



Northwest Regional Professional Development Program

Self-Evaluation Report

2013-2014

Submitted by
Kirsten Gleissner, Director
380-A Edison Way
Reno, NV 89502
775-861-1242

August, 2014



The Northwest Regional Professional Development Program (NWRPDP) serves six Nevada school districts: Carson City, Churchill, Douglas, Lyon, Storey and Washoe Counties. Within those six districts, 14 NWRPDP regional learning facilitators support 153 schools coordinated by Director Kirsten Gleissner.

Executive Summary

During the 2013-2014 school year, the Northwest Regional Professional Development Program (NWRPDP) continued to support teachers, administrators, students, and parents in the six districts in our region in the understanding and implementation of the Nevada Academic Content Standards (NVACS), based on the Common Core, in math and literacy; and science, based on the Next Generation Science Standards (NGSS). Additionally, the Nevada Educator Performance Framework (NEPF), the new educator evaluation process designed by the Nevada Teachers and Leaders Council, was a focus area for training for NWRPDP staff as well as the districts in our region. During this school year, the NWRPDP staff worked with the Nevada Department of Education and the University of Nevada, Reno (UNR), to continue to refine the NVACS resources available to our region's educators. NWRPDP staff engaged in NEPF training through Margaret Heritage from the National Center for Research on Evaluation, Standards, and Student Testing (CRESST) and used CRESST materials as self-study for deeper understanding of the new teacher and administrator evaluation frameworks.

- NWRPDP staff used collaboratively generated resources and materials from the previous year to continue to support teachers, administrators, students, and parents in the understanding and use of the NVACS.
- Grant partnerships were formed in order to strengthen and expand consistency with the NVACS in math and science across our region and across the state.
- A NWRPDP staff member was designated as a full-time facilitator in support of the Legislative initiative around the development of parent/family engagement.
- Information and training were delivered to NWRPDP districts on the standards and indicators of the NEPF as required by the 2013 Legislative decisions regarding teacher and administrator evaluation.
- In accordance with the Nevada Revised Statutes, the NWRPDP region continued to focus on research-based, ongoing, sustainable professional learning for teachers, administrators, and parents through a strong collaboration and partnership with our six districts and their district performance plans.

The case studies included here are representative of the program's overall service to our region and share a common philosophy of standards-based professional learning delivered in the context of district plans with a long-term commitment to follow-up and support for the teachers and administrators to sustain this professional learning. The case studies, which share the story behind the work of our learning facilitators this year, cover a wide range of subjects: increasing teacher learning with respect to the NVACS in literacy, math, and science; instructional strategies and planning that support student learning; examining grading practices in light of the NVACS; how teachers perceive peer observation; parent involvement; and increasing student learning through district programs based on the NVACS.

Table of Contents

Executive Summary	3
Introduction	6
History	6
Future Direction	8
Self-Evaluation Overview	10
Case Study Approach	10
Legislative Requirements	10
Statewide Coordinating Council and Governing Board Requirements	10
Professional Development Standards	10
How is the NWRPDP Organized?	11
The Statewide Coordinating Council	11
The Governing Board	11
Long Range Planning	12
Needs Assessment	13
Regional Structure Effectiveness	13
Staffing Patterns and Roles	13
Collaborations	15
What are the Nature and Extent of Services?	16
Participant Counts and Training Categorizations	16
Type and Focus of Services	17
Types of Services Provided by District	18
What is the Quality of NWRPDP Professional Development?	18
Participant Rating of Quality of Training	19
Internal Assessment for Quality Assurance	19
Professional Development Standards	19
Research and Development Base	21
How does the NWRPDP measure training effectiveness?	21
The Case Study Model	21
Effective Grading Practices	21
Empowering Parents through Family Engagement	25
Conceptual Teaching: Transitioning to a Middle Years Program	27
Core Task <i>implementation</i> Project Year 1 (CTiP1)	32
Focus on Mathematically Proficient Students	37

Changing Instructional Practice through Peer Observation	39
“Ready” for Common Core on the Comstock	41
Implementing STEM and NGSS through Project WET	43
Advancing the Reading Achievement of Urban High School Students	45
Putting the Eight Mathematical Practices Into Action in the Classroom	49
Responding to Non-fiction and Literary Text	53
References	56
Appendices	63
Appendix A: Standards for Professional Learning	64
Appendix B: Statewide Coordinating Council Evaluation Form	65
Appendix C: NWRPDP Professional Development Contact Documentation Form	66
Appendix D: NWRPDP Governing Board Meeting Agendas	67
Appendix E: State Coordinating Council Five Year Plan for Professional Development	71
Appendix F: Carson City School District Services Summary	74
Appendix G: Churchill County School District Services Summary	76
Appendix H: Douglas County School District Services Summary	78
Appendix I: Lyon County School District Services Summary	80
Appendix J: Storey County School District Services Summary	82
Appendix K: Washoe County School District Services Summary	84

Introduction: New Standards Lead the Way in Education

The 2013-2014 school year brought continuing opportunities to the Northwest Regional Professional Development Program (NWRPDP) as the Nevada Academic Content Standards for English language arts and mathematics moved toward full implementation and the Nevada Educator Performance Framework (NEPF) and Next Generation Science Standards (NGSS) were both adopted. The work of the NWRPDP facilitators became once again truly regional as all learning facilitators were released in the last legislative session to serve all districts in each region.

The implementation of the Nevada Academic Content Standards (NVACS), based on the Common Core, remained a focus for the region. The NWRPDP collaborated with Washoe County; University of Nevada, Reno (UNR); and outside entities in grants designed to provide intensive content training in mathematics and science for K-12 teachers from the six counties served by the regional program. Collaboration with the Nevada Department of Education (NDE) and district leaders continued as the state moved toward full implementation of the NVACS in literacy and math in 2014-2015. The Next Generation Science Standards were adopted in May 2014, and NWRPDP was represented on the national and state committees. Knowledge of and training on the NEPF for teachers and administrators became an important focus for all regional facilitators. Regional Learning Facilitators served on state-wide and national committees, including the Next Generation Science Standards writing team and the board of the National Council of Teachers of Mathematics, with representatives from higher education, Departments of Education from several states, and national leaders in education.

History: Teacher and Student Performance in an Age of Standards

The Regional Professional Development Program was established by Nevada Revised Statute (NRS) 391.512 in 1999 to provide research-based professional development opportunities to all of the school districts in Nevada. The organization was further directed by NRS 391.544 to focus on training teachers in the standards which were established by the Council to Establish Academic Standards for Public Schools (NRS 389.520) and to establish and implement the Nevada Early Literacy Intervention Program (NELIP). Additionally, the regional program was directed to provide training in one or more of the following: using assessment and measurement of pupil achievement including methods of analyzing data to improve student achievement, instruction in content areas including methods of instruction, training in methods to teach basic skills to students in reading and mathematics, or training for educators who provide instruction to pupils who are limited English proficient. Originally set up as a Trainer of Trainers model, where teacher leaders from each site were trained as Site Trainers responsible for training their colleagues, the program has moved to a model based on the National Staff Development Council (NSDC) standards for professional development which includes facilitation of learning, follow-up observations, and coaching with educators. As the trend in professional

development moved towards Professional Learning Communities, the *Standards for Professional Learning* developed by Learning Forward, formerly NSDC (see Appendix A), were adopted in 2013. Additionally, the legislature included parent education as a focus for the regional professional development programs in 2011 (NRS.391.544). In 2013, legislation further tasked the RPDPs with supporting training for teachers and administrators in the newly adopted Nevada Educator Performance Framework (NEPF) standards and indicators for evaluation.

Implementation of Curriculum Standards

Trainers facilitated teacher learning on content and instructional strategies representing research-based best practices to increase student achievement. Programs were developed to facilitate the movement to standards-based instruction and to improve student achievement through improved teacher skills using backwards lesson design (Wiggins & McTighe, 2005), engagement strategies, differentiated instruction (Rutherford, 2008; Silver & Strong, 2007; Tomlinson, 2000; Tomlinson and McTighe, 2006), and assessment (Stiggins, Arter, Chappuis and Chappuis 2004).

The adoption and implementation of the Nevada Academic Content Standards (NVACS), based on the Common Core, resulted in shifts in curriculum, assessment, and instruction. Full implementation is scheduled for the 2014-2015 school year. In May of 2014, the Next Generation Science Standards (NGSS) were adopted, which will result in the need to shift a third major content area to new content and instruction. Regional Learning Facilitators continue to serve on national and state-wide committees to plan for the changes in content, instruction, and assessment that will result from the implementation of the NVACS and NGSS.

Nevada Early Literacy Intervention Program (NELIP)

The NWRPDP continued to provide training and support for area teachers as they implemented the Nevada Early Literacy Intervention Program (NELIP) which was established in 2001. The inclusion of standards for literacy in the content areas in the NVACS extended the focus of literacy instruction in the early grades. The Kindergarten Cadre project supported Kindergarten teachers with training in phonemic awareness, phonics, vocabulary, fluency, comprehension, and student motivation in Washoe County along with other institutes for K-3 teachers. This project has expanded to include early numeracy as well.

Collaboration

The NWRPDP has worked collaboratively with researchers, universities, and fellow professional development trainers over the years to better support the educational community in the region.

University of Nevada, Reno:

Several programs have grown out of the collaboration between the NWRPDP and the University of Nevada, Reno (UNR). The Northern Nevada Writing Project (NNWP), which started as an institute to support site trainers, still conducts institutes and on-going trainings for teachers in northern Nevada. During the summer of 2014, the NWRPDP collaborated with UNR on a Mathematics and Science Partnership (MSP) grant which provided content and instructional strategies training in mathematics content and pedagogy to over sixty teachers from all six counties served by the NWRPDP.

Nevada Department of Education:

The NWRPDP has a long history of collaboration with the Nevada Department of Education (NDE). Early collaborations included support of the Student Achievement Gap Elimination (SAGE) initiative. This was followed by the initial data gathering efforts by Huck Fitterer of WestEd Laboratories, which lead to the *Data in a Day*, a teacher observation protocol, which later evolved into the *Teach for Success* protocol and the current *T4S Observation Protocol and Program* currently used in four of the counties served by the NWRPDP.

The NWRPDP supported the NDE during the introduction of the Depth of Knowledge (DOK) initiative in 2009 and provided training for educators in the region, which continues as the assessment program in the state moves towards the implementation of the Smarter Balanced Assessment Consortium instruments in 2014-2015.

In 2010, extensive collaboration with the Nevada Department of Education (NDE) was initiated as the state began the transition to the NVACS, based on the Common Core. Initial collaboration focused on developing professional development to introduce educators to the new standards and included trainers from all three regional programs as well as NDE personnel. Collaboration continues with the NDE and local districts to ensure successful implementation of the new standards and a smooth transition to the new assessments.

Other Regional Professional Development Programs

In 2010, extensive collaboration with the other Regional Professional Development Programs (RPDPs) was also enacted to plan for the introduction of the NVACS, based on the Common Core. This collaboration continues and includes curriculum development and implementation strategies for educators. In 2013, the new teacher and administrator evaluation frameworks adopted by the Teachers and Leaders Council involved a statewide collaboration across all three regions to implement this new program with a common message and language.

Future Direction

As never before, the improvement of the education of Nevada students is at the forefront of our collective awareness. Parents and educators alike are examining the effectiveness of our students' education and legislators in turn are taking an active role in ensuring growth in our students' learning. Recent legislative decisions have required educators to increase awareness of aligning resources and systems to support positive outcomes for students at all levels (Nevada Department of Education, 2013). To that end, the Nevada Regional Professional Development Programs serve a crucial role in supporting the ongoing professional learning of teachers and administrators.

