendix L: Writing Instruction Belief Statements (Elko CSD)

Writing Instruction Belief Statements

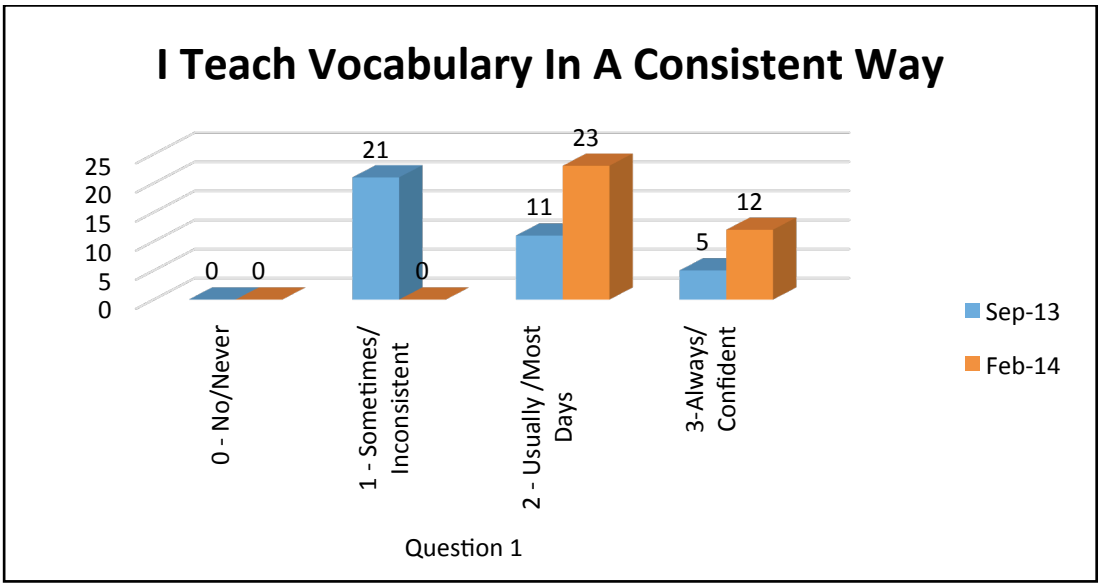
1. There must be dedicated time aligned to instruction every day.
2. The purpose of conferring is to develop the writer, not the writing.
3. Students must write vast amounts of text to become good writers.
4. Students should spend the bulk of writing time composing their own writing.
5. All students can write.
6. Foundational skills and conventions are best taught in isolation
7. Students always need choice when it comes to writing topics.
8. All students need opportunities to write for a real audience and purpose.
9. Setting up the physical environment is one way to foster independent writers.
10. Teachers need to model writing.
11. Students need short sessions of direct writing instruction.
12. Assigning a score is an effective way to provide feedback.

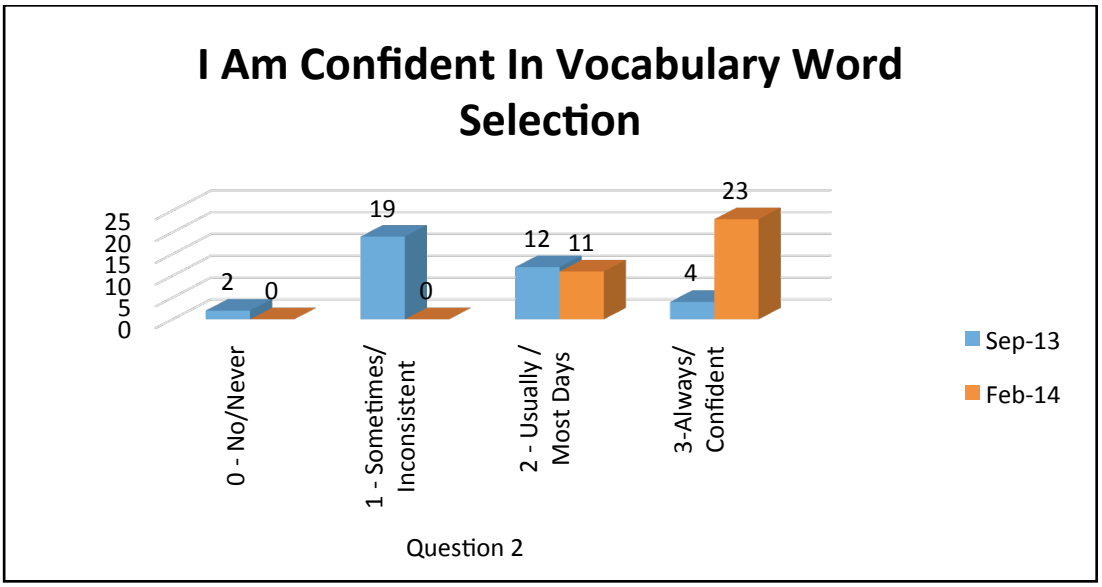
Appendix M: Teacher Statements of Impact of Balanced Literacy Class (WPCSD)