The future direction of the Northwest RPDP is consistent with the hopes and desired outcomes of the legislators, educators, students, and families of our state. In order to increase the learning of our students, deeper understanding of our guiding state standards will be an ongoing focus. Developing pedagogical expertise and sharing curriculum resources to meet the demands of our standards will be an important aspect of our work in collaboration with the Nevada Department of Education, our colleagues in the other two Nevada regional professional

development programs, local universities, and district personnel. Supporting our teachers and administrators in aligning curriculum and instruction with assessment will be crucial, as will developing deeper understanding of how to evaluate the success of our classroom practices in terms of our students' learning growth. With this alignment in mind, the NWRPDP will continue to develop training and materials to expand professional learning opportunities for educators throughout the region while integrating 21st century skills and technology appropriate to the needs of each of our districts. It is a goal of the NWRPDP to understand the uniqueness of each of our districts, whether urban or rural, and to provide services accordingly.

NWRPDP is committed to continuing the previous year's support with the Nevada Academic Content Standards (NVACS) based on the Common Core in literacy and math as well as to moving forward with standards in science based on the Next Generation Science Standards (NGSS). Parent Involvement/Family Engagement and the continued rollout of the Nevada Educator Performance Framework (NEPF) for teachers and administrators will be ongoing priorities. In this era of transition from No Child Left Behind to the next level of rigor represented by the NVACS, creating an understanding of the interconnectedness and alignment of initiatives will be vital to sustaining learning for both teachers and administrators. According to Nevada's ESEA Flexibility Request (2014), "rich, job-embedded professional development is the most important factor for increasing educator capacity to provide learner-centered instruction that support student growth and proficiency" (p. 16). Therefore, in accordance with legislation, district priorities, and the needs of our students and educators, the NWRPDP will continue to provide professional learning that aligns with the *Education 2020* Characteristics of Quality Professional Development (2014):

- Continuous learning, not one-time seminars,
- Focused on improving classroom practices that increase student learning,
- Embedded in the daily work of teaching,
- Centered on crucial teaching and learning activities around our new content standards,
- Cultivated in a culture of collegiality around the same student improvement objectives,
- Supported by modeling and coaching that reflects 21st century skills, and
- Based on research-based best practices.

In partnership with our colleagues and communities, providing high-quality professional learning for teachers and administrators to support the needs of Nevada's students in the northwest region remains at the forefront of the Northwest RPDP's goals.

Our Vision:

Nevada's Northwest Regional Professional Development Program (NWRPDP), in accordance with the Nevada Revised statutes, is committed to elevating student performance by providing sustained professional learning and building regional partnerships.

Our Mission:

Nevada's Northwest RPDP will work in collaboration with stakeholders to provide high quality research-based learning opportunities, aligned with the Nevada Professional Learning Standards and the Nevada Academic Content Standards. Northwest RPDP offers diverse professional learning opportunities and support that is based on current empirical research on effective

instruction for student learning. In addition, we are committed to increasing communication between regional members and parents in order to build capacity among all partnerships and to increase student achievement.

Self- Evaluation Overview

Case Study Approach

As outlined in NRS 391.532, Director Kirsten Gleissner directs the in-house evaluation, assisted by a trainer and support staff person who coordinate data collection and compilation. The director and an outside consultant provide support for the rest of the team as they design instruments to gather data, analyze data, and write the case studies. The case studies, based on the Killion (2002) staff development evaluation design, provide a broad view of the nature of the support provided by the NWRPDP to schools and educators in the region.

Legislative Requirements

Nevada Revised Statue (NRS) 391.512-556 established the requirements for data collection used by the NWRPDP in the evaluation process. Areas specifically identified for documentation in the NRS include Nevada Early Literacy Intervention Program (NELIP), content standards, reading and math literacy, assessment, meeting the diverse needs of students including English Language Learners, and on-going follow-up to trainings. Optional areas for documentation identified in the NRS include educational technology, model classrooms, training for paraprofessionals, and suicide prevention.

Statewide Coordinating Council & Governing Board Requirements

The Statewide Coordinating Council and the Governing Board have established the instrument used by the NWRPDP to collect participant evaluation data. The RPDP Activity Evaluation form (see Appendix B), which uses a Likert-type scale, is used to collect data from participants regarding the effectiveness of the professional development provided by regional trainers.

Services can be requested through direct contact with a trainer or the director. The initial consultation is designed to determine the most effective format, timeline, and content. The updated Contact Form (see Appendix C) provides data including length of the training, group demographics, primary focus of the service provided, and type of service provided. A Tracking Document provides additional information regarding initiation, type and delivery of services by each trainer in each of the counties served, and more specific data regarding the distribution of services throughout the region. The document can be reviewed by accessing the website at www.nwrpdp.com/trainers.htm and clicking on the link "Documenting Our Work". In 2010, the Assembly Committee Resolution 2 (ACR2) Report was established to provide districts with information about the trainings provided.

Professional Development Standards

In 2013, the Nevada State Professional Development Standards were replaced by the Learning Forward *Standards for Professional Learning* (see Appendix A). All trainings were assessed against the new standards during the planning, delivery, and reflection phases.

How is the NWRPDP organized?

The NWRPDP is composed of 12 full-time and four part-time Learning Facilitators, under the direction of Kirsten Gleissner. Support is provided by two full-time and one part-time regional support professionals. In 2013-2014, four additional part-time facilitators served the region in support of the NEPF rollout. The NWRPDP provides services to Carson City, Churchill, Douglas, Lyon, Storey, and Washoe counties. Ten of the learning facilitators operate out of the Reno office, one trainer coordinating services in Lyon County. One trainer serves as liaison for each of the other rural counties and is housed in that district. Learning Facilitators are selected based upon their expertise covering all K-12 grade levels, plus the content, standards, and literacy requirements of the state professional development legislation. Trainers average almost 20 years of teaching and/or administrative experience with a minimum of a master's degree.

The Statewide Coordinating Council

NRS 391.520 establishes the Statewide Coordinating Council (SCC), with direct responsibility to coordinate and disseminate information regarding training, programs, and services across the regions; to adopt uniform procedures for professional development and evaluation; and to conduct long-term planning for the program.

As defined in NRS 391.516, the SCC currently consists of nine members: the Superintendent of Public Instruction or his or her designee; one member who is not a Legislator, appointed by the Majority Leader of the Senate and one appointed by the Speaker of the Assembly; one teacher appointed by the Governor from a list of nominees submitted by the Nevada State Education Association; one administrator at a public school (not at the district level) appointed by the Governor from a list of nominees submitted by the Nevada Association of School Administrators; one member appointed by the Governor; three members, each of whom is a superintendent of schools, or designee, appointed by each of the Governing Boards.

The Governing Board

NRS 391.524 establishes a governing body for each regional program and the membership of that body. Membership consists of the superintendent of schools or his/her designee for each school district served by the NWRPDP, a master teacher appointed by the superintendent of each represented district, a representative of the Nevada System of Higher Education, and a non-voting member of the Nevada Department of Education.

The duties of the Governing Board include the following:

- Selection of the program coordinator/director
- Annual review of budget
- Acceptance of gifts and grants
- Adoption of a regional training model
- Needs assessment of regional teachers and administrators
- Review of the five-year plan

The NWRPDP Governance Board members for 2013-2014 were: Scott Bailey, Chief Academic Officer, superintendent designee, Washoe County School District; Barbara Barker, Washoe County master teacher; Kirsten Gleissner, Director, NWRPDP; Dr. Kenneth Coll, Dean of the

College of Education, University of Nevada, Reno; Dr. Lisa Noonan, Superintendent, Douglas County School District; Romney Cronin, Curriculum and Instruction Director, Douglas County master teacher; Claudia Fadness, Curriculum and Instruction Director, superintendent designee, Lyon County School District; Damon Etter, Lyon County master teacher; Susan Keema, Associate Superintendent of Educational Services, superintendent designee, Carson City School District; Tearra Bobula, Carson City master teacher; Kimi Melendy, Curriculum and Instruction Director, superintendent designee, Churchill County School District; Michelle Richardson, Churchill County master teacher; Cindy Sharp, Nevada Department of Education; Dr. Robert Slaby, Superintendent, Storey County School District; Karen Staffen, Storey County master teacher; and Pamela K. Mills, NWRPDP Administrative Assistant. Dr. Noonan served as chair of the Governing Board in school year 2013-2014.

Governing Board meeting agendas can be found in Appendix D.

Long Range Planning

As required by legislation, the Statewide Coordinating Council (SCC) conducts long-range planning for the three state RPDPs in the form of a five-year plan (see Appendix E). The current plan runs from 2008-2013 with a yearly review. NWRPDP Director Kirsten Gleissner uses the five-year plan's goals as a guide to inform the northwest region's annual goals. Since the new SCC was just formed in the spring of 2014, NWRPDP will follow the existing SCC goals until revision is accomplished. The SCC's goals and the NWRPDP's implementation are as follows:

Goal 1: Implement the Nevada Professional Development Standards

For the 2012-2013 school year, the Statewide Coordinating Council adopted the *Standards for Professional Learning* (Learning Forward, 2011,) (see Appendix A) for use by the regional professional development programs to replace the Nevada Professional Development Standards. The process of adoption by the State Board of Education was in progress prior to the start of the 2013 legislative session, but was not completed prior to the end of the school year. The NWRPDP used the new standards as an ongoing form of self-assessment for collecting data regarding the implementation of projects used in the case studies documented in this report.

Goal 2: Design and implement high quality Professional Development for teachers to improve student achievement

Professional development (PD) is often initiated by requests from district or site administrators based on goals in their District Performance Plans or School Performance Plans. PD is supported by research and conducted as part of a reflective cycle which includes assessment, analysis, and feedback to ensure consistent high quality programs.

Goal 3: Design and implement high quality PD for school administrators that increases their instructional leadership skills to improve student achievement

The three regions generally sponsor an annual one day Leadership Summit in both the northern and southern sections of our state, in which our director and several trainers participate each year as presenters. In spring 2014, this summit was held in the southern region only as the focus was on NEPF and the northern regions had addressed this training directly in the individual districts. Regional trainers included administrators in their trainings at the school sites – in fact,

participation of administrators is preferred. The MSP math grant also included the principals from the school teams during the summer sessions.

Goal 4: Implement systems to measure impact of RPDP professional development on teacher effectiveness and student achievement

The NWRPDP utilizes a case study approach and the Killion (2002) Staff Development Evaluation Design to correlate PD to changes in teacher practice and student achievement.

Needs Assessment

The assessment of training needs of teachers and administrators are determined through a combination of planning tools and strategies, including but not limited to the following:

- Collaborative meetings with superintendents or key district personnel to identify priorities and needs on an annual basis guided by the District Performance Plan (DPP).
- Request for services from principals based on their School Performance Plan (SPP) and needs of teachers on staff.
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan.
- Collaborative work with Nevada Department of Education Initiatives to design and implement roll out plans for NVACS, based on the Common Core, as well as other state initiatives.

Regional Structure Effectiveness

The structure of the region remained consistent during the 2013-2014 school year, with all trainers available to bring expertise to all districts in the region.

Services provided to each county in relationship to the number of schools in that county were as follows: Washoe County, which has 66.7% of the schools in the region, received 33.9% of the services; Carson City with 7.2% of the schools received about 14.1% of the services, Churchill County with 4.6% of the schools received 16.4%, Douglas County with 8.5% of the schools received 10.7% of the services, Lyon County with 10.5% of the schools received 10.9% of the services and Storey County with 2.6% of the schools received 5.2% of the services provided by trainers in the region. The balance of the trainers' time, 8.8%, was allocated to regional projects and collaborations with other state agencies.

Staffing Patterns and Roles

A few staff changes occurred prior to the start of and during the current school year. A secondary math facilitator position was filled at the beginning of the year and a K-6/English Language Learner focus literacy position was filled at the end of the year. The Carson lead retired and the district chose to support with independent contractors so as not to remove a teacher from a classroom. This position was then filled at the conclusion of the school year.