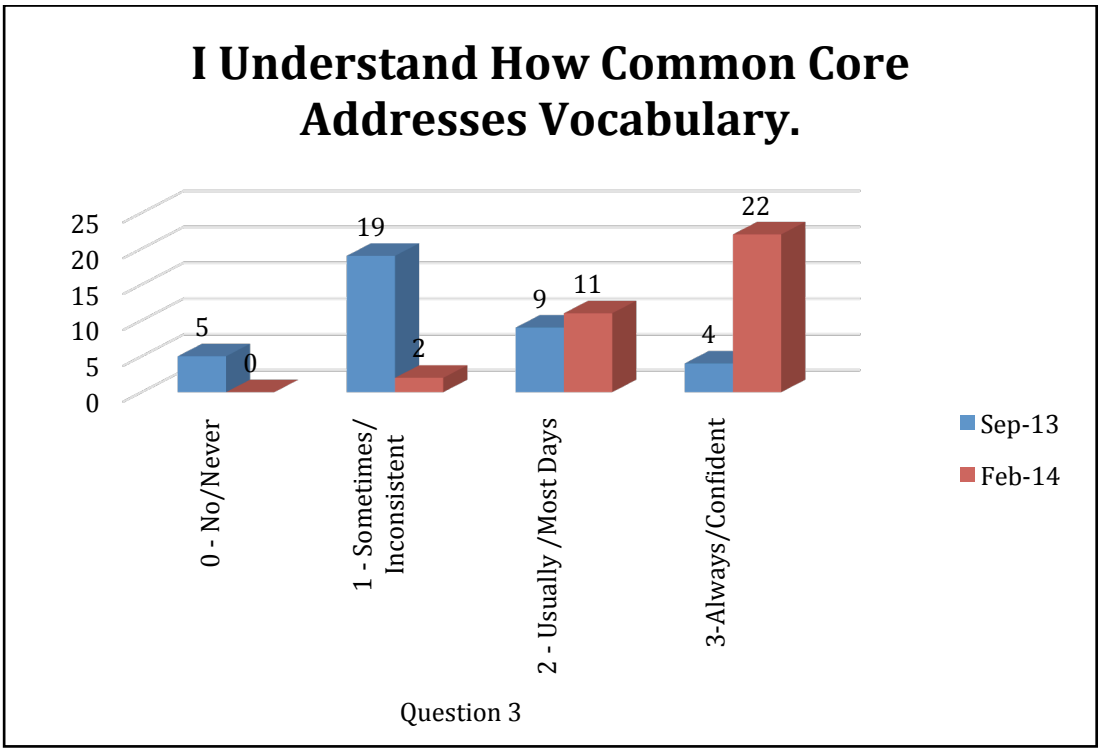
"Has your use of this strategy changed this year? Yes or No – If yes, how, if no, why."