Program evaluation continues mainly to be performed in-house and to be provided by individual trainers who are supported by the entire team. Support from an external previous RPDP facilitator allows outside eyes to critique and clarify the report. Program evaluation continues to focus on the reflective cycle to support quality professional development throughout the region.

Learning facilitators bring experience in all content areas at both elementary and secondary levels. Additional areas of expertise include elementary and secondary literacy and NELIP; pedagogy; T4S; sheltered instruction; Understanding by Design (UbD); Student Learning Objectives (SLO); implementation of standards-based instruction focused on the NVACS; Science, Technology, Engineering and Mathematics (STEM); and parent involvement/family engagement. Learning facilitators update their knowledge and skills through attendance at national, regional, state and local conferences and workshops. Staff biographies are available on the NWRPDP website located at www.nwrpdp.com. Table 1 lists staff members, their titles and areas of expertise

Table 1: NWRPDP Staff Members, titles and areas of expertise

Name	Title	Area of Expertise
Kirsten Gleissner	Director	School performance/improvement planning; Leadership Team, Professional Learning Communities, and Data Team support; classroom observation and coaching; Administrative Mentoring; NVACS; NEPF
Jane Bantz	Early Literacy and Numeracy Learning Facilitator	Best practices in literacy and numeracy, PreK – 2, NVACS, NEPF
Patrick Beckwith	Coordinator for Storey County	Mathematics, Assessment, Administrative Mentoring, NVACS, NEPF
Kristin Campbell	K-12 Learning Facilitator	NVACS, Science and Social Studies content area literacy, Backward Lesson Design (UbD), Assessment, Student Learning Facilitator (SLF) program, T4S, Core Task Implementation Project (CTIP), Writing to Sources, Differentiated Instruction, NEPF
Georgia Coulombe	Parent Involvement/Family Engagement Facilitator	State Parent Advisory Council, training for districts and schools relative to parent involvement and family engagement, Family Friendly Schools walk through process, Parent University in Washoe County
Brian Crosby	K-12 STEM Learning Facilitator	STEM, Inquiry, Depth of Knowledge, NVACS, Differentiated Instruction, Outdoor Education, technology integration
Yvette Deighton	K-12 Science and Content Area Literacy Learning Facilitator	Differentiated Instruction, Backward Lesson Design, Teach for Success (T4S), Content Area Literacy, Student Learning Facilitator Program (SLF), Assessment Practices, Understanding by Design (UbD), NEPF
Patty Fleming	K – 12 Mathematics and literacy Learning Facilitator, coordinator for Churchill County	NVACS Elementary and Intermediate Math; Sheltered Instruction, Balanced Literacy; T4S; Instructional coaching; New Teacher Induction and Mentoring; Vocabulary Instruction- <i>OWL: Owning Words for Literacy</i> ; Writing Traits, Differentiating Instruction, Teaching Gifted Students in the Regular Classroom; Formative Assessment; NEPF
Desiree Gray	7-12 Literacy Learning Facilitator, coordinator for Lyon County	Content Literacy, Sheltered Instruction, Academic Vocabulary, Thinking Maps, Constructed Response, Professional Learning Communities, NVACS, NEPF
Darl Kiernan	K-6 Literacy Striving Readers Liaison	K-6 Literacy, Word Study, NVACS, Student Learning Facilitator Program, K-6 Writing

Name	Title	Area of Expertise
Lou Loftin	K-12 Science Learning Facilitator	K-12 Science Inquiry, DOK, NVACS, Differentiated Instruction Science and Math, Informal Science, Outdoor Science Education, Science/Math Integration, STEM
Marissa McClish	7-12 Mathematics Facilitator	NVACS in math, STEM support, Student Learning Objectives, NEPF
Amy Salgo	K-8 Math Learning Facilitator	NVACS Elementary Math, Backward Lesson Design, Differentiation, Teacher Content Knowledge
Nicolette Smith	K-12 Literacy and Social Studies Learning Facilitator	Differentiated Instruction, Backward Lesson Design, Content area literacy, Student Learning Facilitator (SLF) Program, Social Studies Content, NVACS, NEPF
Carly Strauss	K-8 Mathematics Learning Facilitator, coordinator for Douglas County	NVACS, K-6 math content, Academic Vocabulary, Assessment, NEPF
Pam Mills	Support Staff	Administrative Assistant
Jama Sutfin	Support Staff	Administrative Secretary/Bookkeeper

Collaborations

Learning facilitators reported participation in projects which represented collaborations with other state agencies, most notably the Nevada Department of Education and the University of Nevada, Reno. This represented 8.8% of the trainers' time during the 2013-2014 school year.

Collaboration with the Nevada Department of Education (NDE) focused on the NVACS initiative, furthering the work started with representatives of the regions, districts, and state during the 2009-2010 school year. Learning facilitators worked with NDE staff, representatives of other regions, school and district administrators, and school personnel to provide professional development designed to facilitate the on-going implementation of the NVACS in English language arts, mathematics, and science. Training was provided in all of the school districts served by the region as the implementation of the NVACS continues. On-going collaborative initiatives included development of on-line resources, scoring the state writing assessments, content and bias review for state tests, and providing resources for the Smarter Balanced Digital Library.

Regional learning facilitators collaborated with the Northern Nevada Mathematics Council to plan the third annual Math Academy and to present at sessions throughout the day. Over 200 local mathematics educators attended.

Five learning facilitators collaborated with the University of Nevada, Reno, on the Mathematics Partnership grant which provided training in mathematics content and pedagogy for elementary school (K-6) teachers representing all six counties served by the NWRPDP. Two learning facilitators participated in the Science, Technology, Engineering, and Mathematics (STEM) Education Coalition in collaboration with the university and supported a significant grant with Project Water Education for Teachers (PWET) as well as a mathematics/science grant.

Regional learning facilitators participated in a variety of other collaborative projects. One trainer collaborated with NDE and UNR in support of Parent Involvement and Family Engagement.

Cross-regional collaboration with districts outside the region included science and STEM content in several rural counties. Collaboration with the Nevada Ready campaign and NDE resulted in planning a regional summit for Education Advocates in the fall of 2014. One facilitator collaborated with the Nevada Education Association in support of National Board Certification opportunities for eighty teachers over three years.

What are the nature and extent of services?

Participant Counts and Training Categorizations

Professional development services are reported in two formats: unduplicated counts which show how many teachers, administrators, and paraprofessionals were served in each county; and duplicated counts which reflect how many educators participated in trainings, some more than once. Tables 2 and 3 show this data.

Table 2: Unduplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	*Others	Total by District
Carson	244	41	88	29	20	422
Churchill	93	24	33	4	53	207
Douglas	234	49	31	26	18	358
Lyon	119	69	3	7	9	207
Storey	15	10	17	4	0	46
Washoe	1185	193	258	60	260	1956
Totals	1830	386	430	130	360	3196

*Others included certified personnel who did not specify a grade level, substitutes, school counselors, district-level certified positions, and other participants such as parents and community members.

Table 3: Duplicated Number of Educators Trained by the NWRPDP

District	ES Teachers	MS Teachers	HS Teachers	Administrators	*Others	Total by District
Carson	724	58	108	76	48	1014
Churchill	330	90	72	6	82	580
Douglas	961	78	34	98	40	1211
Lyon	260	101	4	9	14	388
Storey	53	36	52	8	0	149
Washoe	2500	248	307	108	368	3531
Totals	4828	611	577	305	652	6872

*Others included certified personnel who did not specify a grade level, substitutes, school counselors, district-level certified positions, and other participants such as parents and community members.

A total of 3196 educators, 56.5% of the 5653 educators employed in the region, participated in programs provided by the NWRPDP during 2013-2014 (unduplicated count). In Carson City, 77.1% of the teachers and administrators participated in programs, 77.5% of the teachers and administrators in Churchill County participated in programs, in Douglas County 82.4% participated, 43.5% of teachers and administrators in Washoe County, 32.6% of the certified staff in Lyon County, and in Storey County 100% of the educators were served. Many educators

attended programs on more than one occasion, resulting in a total of 6872 contacts between the NWRPDP and educators during the year (duplicated count).

Type and Focus of Services

The NWRPDP provides a wide variety of services for the six counties in the region. Figure 1 shows the breakdown of the types of services provided by regional trainers throughout the district with a significant majority of services being in the form of training.

Another measure of services is the focus of the services provided. This measure looks at the content of the services offered in the region (See Figure 2). The major areas of services provided in the region were the introduction of the Nevada Educator Performance Framework (NEPF) and implementation of the Nevada Academic Content Standards, based on the Common Core.

Figure 1: Types of Services Provided by the NWRPDP

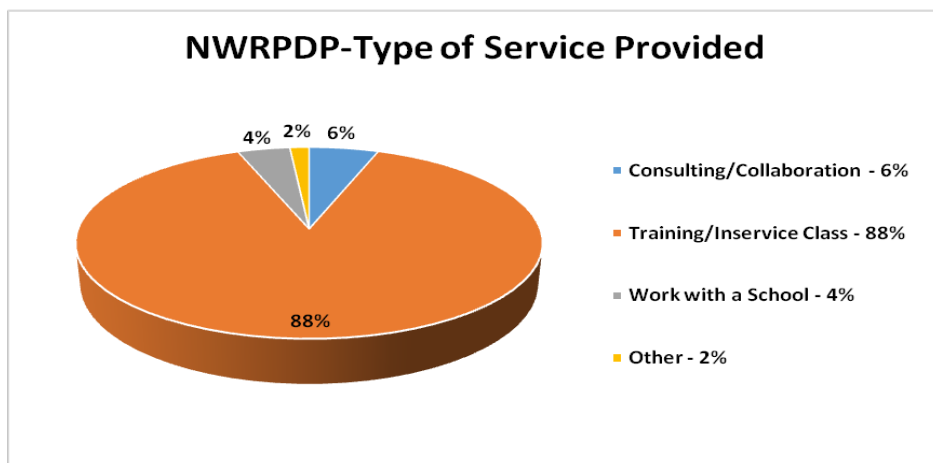
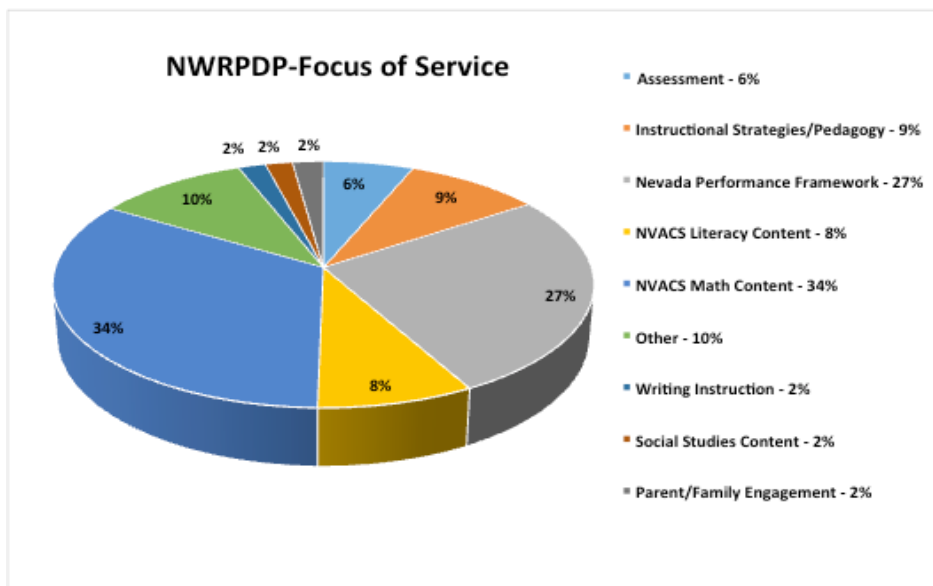


Figure 2: Focus of Services of the NWRPDP



Types of Services Provided by District

Carson City School District has eleven schools: six elementary schools, two middle schools, one comprehensive high school, one alternative high school and one charter school. There was not a full-time learning facilitator this year, but three part-time contractors provided services. Training focused on the Nevada Academic Content Standards, the Nevada Educator Performance Framework, and assessment (See Appendix F).

Churchill County School District has six schools: one pre-K and Kindergarten school, three elementary schools, one middle school, and one comprehensive high school. There is also a charter school in Churchill County which received support. A full-time Learning Facilitator coordinates services for Churchill County. The Nevada Educator Performance Framework implementation and pedagogy were primary areas supported by regional learning facilitators (See Appendix G).

Douglas County School District has thirteen schools: seven elementary schools, two middle schools, one middle school/high school, one comprehensive high school, and two alternative schools. A full-time Learning Facilitator coordinated services for Douglas County. The majority of services provided were for implementation the Nevada Academic Content Standards for math and literacy (See Appendix H).

Lyon County School District has sixteen schools in five communities (Yerington, Dayton, Fernley, Smith Valley and Silver Springs): eight elementary schools, three middle schools, four high schools, and one K-12 school. A full-time trainer coordinates services for Lyon County. A variety of services were provided with a focus on the Nevada Academic Content Standards in literacy and mathematics (See Appendix I).

Storey County School District has four schools and one part-time Learning Facilitator dedicated to its professional development. Storey County received services in implementation of the Nevada Educator Performance Framework, implementing the Nevada Academic Content Standards, school performance, and pedagogy (See Appendix J).

Washoe County School District is the largest school district in the region with 102 schools: 63 elementary schools, 14 middle schools, 15 high schools, two schools for special populations, and eight charter schools. Washoe received services in a variety of content areas including support for Nevada Academic Content Standards (NVACS) for mathematics and introduction of the Nevada Educator Performance Framework (See Appendix K).

What is the quality of NWRPDP professional development?

Participant Rating of Quality of Training

At the conclusion of every training or project participants were asked to evaluate the training using the form designed and implemented by the Statewide Coordinating Council (See Appendix C). The data in Table 4 shows the average ratings for all trainings provided in the region. The

highest levels of satisfaction regarding trainings were in items related to the expertise of the trainers and the delivery of instruction during trainings, particularly providing opportunities for interaction and reflection. Areas for examination by the regional trainers and opportunities for growth included matching trainings to teachers’ perceived needs, and connecting professional learning to the needs of diverse students. The data for item 6 may be influenced negatively because participants fail to mark “not applicable” when trainings such as sheltered instruction or pedagogical strategies are not centered on content standards.

Table 4: Participant Mean Ratings on Quality of RPDP Trainings

Question (n = 1716)	Rating
1. The activity matched my needs	4.35
2. The activity provided opportunities for interactions and reflections.	4.67
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.66
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.66
5. The presenter/facilitator modeled effective teaching strategies	4.57
6. This activity added to my knowledge of standards and/or subject matter content.	4.48
7. The activity will improve my teaching skills	4.43
8. I will use the knowledge and skills from this activity in my classroom or professional duties	4.50
9. This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	4.38
(Scale: 1 = not at all; 3 = to some extent; 5 = to a great extent)	

Internal Assessment for Quality Assurance

The region uses an internal program evaluation model as recommended in the *Evaluation Report: Nevada Regional Professional Development Program 2004-2005 and 2005-2006*. Positive feedback from constituents on the expansion of the case study model to include a wide variety of projects throughout the region provided direction for the NWRPDP to maintain this model. Case studies which document a broad spectrum of the work of the region and represent the work of all trainers are included in this report. Projects were designed based on the backwards planning model from *Assessment Impact: Evaluating Staff Development* by Joellen Killion (2002). Procedures for assessing constituents’ needs and project data collection are continually refined.

Professional Development Standards

During 2012-2013, the Statewide Coordinating Council adopted the *Standards for Professional Learning* (Learning Forward, 2011) which serves as the basis for internal evaluation of all projects. The rating of standards implementation details the learning facilitators’ evaluation of the application of these standards to the NWRPDP’s projects throughout the region.

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.

Rating: 3 Effective

Rationale and evidence: Participants are engaged in continuous improvement and follow up, take responsibility for the learning and participate in creating alignment and accountability all of the time at least 75% of the time.

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.

Rating: 3.5 between Effective and Highly Effective

Rationale and evidence: The project is designed to develop capacity in participants and creates support systems for on-going learning.

RESOURCES:

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

Rating: 3 Effective

Rationale and evidence: There is evidence of a system in place to prioritize, monitor and coordinate human, fiscal, material, technology, and time resources to support the project until all participants are trained.

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

Rating: 3 Effective

Rationale and evidence: Student, educator, and system data is analyzed initially to plan the project and at the end to evaluate the project.

LEARNING DESIGNS:

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

Rating: 3.7 between Effective and Highly Effective

Rationale and evidence: Learning theories, research, and models of human learning which emphasize active engagement are used consistently by trainers to plan and deliver the learning. Active engagement is emphasized in training.

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.

Rating: 3 Effective

Rationale and evidence: Change research is consistently applied and follow up systems are sometimes in place to sustain implementation; constructive feedback is provided occasionally to participants as they implement new learning.

OUTCOMES:

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

Rating: 3.5 between Effective and Highly Effective

Rationale and evidence: Educator performance standards are considered throughout the project and learning outcomes are aligned and build coherence throughout the school or district.

The area of strength for implementation of the Standards for Professional Learning was in the learning design and developing leadership and capacity in participants. Learning facilitators also consistently reported using the current research and models for delivery. The areas for growth identified based on the data were identified as the consistent use of data for planning and the need for more structured systems for monitoring and coordinating resources to support projects long term.

Research and Development Base

Professional development (PD) based on current educational literature and aligned to the Nevada Professional Development Standards (see Appendix A) is the foundation of the NWRPDP's work. A list of the references cited in this report and on which the case studies are based can be found starting on page 56.

How does the NWRPDP measure training effectiveness?

The Case Study Model

The NWRPDP has utilized the case study model to document its work over several years. The region continued the internal evaluation model which involves a team of trainers and incorporates case studies from projects throughout the region to document not only the diversity and wide-ranging impact of the work, but also in some cases to document the long term effects of the support provided to teachers in this region.

Effective Grading Practices: Churchill County Middle School

Strengthening the Connections in a Standards-Based System

Introduction:

Churchill County School District strives to effectively connect instruction based on the Nevada Academic Content Standards with assessments. Currently, in the 2013-2014, school year, teachers and students utilize a standards-based system for classroom instruction, assessments, and report cards in grades kindergarten through third. In the spring of 2013, a decision was made to continue this practice through intermediate grades in order to align systems and to accurately communicate student learning and achievement.

The goal of this case study project was to increase clear communication and consistency between standards-based teaching and assessment systems in the Churchill County Middle School through professional development trainings, collaborative discussions, and application.

This consistency comes from clear understanding of the standards as well as knowledge and practical application of what a standards-based instruction and assessment system looks like and how to consistently use the methodology effectively. Administrators and teachers realize that in order for a system to take hold meaningfully, the work needs to continue for three to four years.

Instructional Context:

Churchill County School District is a rural district serving approximately 3500 students in pre-K through high school. There is one early learning center for preschool and kindergarten students, three elementary schools for students in grades one through five, one middle school for students in grades six through eight, and one four-year high school.

The Churchill County Middle School (CCMS), the focus population of this case study, was determined *high-achieving* for SY 2012-2013 by the Nevada Department of Education, earning four stars as determined through the Nevada School Performance Framework. Staff at CCMS serve students in grades six through eight. By scheduling design, students are released at 1:30 every Friday, to provide time for teachers to meet for 90 minutes. This sacred time is used for co-planning, professional development workshops, or to discuss data and instruction. Time after school on Wednesday afternoons is dedicated to staff meetings, professional development, and team or department meetings.

Initial Data and Planning:

Does using clearly defined, standards-based grading practices strengthen the correlation between report card grades and standardized assessments?

This project builds on preliminary work completed during SY 2012-2013. During last school year, two after-school professional development sessions were conducted to explain what a standards-based grading system looks like and how it differs from current practice. Also, five CCMS staff members attended a district-wide, one-credit in-service class during the winter of 2012-2013 based on “A Repair Kit for Grading: 15 Fixes for Broken Grades,” by Ken O’Connor. This team served as a pilot group during the last quarter of the school year. They recorded grades using their current system at that time as well as grades students would earn as measured by the standards including 80% summative and 20% formative weightings. This pilot helped the CCMS staff with the decision to move forward with this project for the whole staff.

In order to achieve the goal above, during SY 13-14, all teachers were required to attend eight professional development sessions held after school, each approximately one and one-half hours in length. All participants earned one-half Nevada Department of Education in-service credit. This incentive supports teachers’ attendance and shows the value of their time.

Delivery of Services:

Teachers participated in eight professional development sessions to discuss current grading practices and to study, analyze, and apply research on effective grading. Topics of research and training included: extra credit, differences between formative and summative assessments, grading on a curve, re-teaching and re-assessing, and standards-based instruction. After the first four trainings, staff determined a revised school grading policy. These new guidelines were incorporated prior to the end of the first quarter.

At the end of the first semester, teachers discussed their implementation of the grading guidelines and continued adjusting the guidelines to appropriately meet staff and student needs. During second semester, training continued with more sophisticated work on differentiated grading and re-teaching and re-assessment techniques.

Results and Reflection:

Data collected includes a survey of teachers' grading practices, student perceptions, and the correlation of standardized assessment results in math with report card grades for the same students over a two-year period.

A. Changes in former grading practices and the revised guidelines include:

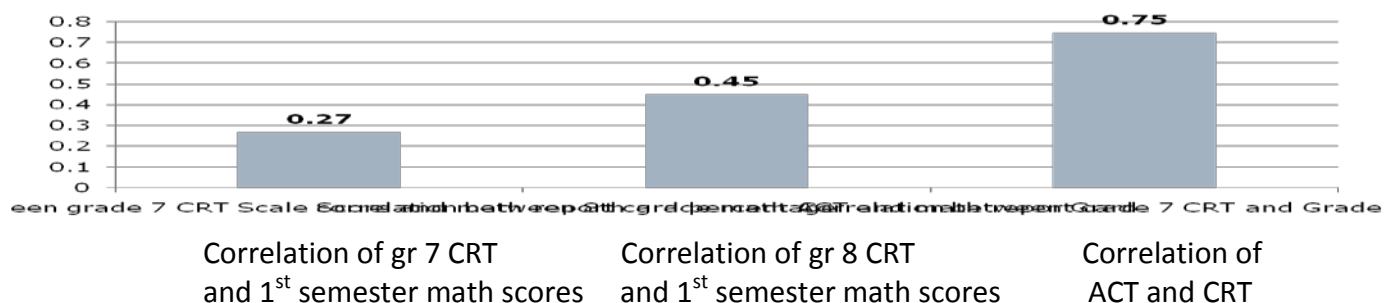
- Marks for behavior (i.e. preparedness, neatness, attendance, attitude) separated from academic grades
- Grading based on 80% summative and 20% formative assessments
- Removal of extra credit for grades
- Students encouraged to re-take an assessment to raise their grade after participating in re-learning efforts outlined by the teacher
- Great efforts made for students to complete all graded work vs. not handing it in and receiving a "0."
- Most recent evidence heavily considered over averaging grades

B. A survey was conducted in early February after the first semester report cards were issued investigating the teachers' adherence to the grading guidelines. 86% of the staff completed the survey. Results of the survey are as follows: (1=low; 5-high)

- a. calculate grades using 80% summative = 4.46/5.00
- b. calculate grades using 20% formative = 4.58/5.00
- c. consider most recent evidence vs. averaging = 3.00/5.00
- d. remove extra credit from calculation of grades = 4.09/5.00
- e. students follow procedures to re-learn and re-assess = 4.38/5.00

C. The data from the same 203 students was used (gr 7 in 2012-2013; gr 8 in 2013-2014). (All students' data was included if the student attended this school in both grades 7 and 8 and took the assessments). Data correlated from grade 7 is first semester math report card percentage grades with grade 7 CRT math scores. Data correlated from grade 8 is first semester math report card percentage grades with grade 8 ACT/Explore math scores. Note*: Since two different standardized assessments were given to this group of students in grade 7 (CRT) and in grade 8 (ACT/Explore), data was correlated using Z score correlation analysis. Results from ACT and CRT were also correlated using Z score correlation analysis. Results in Figure 3 indicate a positive relationship between classroom grades and standardized tests.