- "It has changed in that I think I allow, for the most part, my students input where in the past I edited more of their thoughts/ideas."
- "Once again, our learning and conversations in PD class have been the engine for more powerful teaching moments."
- "Yes, I am using a class big book to write the (morning) message in, instead of the whiteboard. Now we have old writing to refer back to."
- "Yes! I now have more time to devote to this. I am so excited to have the time to do writing workshop."
- "Yes, I have used writing aloud a lot more this year than in previous years."
- "Yes, I've always loved writing workshop but it is much more effective this year."
- "Yes, I'll be using guided writing for most of my writing conferences."
- "Yes, I can get so much more in with shared writing. The kids get to share ideas and have input and we create visual anchor charts for a reference."
- "After hearing how Shauna uses guided writing, I am going to use it now!"
- Yes! We just used interactive edit strategies to create a class landform dictionary which the students illustrated and published! They were so excited. We also used interactive edit to introduce word problems in math."
- "Yes! I am actually using this!" (write aloud)
- "Tough question! I have done workshop for many years but I have a renewed excitement for workshop!"
- "Using interactive writing INTENTIONALLY!"
- "I have had so much fun with this one! (Shared writing) It is powerful. I'm glad to have revived it!"
- "Yes! I'm using shared write more consistently."
- "I use this strategy with more confidence!"
- "Yes, I have structured close reading differently according to what I have learned in PD.'
- "I had not been using paired reading as much as I had earlier in my teaching. This PD reminded me I have that tool, and I need to use it!"
- "I have been doing more fun and purposeful read alouds!"
- "I am using guided reading daily but need to continue to become more effective."
- "Yes, I am having students focus on particular things such as flow of language, author's purpose, etc. Having them just listen and think is powerful." (Read alouds)
- "I am really focusing on the 5 to 7 read alouds each day and bringing in other genres."
- "I had previously just focused on modeling my read alouds for fluency but not so much for modeling what's happening in my head."
- " I will be using reading buddies with another grade level."

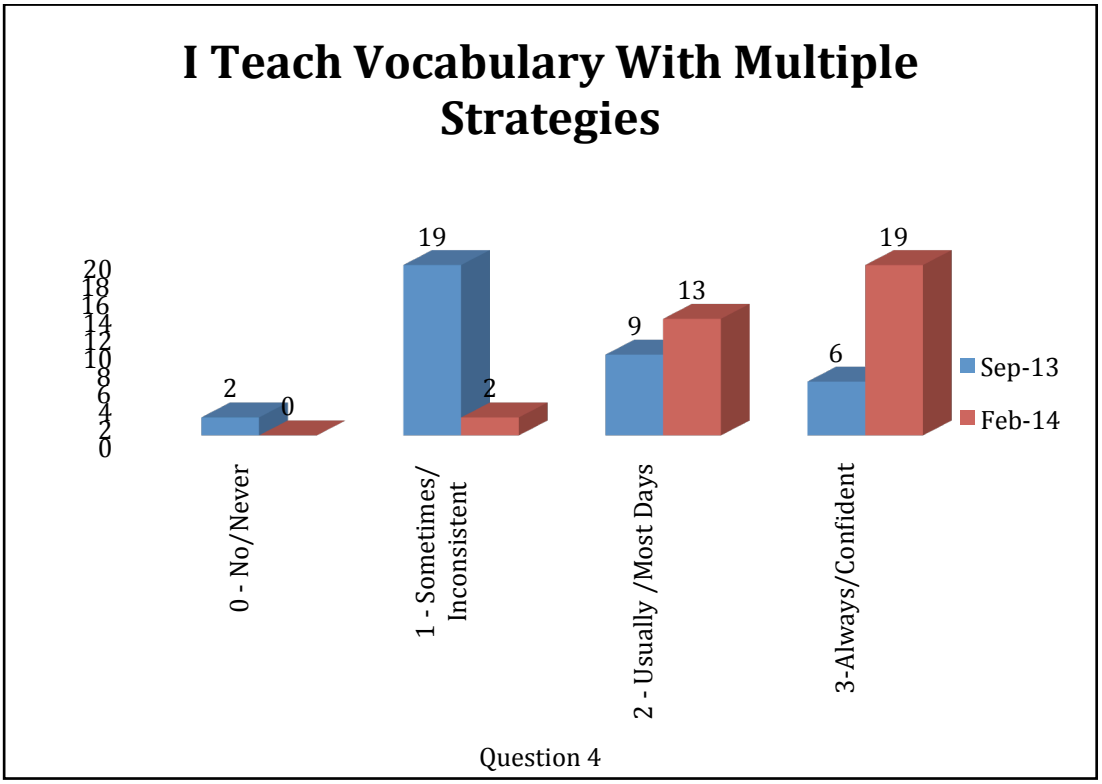
Appendix N: NELIP Questions and Survey Results