Figure 3: Correlation of test scores and semester grades

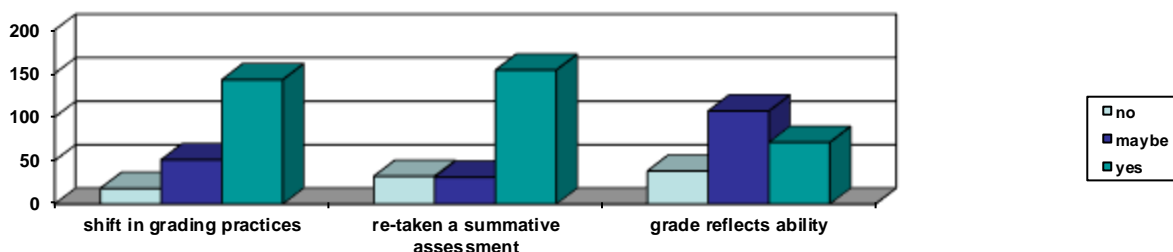


D. A third point of data comes from the students themselves. Eighth grade students responded to a survey by marking their perception of the changes in grading practices by answering these questions:

- | |
|--|
| a. I am aware that teachers are using some grading practices this year that are different from those used last year. |
| b. I have re-taken a math test this year to improve my learning and my grade. |
| c. This year my report card grade in math more closely shows what I know compared to my report card grade in math last year. |

Results of the survey appear in Figure 4.

Figure 4: Gr 8 Student Survey: Math Grading Practices, May, 2014



Conclusion:

The survey data from teachers and students combined with assessment data suggest that the grading practices work completed by the staff had a positive effect on tightening the correlation between report card grades and standardized tests, more accurately illustrating what a student knows and can do. From discussion and feedback, the biggest shift for the staff had to do with the amount of summative results used for report card grades and allowing students to re-learn material and re-assess. Students appreciated having more than one opportunity to learn skills and content and then show their progress on a revised summative assessment when needed.

Grading practices are part of each teacher’s educational philosophy. The changes occurred this year due to time and dedication by all staff members, led by the site administrators. All staff must be consistent with the grading practices adopted by the staff at this site in order to maximize the correlation between grades and actual student achievement.

Empowering Parents through Family Engagement

Program Description

During the 2011 legislative session, Assembly Bill 224 was passed and created a new vision for family engagement in Nevada. More than 30 years of research indicates that family engagement is key to student achievement which is the primary goal of the Legislature, the Department of Education, the 17 Nevada school districts, and NWRPDP. The NWRPDP facilitator provided researched and effective practices to schools and districts based on the six National Parent-Teacher Association (PTA) Standards: Welcoming All Families, Communicating Effectively, Supporting Student Success, Speaking for Every Child, Sharing Power, and Collaborating with Community.

This NWRPDP facilitator worked collaboratively with one district's family community resource organization that offers more than 200 classes at various locations that are convenient for working parents or caregivers. The facilitator focused on educating parents in the Nevada Academic Content Standards for Math and English Language Arts (based on the Common Core), college and career readiness, and promoting literacy at home.

Instructional Context

This district is the second largest school district in Nevada with approximately 102 schools: 63 elementary schools, 14 middle schools, 15 high schools, and two schools for special populations. The district also sponsors eight public charter schools. In this district, elementary schools typically include kindergarten through sixth grade, middle schools include seventh and eighth grade, and high schools include ninth through twelfth grade. The participants in the *Introduction to the Common Core (Nevada Academic Content Standards)*, *Promoting Literacy*, and *College and Career Ready* classes included 235 parents or caregivers with the following ethnicities:

1. 61% of the participants were Hispanic.
2. 1% of the participants were Asian.
3. 38% of the participants were White.

Of the 235 parents in attendance, 87% were female and 13% were male. The average transiency rate at the schools that were provided the trainings, based on the district's accountability report, was 26%.

Initial Data and Planning

The district goals and objectives include the following:

1. Provide all students with extensive opportunities, challenges, and support in achieving continuous academic success.
2. Engage family and community members in strong relationships and meaningful opportunities to increase expertise, trust, and shared responsibility for student success.
3. Value and strengthen a positive, productive, self-renewing culture throughout the district with attention to safety as well as orderly and respectful learning and work environments focused on student achievement.
4. Align and maintain efficient and effective performance systems to sustain a cycle of continuous improvement in support of student learning.

The district has created Pathway Performance Targets and the graduation high school rate was 72% in 2013, up from 69% in 2012. In 2013, 1,615 students received honors and advanced diplomas, compared to 1,511 in 2012. This is an increase from 48 percent of the graduating class to 49 percent. More students are graduating at a higher level of achievement, setting them on a successful course toward college and highly-skilled careers. However, higher graduation rates, an increased rigor in academic preparation K-12, and an increase in students succeeding academically in higher education without remedial coursework are all needed. To accomplish the improved academic measures, high quality parent engagement is key.

The Plan

The regional facilitator first began to provide these services in family engagement in 2012. The facilitator contacted principals and parent involvement site facilitators at 13 elementary schools, 3 middle schools, and 2 high schools within the district. Total hours of training were 42 hours. Initial consultation sessions with the principals and parent involvement facilitators ranged from 1-2 hours. Power points were created and revised to use during the trainings as parents deepened their knowledge with the necessary key skills that their son or daughter would be learning at school. Parents were provided copies of the National PTA's Common Core Guides in both Math and English Language Arts as they participated in the *Introduction to the Common Core* class. Parents received pamphlets that describe what it means to be career and college ready. Created by the Education Alliance of Washoe County, Career and College Ready Guidelines that describe the right diploma, the right classes, the right skills/attitudes, and the right test scores were available to the participants. In the *Promoting Literacy* class, parents received take-home literacy packets that provided them with strategies and activities to support their child's literacy learning. Each parent received 4-8 books for their children to read either with someone or independently; books were published in Spanish and English. Childcare and interpreters were available at each training session. At the end of each training session, a parent survey was distributed to evaluate the effectiveness of the class and to allow parents to rate their knowledge using a Likert scale.

Delivery of Services

The delivery of services was delivered as planned with no deviations. The parents were very engaged, responsive, positive, and respectful of their learning during the trainings. All of the parents set goals and committed to implementing their new knowledge as they supported their child's learning at home.

Results and Reflection

The parent survey results are provided in Tables 5-7 for reflection on the *Common Core*, *College and Career Ready*, and *Promoting Literacy* classes. Two hundred thirty-five parents or caregivers completed the survey. The pre- and post-assessment results showed that all participants grew in their knowledge of literacy strategies and ways to support their child's learning at home. Parents also showed substantial growth in their confidence and understanding as they related to the Common Core in Math and English Language Arts. Parents increased their knowledge base about the rigorous high school graduation requirements that will close the achievement gap and prepare students to be career or college ready. Based on these results and parent comments, the trainings were successful in providing information about these three topics.

Table 5: 2013-2014 Parent Self- Evaluation for Career and College Ready class 1(Low) to 5(High)

Question	Before	After	Change
Your knowledge related to the class topic	2	4	+2
Your skills or abilities to the class topic	3	4	+1
Your confidence as a parent related to the class topic	3	5	+2
Your awareness of resources and community information for parents around the class	3	5	+2

Table 6: 2013-2014 Parent Self- Evaluation for Common Core Intro class 1(Low) to 5(High)

Question	Before	After	Change
Your knowledge related to the class topic	2	5	+3
Your skills or abilities to the class topic	2	4	+2
Your confidence as a parent related to the class topic	2	4	+2
Your awareness of resources and community information for parents around the class	2	5	+3

Table 7: 2013-2014 Parent Self- Evaluation for Promoting Literacy class 1(Low) to 5(High)

Question	Before	After	Change
Your knowledge related to the class topic	2	4	+2
Your skills or abilities to the class topic	2	5	+3
Your confidence as a parent related to the class topic	1	4	+3
Your awareness of resources and community information for parents around the class	1	3	+2

Conclusions

The data showed that parents who participated in trainings to introduce the Nevada Academic Content Standards based on the Common Core increased their perception of their ability and confidence to assist their students.

Conceptual Teaching: Transitioning to a Middle Years Program**Introduction**

In the summer of 2013, Northwest Regional Professional Development Program (NWRPDP) was asked to support a middle and high school in their efforts to develop an International Baccalaureate Middle Years Programme. The Middle Years Programme (MYP) is a framework for curriculum and learning educational program for students in the sixth grade through 10th grade. MYP is designed to build the foundational knowledge, skills, and attitudes needed to succeed in the International Baccalaureate (IB) programs. The program’s aim is to develop “inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect” (Middle Years Programme Guide, 2010). As part of the certification process, the school is required to demonstrate teachers’ instructional shifts through the creation and use of structured interdisciplinary inquiry units. These units should emphasize connections to the global context, conceptual understanding of the big ideas

of each discipline, students' thinking development, and skills characteristic of "internationally minded people" who recognize their common humanity and shared guardianship of the planet (Middle Years Programme Guide, 2010).

These goals require teachers to make several significant shifts in their practice. Teachers need to be facilitators of learning rather than purveyors of content, to reduce the amount of content covered and aim at the big ideas and connections between content areas, and to support student's abilities to transfer learning to authentic problems and applications for both instruction and assessment. RPDP trainers with knowledge of backward lesson design and conceptual unit development were utilized to provide assistance with these shifts in practice for both schools.

Instructional Context

Washoe County is the second largest district in Nevada serving approximately 63,000 students in 63 elementary, 14 middle, and 15 high schools. Both of the schools served in this study are located in an urban neighborhood within Washoe County and serve a majority of students who are Hispanic. For the 2012-2013 school year, both schools earned three stars out of five on the district's Performance Framework. At the middle school, less than 50% of the students are proficient in math, reading, and science and with the average student growth percentile of 47.5% in reading and 50% in math. At the high school, 76% of the students graduate in their cohort, 63% of the students passed all of the HSPE tests by the end of the eleventh grade, and 37% of the cohort graduates passed at least one AP/IB exam by graduation.

During the summer of 2013, teachers from both schools participated in an initial training about the Middle Years Programme. Both schools hired an MYP coordinator to assist with the training and certification process.

During the 2013-2014 school-year, the teachers and students at the high school transitioned to a seven period day three days of the week with fifty minute class periods and a block schedule two days a week with an average of ninety minute class periods. Training on developing conceptual units of instruction was conducted with the English, Science, Mathematics, and Social Studies department teachers.

During the 2012-2013 school year, the middle school received support and assistance with funding from the Striving Readers Grant. In 2013-2014, teachers from all content areas participated in MYP training and support provided by RPDP.

Initial Data and Planning

After receiving an initial training by the IB MYP program, the MYP coordinators recognized the magnitude of change that teachers at their schools would be required to make in order to become a certified MYP school. Teachers at both schools were expected to collaborate within their departments to create and teach one conceptual unit of instruction each semester. The MYP coordinators from both schools contacted NWRPDP to provide additional support and expertise in conceptual unit development. Teachers from both schools were to be provided an initial three-hour training as well as follow-up training and support monthly throughout the school year during their Professional Learning Community (PLC), early release time, once a

month. The content of the RPDP training was planned collaboratively with the MYP coordinators and administrators, and focused on the first two stages of backward design: identifying desired results or goals and determining acceptable evidence of understanding. Additionally, the RPDP trainers supported the teachers' understanding of the MYP language, goals, and assessment criteria. Formative data would be collected at the end of the fall semester to determine any changes or adjustments to the learning goals and support.

Delivery of Services

In the fall semester, both schools received training on backward lesson design, teaching for understanding, assessment, and providing meaningful and effective feedback. At both schools, the trainings were conducted with the whole staff to guarantee all the teachers received consistent content and processing opportunities. During the trainings teachers were asked to apply the content and learning to their department's MYP unit while trainers were available to provide guided support. Evaluation data was collected at the end of the fall semester.

After the winter break, meetings were conducted with both schools to reflect on the formative data and plan the spring semester support. The formative data from the high school suggested that the teachers felt positive about the collaboration and use of professional learning time. Many reported feeling positive about the conversations about teaching, but they did not understand the purpose of the MYP, why they needed to change, or how they were expected to adjust their instruction and assessment practices to provide a different experience for students. After reviewing the units that were submitted and the feedback data, the administrative team determined they needed to take a more active role in working with the staff and communicating the goals and expectations. During the spring semester, the administrators and the MYP coordinator would conduct the department PLC's and the NWRPDP trainers would be used to support the administrative team.

At the middle school, the units of study and formative data indicated different levels of understanding about the MYP goals and understanding of unit design. A majority of the staff felt strongly that the learning content and opportunities to dialogue about teaching and learning practices was useful. After examining the MYP units, and noticing a disparity between the departments' knowledge and skills, it was decided the support for the spring semester would be conducted in small groups or departments. Because the NWRPDP trainers had a variety of content knowledge backgrounds, each department had a content expert to assist in PLCs for the spring semester. Each department received coaching and feedback about their MYP units and instructional practices. Follow-up data was collected at the end of the semester.

Results and Reflection

Middle school teachers were given a survey regarding aspects of MYP at the beginning of semester two, ranking their current understanding compared to their understanding at the beginning of semester one. Table 8 shows the average teacher growth for each question (N=31). The data demonstrates an average perceived growth of about one level (out of five) per teacher on each of the seven criteria. Qualitative data indicated teachers' satisfaction with the content and strategies presented by the RPDP team. Teachers requested more time for planning and collaborative work in departments (resulting in shifts to the learning plan) as well as increased processing and application time during future trainings.

Table 8: Teacher Understanding of MYP Characteristics

Criterion	Average Change on 5 point scale	Average beginning of year score (/5)	Average mid-year score (/5)
Understanding of MYP philosophy and goals	+ 1.45	1.90	3.35
Understanding of MYP unit design language	+ 1.33	1.80	3.13
Use of backward planning to ensure focus and alignment of the goals, assessments, and learning activities	+ 1.03	2.57	3.60
Ensuring students gain an understanding of the larger concepts underlying the discipline rather than only attaining factual information or skills	+ 1.00	2.90	3.90
Ability to gather information and evidence of student ability to transfer their learning	+ 0.93	2.73	3.66
Use of questioning to promote conceptual understanding (i.e.: Essential Questions)	+ 1.13	2.40	3.53
Use of specific feedback to promote learning	+ 0.87	2.83	3.70

At the closing of the year, middle school teachers were asked to identify their knowledge, skills, and beliefs related to MYP Philosophy and Goals, MYP Learner Profile, and Unit Design on a scale of 1 to 5. The results of this survey are included in Figures 5-7. The relatively normal distribution reflects the variety in individual and departmental growth for the first year with most educators in the middle of the range with some experts and some novices.

Figure 5: Teacher perception of their knowledge

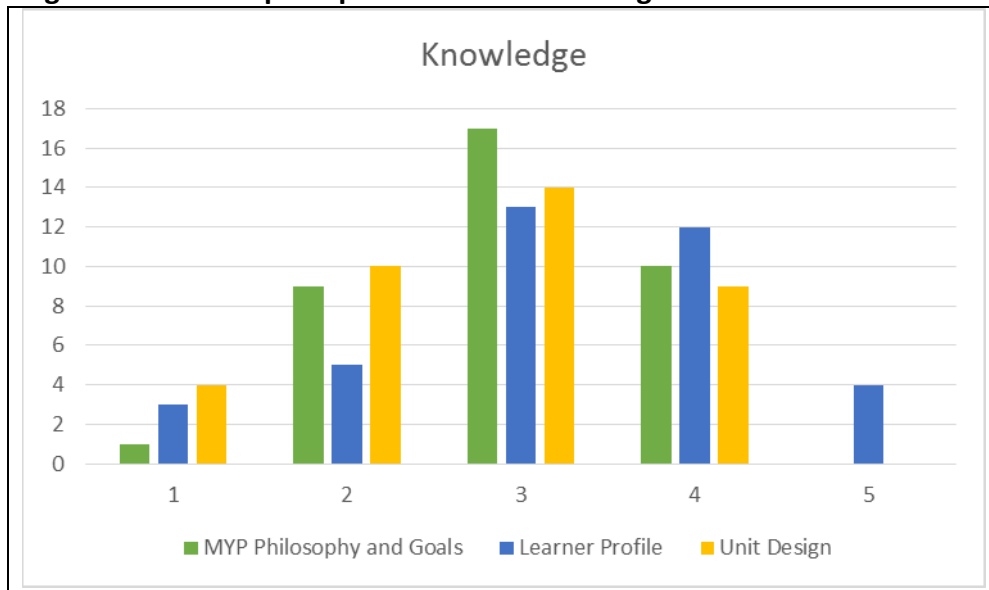


Figure 6: Teacher perception of their skill level

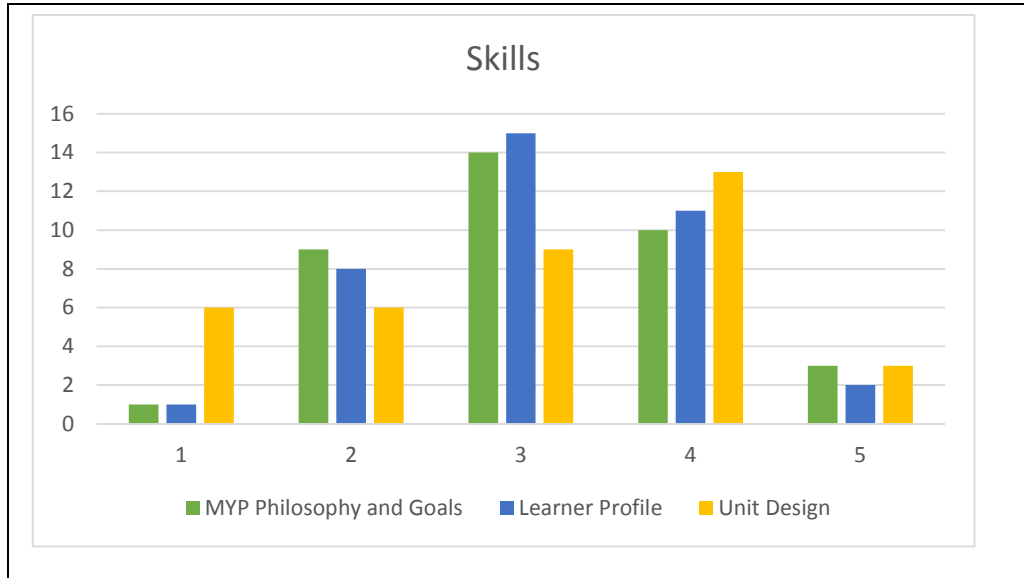
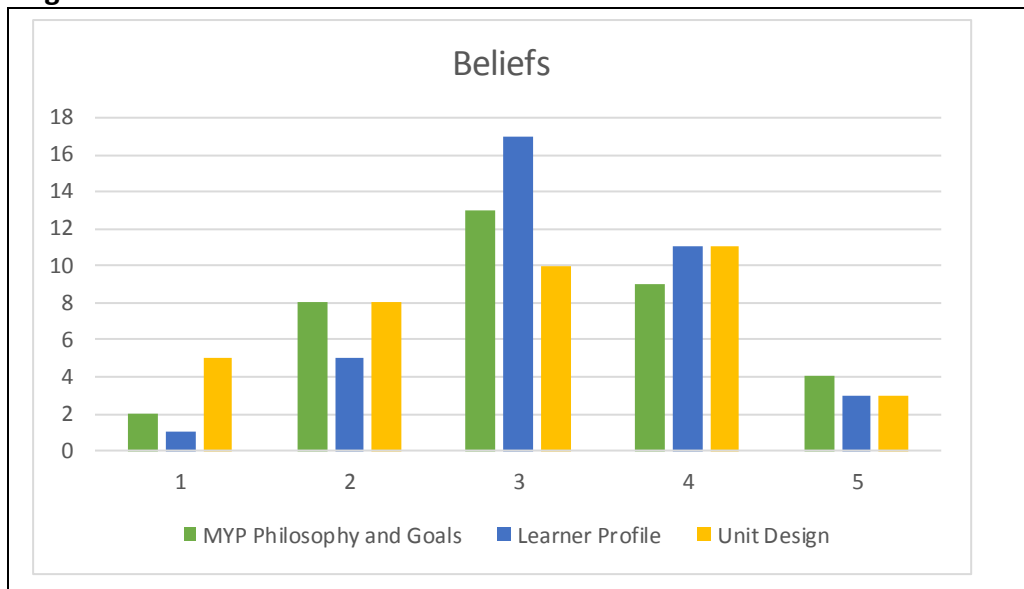


Figure 7: Teacher beliefs



One trend in the data is the distribution of beliefs in all three domains. While knowledge and skills are more dependent on one's personal application and experience (which in this case is limited to one school year), changes in one's beliefs are more complex. Research suggests teachers commit to new instructional practices when they experience positive results; beliefs do not change until the positive effects are evident to the teacher (Guskey, 2000). The spread of beliefs is consistent with the variety of implementation levels experienced by individuals and departments.

Another interesting trend in the end of year data is the perception of knowledge in Unit Design. Teachers reported lower levels of knowledge than with skill in implementing or beliefs about Unit Design, and teachers rated their knowledge of unit design lower at the end of the year than in the middle of the year, though Unit Design comprised a majority of the teachers' work during

the second semester. This data is consistent with Michael Fullan's Implementation Dip defined by Fullan (2000) as "...a dip in performance and confidence as one encounters an innovation that requires new skills and new understandings" (p. 40).

End of year qualitative data included the question "In what ways have the MYP unit design and instruction impacted student learning?" and generated the following:

- increased student engagement and motivation
- more focused, cohesive, rigorous teaching
- deeper levels of student understanding and critical thinking
- increased quality of student dialogue and discussion
- expanding student thinking to a larger, global scale
- need for more time and practice with implementation to have a clear understanding of the impact

Responses to the second question, "What do you need to know or do next to advance your work with MYP?" yielded the following needs:

- more practice with unit design or practice implementing exemplar units
- continued support and guidelines
- more trainings
- increased depth of understanding with MYP Unit Guides
- more practice and reflection with the instructional methodology

Additionally, the middle school administration has hypothesized that teachers' ability to write effective units is dependent upon their disciplinary content knowledge.

Conclusion

When teachers have a clear understanding of goals and expectations, they are more willing to experiment and explore (Guskey, 2000). The middle school teachers had a clear understanding of the initiative's goals and expectations from the beginning of the year, which provided a strong platform for meaningful RPDP assistance.

The MYP grant requires large shifts in instructional practices as teachers move from content deliverers to inquiry facilitators. These changes do not occur immediately, rather require ongoing focus, commitment, and support from leadership. RPDP recognizes the cyclical process of learning and implementation and has committed to continuing support for the 2014-2015 school year.