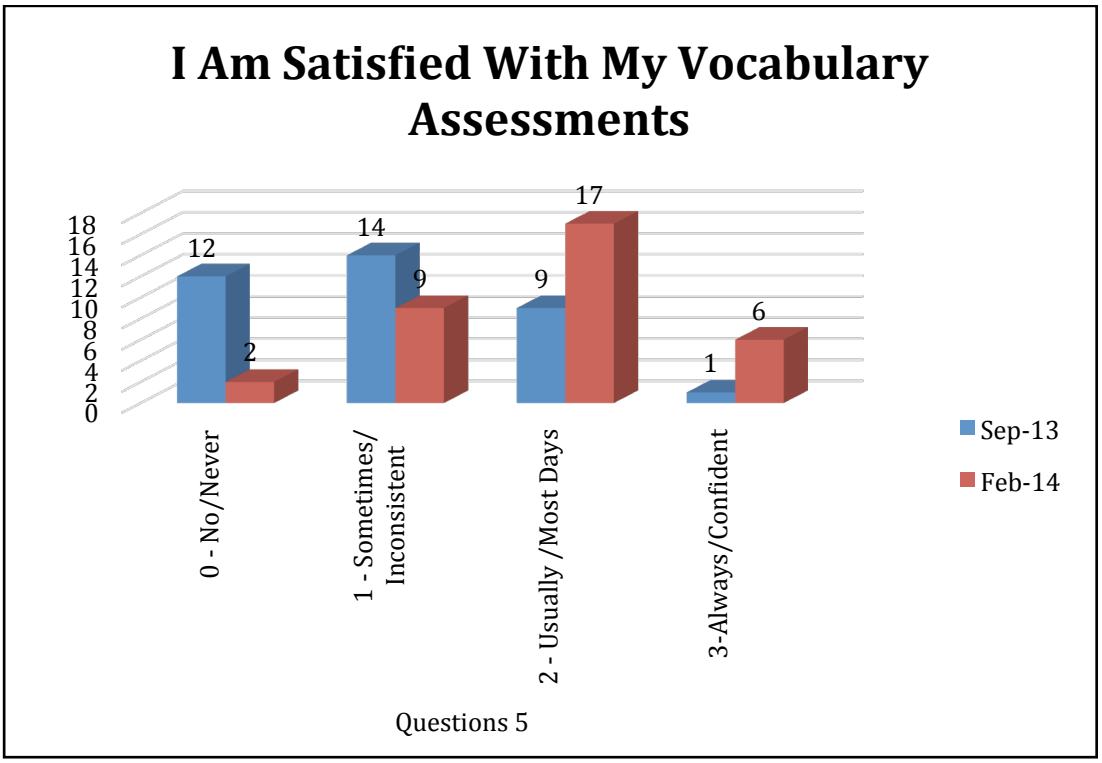




Question 3



Question 4


I Am Satisfied With My Vocabulary Assessments
18
16
14
12
10
8
6
4
2
0
12
2
14
9
9
17
1
6
0 - No/Never
1 - Sometimes/ Inconsistent
2 - Usually /Most Days
3-Always/Confident
Sep-13
Feb-14
Questions 5