Core Task *implementation* Project Year 1 (CTiP1)

Introduction/Abstract

The Core Task implementation Project Year 1 (CTiP1) was born of a need for teachers to adjust instructional practice and assist students in achieving the outcomes set forth in the Nevada Academic Content Standards (NVACS) for English Language Arts in the absence of a core-aligned curriculum. Partnering with Council of the Great City Schools and Student Achievement Partners, CTiP1 was designed to help teachers identify the tools, resources, and "instructional

shifts” necessary to move students to college and career readiness while creating an inquiry-driven model for sustainable instructional leadership.

The facilitation of the project was a collaborative effort between Washoe County School District’s Curriculum & Instruction, Washoe Striving Readers Grant (SRG) Training Team, and the Northwest Regional Professional Development Program (NWRPDP). CTiP1 functioned as a cross-school professional learning community, employing the Plan-Do-Study-Act cycle at the heart of Washoe County School District’s Teaching and Learning framework and district strategic plan. The work of CTiP1 helped inform and drive implementation of the Nevada Academic Content Standards for English Language Arts in Washoe County School District (WCSD) by creating a replicable model for site-based learning.

Instructional Context

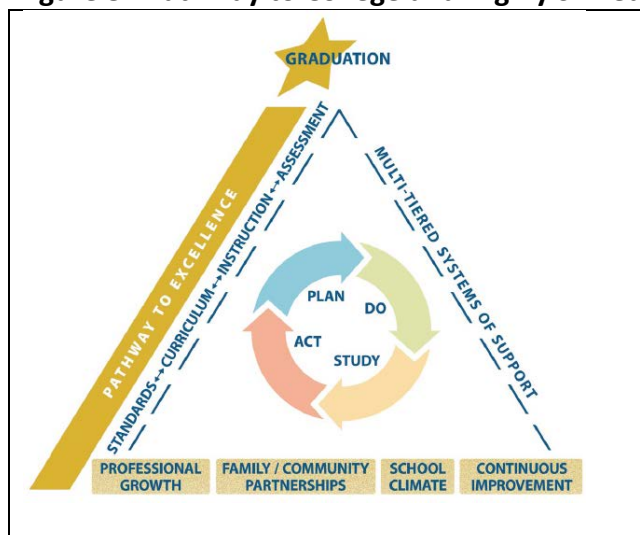
Washoe County is an urban district in the Reno-Tahoe area of Nevada. WCSD is the second largest school district in the state with more than 63,000 students; 37% Hispanic, 48% white, 6% Asian, 3% African American, 2% Native American, and 4% multiracial.

In July 2013, elementary school administrators in WCSD were sent invitations to include teachers from their sites in a year-long professional development opportunity focused on implementation of the NVACS for English Language Arts during their literacy block of instruction. In addition to the schools who responded to the initial invite, the schools in the “Acceleration Zone,” or those schools who had a performance rating of 2 or fewer stars during the 2012-2013 school year were also added to the CTiP1 project. Participants included teachers from kindergarten to sixth grade and their site-embedded implementation specialists from 18 of the district’s 63 elementary schools.

The schools made up a diverse slice of the district population by including Title I, Striving Readers Grant (SRG), STEM academy sites, as well as a charter school. For the purposes of this case study, observational data was gathered from the four Washoe Striving Readers Grant schools, while qualitative data was gathered through participant reflections shared at trainings and via Edmodo, an interactive online platform. Participants’ experience ranged from first-year educators to 28-year veteran teachers.

CTiP1 was driven by the Nevada CCSS Implementation Timeline, the WCSD strategic plan pathway (figure 8), the Washoe Striving Readers Grant goals, and the Northwest Regional Professional Development Program’s mission.

Figure 8: Pathway to College and Highly Skilled Career Readiness



The Pathway establishes a set of common, ambitious, concrete goals for everyone involved with Washoe County schools--students, parents, teachers, principals, administrators and other school staff. To further enhance an education system, the Teaching and Learning Framework has a process for continuous improvement (Washoe County School District, 2013).

Initial Data and Planning

In CTiP1, three teachers from each school were brought together in a cross-school PLC to safely explore the ELA instructional shifts and gain confidence in the power behind the Plan-Do-Study-Act cycle. Monthly sessions were spent reflecting on instruction and student data, professional learning grounded in the ELA Instructional Practice Guides and planning anchored in the Basal Alignment Project (BAP) resources and Close Reading Exemplars. In between the monthly sessions, teachers implemented a lesson, engaged in blended learning on Edmodo and reflected on their instructional implementation and progress of their focus students.

Research Question: How does reflective collaboration grounded in the CCSS, SBAC Claims and Publisher’s Criteria lead to intentional changes in instruction and student learning?

In preparation for the Smarter Balance Assessment Consortium measures in 2015, educators have engaged in a dialogue of what literacy instruction looks like with NVACS and asked if our students are being adequately prepared to achieve the outcomes required by these standards. CTiP1 framed professional learning, instruction and reflection around the ELA Instructional Practice Guides created by Student Achievement Partners. This inquiry-driven process provided common language and allowed educators to anchor discussion in evidence of student learning.

Delivery of Services

Beginning in September, CTiP1 participants met for seven monthly sessions of three hours each. The time was divided into reflection, professional learning, and planning. The professional learning was grounded in the “instructional shifts” and emphasized each of the core actions identified in the ELA Instructional Practice Guides (Table 9).

Table 9: Core Task Implementation Project Overview

CTiP1 Dates	Professional Content
Sept.	Core Action 1: Focus each lesson on a high quality text (or multiple texts) Shift 1: Building knowledge through content-rich nonfiction and informational text Close Reads, Collecting Student Evidence
Nov.	Using Basal Alignment Project Resources
Dec.	Core Action 3: Provide all students with opportunities to engage in the work of the lesson Speaking and Listening (Integrating Social Emotional Learning)
Jan.	Core Action 2: Employ questions and tasks that are text dependent and text specific Text Complexity/Text-dependent Questions
Feb.	Shift 2: Reading and writing grounded in evidence from the text Writing to Sources
Mar.	Shift 3: Regular practice with complex text and its academic vocabulary Academic Vocabulary
May	Data Collection, Reflection

In between meetings participants continued professional learning and reflections via Edmodo.

Results and Reflection

With an inquiry-driven model, participants were asked each meeting to reflect on the research question, their professional learning, and classroom implementation. Due to the nature of the project the majority of the results were qualitative. Most of the teachers responded about being pleasantly surprised by their students’ capabilities in the close read process. For example, a teacher remarked that she could not see how this project would benefit her kindergarten students who were not reading at the beginning of the year. She said, “I was amazed with the language they learned and how they could use language from the books I read to them as evidence when they discussed the books.” A shift from teacher to facilitator in a student-centered classroom was also a hallmark of participants’ reflections. A sixth grade teacher reflected, “I am not the one up lecturing all day, but rather now the students are pushing and encouraging each other to use the materials provided to search out answers and solve their problems.”

The teachers were each asked to select three to five focus students during the project and bring student samples each month from those students to reflect on with their groups. Most teachers reported an increase in student confidence in participating in classroom discussion after our speaking and listening focus in January. A third grade teacher recorded one of her focus students had very little classroom participation and did not contribute to discussions in November, and by the end of the year the student participated in class discussions and “is able to back up her answers by going to the text to prove her point.”

There were also two observation cycles at the SRG schools in CTiP1 during October and March. The observers used the Instructional Practice Guides to identify indicators of instruction meeting the core actions outlined in the guide. The core actions must be observable and receive a rating on a four point scale. The mean value of the observable indicators is displayed.

Table 10: Core Action 1: Focus Each Lesson on a High Quality Text (or Multiple Texts)

Indicators	Oct	Mar
A. A majority of read aloud time is spent reading, listening to, or writing about text(s).	3.43	3.75
B. The text(s) are at or above the complexity level expected for the grade and time of year.	3.71	3.71
C. The text(s) exhibit exceptional craft and thought and/or provide useful information	3.71	3.63

Table 11: Core Action 2: Employ Questions and Tasks that are Text Dependent and Text Specific

Indicators	Oct	Mar
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	2.43	3.75
B. Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.	2.43	3.63
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	2.57	3.38
D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	2.14	3.25

Table 12: Core Action 3: Provide All Students with Opportunities to Engage in the Work of the Lesson

Indicators	Oct	Mar
A. The teacher provides the conditions for all students to focus on text.	3.14	3.38
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	2.57	3.63
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	2.57	3.00
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	3.00	3.68
E. When appropriate, the teacher explicitly and systematically attends to strengthening students' reading foundational skills.	2.60	----*

*Observed in one classroom (Rating=4)

Analysis of these results shows an increase in observed text dependent questioning and student engagement. One possible reason for the use of high-quality text not showing a marked increase across time could be BAP resources utilizing existing anthologies and generating text dependent questions for reading selections that may not be complex for the grade level of the students being taught. Also, the Instructional Practice Guides as a tool for observational feedback is still in its infancy. A study comparing the guides to the Danielson Framework was just completed in WCSD, and may yield more information about the tool's reliability.

Conclusion

Implementation of the NVACS for English Language Arts takes resources, time, and intention. Teachers who participated in CTiP1 overwhelmingly responded in favor of more time to collaborate with colleagues. A teacher wrote on a year-end reflection, “I hope it is seen how beneficial it is for teachers from across the district to come together to share ideas, successes, failures, and lessons learned with each other so we can continue to grow.”

While the project is popular among participants and has gained national attention, it has evolved to reach more teachers. One of the leaders of the project was featured in Education Week’s *Leaders to Learn From*, and the CTiP model was shared in May 2014 at International Reading Association’s annual conference in New Orleans. Read Aloud Project (RAP) resources are currently being vetted and added to Student Achievement Partners website to better serve the listening comprehension of students in kindergarten through second grade.

WCSD will continue with the CTiP cross-school model PLC format in 2014-2015. Expansion of the format would include a current selection of CTiP1 participants becoming site-based leaders to deliver content to whole site in a structure similar to their experience in the project. The group of leaders would meet quarterly to reflect and discuss this level of implementation (CTiP2).

As anthologies are added to the BAP resources and more close read exemplars are created and vetted through national partnerships, the option of offering CTiP to focus on shifts in instruction and key professional learning through the Instructional Practice Guides may be considered a viable option for other Nevada counties.

Focus on Mathematically Proficient Students

Introduction

This project, called Focus on Mathematically Proficient Students, was designed to meet the needs of elementary school teachers. This was the third year of the project and this year a new workshop was developed for teachers to continue their learning. While many teachers and administrators have viewed the Nevada Academic Content Standards Mathematics (NVACS-M) as simply a new list of standards, it is important to understand that these standards require more focus, more coherence within and between grade levels, and specific aspects of rigor in instruction. As teachers learn more about these standards, it becomes critical to attend to the shifts in instruction that these new standards require. Previously this project only included Washoe County teachers, this past year it expanded to include multiple counties and a “Year 2” course for teachers to take.

Instructional Context

Teachers from five Nevada school districts: Washoe, Pershing, Lyon, Carson, and Douglas counties attended either Focus Year 1 or Focus Year 2. Many teachers attended both sessions this year. These teachers were K-6 elementary school teachers, including ELL and Special Education teachers. A few administrators also attended.

Initial Data and Planning

A pilot project was conducted in the Spring of 2012 with 40 teachers. During the 2012-2013 school year, 300+ teachers attended Focus Year 1 classes. During the 2013-2014 school year, Focus Year 2 was developed in order to provide support to those teachers who had already attended Year 1.

The goal of this project was to closely examine the instruction changes that the Nevada Academic Content Standards require in each grade level in mathematics. Teachers looked closely at the NVACS-M document and related resources. They examined how to use the resources to support both the mathematical content and the mathematical practices standards.

Delivery of Services

During the 2013-2014 school year, 481 teachers participated in the Focus courses. There were 271 teachers who attended Focus Year 1, two days of training, and 210 teachers who attended Focus Year 2, an additional two days of training. Approximately 70 teachers attended both courses, four days of training, during this school year. There were 45 schools that participated in these courses including public, private, and charter schools. Four schools districts were represented including Washoe, Lyon, Pershing, Douglas, and Carson. Teachers from Churchill County will be offered the opportunity to attend during the summer of 2014.

Results and Reflection

For each course, the teachers completed a pretest at the beginning of Day 1 and they completed a posttest at the end of Day 2. The questions on these tests examined the teachers' knowledge of the Nevada Academic Content Standards Mathematics and the instructional shifts it requires, the Smarter Balanced Assessment Consortium (SBAC), the Mathematical Practices, and the use of resources and assessments in their planning.

For the Year 1 course, only 2% of participants were able to name the three shifts, focus, coherence, and rigor, on the pretest. By the end of the course, 96% were able to at least name the shifts. Admittedly, naming the shifts does not always translate into implementing them. Only 16% were able to name at least three of the eight Mathematical Practice Standards on the pretest; 81% were able to on the posttest. On the pretest, 43% of the participants were not able to recognize SBAC as the testing consortium that includes the state of Nevada. This number dropped significantly from the 62% on the pretest from the course during the 2012-2013 school year. The teachers in the tested grades, third-sixth, scored higher on this question than the K-2 teachers.

In the Year 2 course, teachers investigated methods for analyzing materials and assessments. The Instructional Materials Evaluation Tools (IMET) and the Assessment Evaluation Tool (AET) were both used during this course. Teachers were able to use both of these tools on their current materials in order to check for alignment to the standards. In an open-ended question on the posttest, teachers were asked what support they needed to implement these standards well. The most common response was time: time to implement, to plan, to study, to reflect, or to learn. Teachers also mentioned the need for more aligned materials, more training and coaching, the support of their colleagues, and support from their building administrators or from district administrators.

Conclusion

This project was able to reach over 400 teachers this year. Each participant was allowed two or four full days of training. They were able to attend with their colleagues from their schools and they were able to interact with teachers from many other schools and districts. These teachers were given the time they consistently request to learn together and make plans for implementing their learning. This project would not be possible without the support of the building principals, who may have multiple substitute teachers in their buildings in order for teams of teachers to attend together. During the 2014-2015 school year, a Year 3 course will be added in order to continue the learning of past participants. Year 1 and Year 2 courses will continue to be offered as well. As teachers continue to implement the Nevada Academic Content Standards Mathematics it is imperative that we offer the necessary support and training.

Changing Instructional Practice through Peer Observation

Introduction

Learning from other teachers is an important means of professional development. A good teacher is always becoming a better teacher and one of the most powerful ways to do this is to observe other teachers. According to a study done by the University of Minnesota, “formative peer observation assists in the improvement of teaching.” According to Donald Freeman (Procter and Gamble Sunhome Osaka, Japan), “teacher development...focuses on the process of reflection, examination, and change which can lead to doing a better job and to personal and professional growth. Development assumes that teaching is a constantly evolving process of growth and change. It is an expansion of skills and understanding, one in which the teacher is responsible for the process...” and “Teachers are forever reflecting and making decisions, and when they see someone else in action, in as much as they are seeing someone else, they are almost simultaneously seeing themselves” (Olenka Bilash, University of Alberta Canada). In order for peer observation to be effective there must be a certain level of trust. As PreK-2nd grade teachers participate in the Early Literacy Cadre offered through the Northwest Regional Professional Development Program by Year V this trust is established; therefore, the participating teachers requested that Year V be based on teachers observing teachers.

Instructional Context

Washoe County School District (WCSD), the second largest district in Nevada, is an urban district serving the largest geographic area of Northern Nevada. There are approximately 63,000 students enrolled in grades PK through 12 in the following categories:

White	53%	Average Daily Attendance	94.9%
Hispanic	34%	Transiency Rate	30.9%
Asian/Pacific Islander	7%	Graduation Rate	71.9%
Black	4%	Credit Deficient	22.7%
American Indian	2%	Dropout Rate	3.5%
Limited English Proficient	17%		
Free & Reduced Lunch	44%		

The 5 teachers who participated in the peer observation study represent a cross-section of this large and diverse district.

Data and Planning

The Plan

Cadre Year I, II, and III offer the “what” and “how” of balanced literacy. Year IV participants view films of each other teaching and reflect on the teaching taking place. It is a natural progression to observation in each other’s classroom for half a day followed by a reflective dialog concerning the teaching that was observed. The emphasis is on how things can be done differently in the classroom to ensure that all students succeed academically.

Professional reading used in class is Developing Reflective Practice in the Early Years, edited by Alice Paige-Smith and Anna Craft. Several papers guided the development of the class: Peer Observation Guidelines and Recommendations, University of Minnesota; Observing Teachers: Three Approaches to In-Service Training and Development, Donald Freeman, TESO Quarterly; Teachers Observing Teachers: A Professional Development Tool for Every School, Education World; The Value of Observation, University of Alberta, Canada; and The Power of Observation, Brianne N. Dalton, an Inquiry Conference paper. A baseline and end of year survey was used to document change in teacher practices, student understanding, and classroom environment.

Delivery of Services

Nine three and a half hour classes occurred after school between August 2013 and May 2014 in the North Training Room at RPDP’s Edison facility. Five classroom observations followed by reflective dialogue occurred throughout the training year.

Results and Reflection

Two different tools were used to gather results and reflections; a Likert scale (figure 9) and a semantic differential scale (figure 10). Figure 9 shows teacher attitudes and figure 10 shows how teacher perceptions have changed.

Figure 9: Teacher Attitudes

1. Teachers who have more opportunities to observe outside their own classroom benefit in terms of professional growth and development by gaining new ideas and insights into instruction, management, and classroom environment.			
Strongly Disagree	Disagree	Agree	Strongly Agree (5)
2. Reflection can contribute to a teacher’s professional growth and development as they search for best practices.			
Strongly Disagree	Disagree	Agree	Strongly Agree (5)
3. Observation needs to be ongoing in order to bring about improvement in one’s teaching.			
Strongly Disagree	Disagree	Agree (2)	Strongly Agree (3)
4. Spending time and effort in peer observation was worth my time and effort.			
Strongly Disagree	Disagree	Agree	Strongly Agree (5)

Figure 10: Teacher Perceptions of Change in Classroom Practice

	none	little	some	Very much
1. My practice/thinking has changed due to the peer observation process.	0	0	0	5
2. This change impacted my				
Teaching practice	0	0	0	5
Classroom environment	0	0	3	2
Student achievement	0	0	2	3
3. How much did the following influence this change?				
Reflection process	0	0	2	3
Collaborative dialogue	0	0	0	5
Sense of support and encouragement	0	0	2	3
Self-awareness of my teaching	0	0	0	5
Observing new techniques, strategies, ideas, and resources	0	0	0	5
Diminished anxiety regarding changing teaching behaviors	0	1	2	2

Conclusions

In looking at the survey results, 100% of the participants responding positively on the Likert Scale and all but one teacher responded in 3-4 range on the Semantic Differential Scale, indicating that the participating teachers grew in their confidence with reflective practice.

“Ready” for Common Core on the Comstock

Introduction

The Storey County School District is implementing new instructional materials and methods, along with interim assessments and student interventions, which align with the Nevada Academic Content Standards (Common Core). This alignment, in grades Kindergarten thru 8th in both Mathematics and Language Arts, fits into the core belief system of the SCSD, which is grounded in the idea that a vertically aligned curriculum is the foundation on which student achievement and growth are built.

The SCSD believes that the fundamental purpose of any school or district is to ensure that all students learn at high levels. All staff must be committed to becoming a lifelong learner to make this a reality. Collaborative teamwork and interdependence among teachers and administrators allows schools and districts to continuously improve and not become stagnant.

Instructional Context

Storey County is a rural school district with four schools. Three of the schools are located in historic Virginia City: Hugh Gallagher Elementary, Virginia City Middle School, and Virginia City High School. The fourth school, Hillside Elementary School, is located in the town of Lockwood just east of Sparks. The student population consists of approximately 410 students.

Since the inception of No Child Left Behind (NCLB) in 2002, all four schools, as well as the

district, have made Adequate Yearly Progress (AYP) as measured by NCLB. In 2013, the first year of the Nevada School Performance Framework (NSPF), all four schools were rated as 3-star schools. Despite being one of only two Nevada districts to have this level of success, academic challenges still exist due to the small, rural, and isolated nature of the district and the schools. As Nevada transitions to a school accountability system based largely on student growth, and not proficiency, Storey County is looking to adjust its instructional and assessment methods.

Data and Planning

In the final few weeks of the 2012-13 school year, the site administrators, along with the district's chief academic officer, met with each certified staff member. The teachers were surveyed about their instructional needs, both short and long term. The most common response was a strong desire for consistent instructional content, methods, and assessments across grade levels. To this end, the administrators presented the certified staff with new instructional and assessment materials for them to review. *Ready Common Core Mathematics* and *Ready Common Core Reading*, developed by Curriculum Associates, were selected as the primary instructional materials. Additionally, the district adopted *I-Ready Diagnostic and Instruction* (Curriculum Associates), a computer based program, to use for both diagnostic and interim assessments as well as remediation and extension activities.

In the first year of the transition from AYP to NSPF, the Storey County School District has been High Achieving-Low Growth in both Mathematics and English Language Arts. The *Ready Common Core and I-Ready* programs will allow for consistent standards-based instruction across grade levels. Teachers will now have the advantage of *I-Ready* student data generating instructional interventions for each individual student. This will assist each student to demonstrate both proficiency and growth. The goal of the SCSD is for each of the four schools to be High Achieving-High Growth in both content areas.

Delivery of Services

The Storey County School District conducted two full-day trainings in August of 2013, one for *Ready Common Core* and the other for *I-Ready*. Teachers were first trained on how to use the new instructional materials, with particular emphasis on how to alter their instructional methods. Considerable time was also devoted to the link between the content-based assessments and the new Smarter Balanced Assessments.

The teaching staff also spent a day learning about the *I-Ready Diagnostic and Instruction* program. *I-Ready* instruction delivers online lessons at each student's level based on results from the online adaptive diagnostic. Teachers were trained on how to incorporate the online student lessons and teacher resources to successfully support a blended learning environment. This alignment of standards, assessments, instruction, and content is a bold foundational shift for the SCSD.

In mid-October, all K-8 staff received follow-up trainings on *Ready Common Core* and *I-Ready* to assess their progress and answer any questions since the implementation in August. Additionally, each teacher was observed monthly throughout the school year by the Storey

County RPDP Trainer to determine the progress and effectiveness of the implementations.

Results and Reflection

Three *I-Ready* diagnostic assessments were administered during the 2013-14 school year at Hillside ES, Gallagher ES, and Virginia City MS. Students took the assessments in September, January, and May. Student growth reports for the *I-Ready* assessments demonstrate that the use of the *Ready Common Core* instructional materials is reaping benefits, particularly at the elementary school level. Table 13 below shows school wide progress towards targeted growth and is based on an average across all students. This data demonstrates the impact of the *Ready Common Core* curriculum.

Table 13: Progress Towards Targeted Growth (Average Across All Students) – Target 100%

School	Math	Reading
Hillside ES	143%	118%
Gallagher ES	126%	138%
Virginia City MS	103%	85%

This data is limited, but encouraging. In five of the six areas, the average student growth exceeded the student growth targets. The district is anxious to receive its CRT data and verify that the current interventions are increasing student success and growth.

Conclusion

The initial transition to *Ready Common Core* created some natural anxiety among staff. However, in post-observation discussions, the vast majority of staff has embraced the new instructional materials. The consistency from grade to grade has been a welcome change for teachers. This team approach to interventions, lesson planning, and curriculum is not only meeting the needs of the students of Storey County, but the staff as well.

Implementing STEM and NGSS through Project WET

Introduction

The focus of implementing Science, Technology, Engineering, and Mathematics (STEM) & Next Generation Science Standards (NGSS) education nationally, at the state, and district level, lead to the need for a state STEM & NGSS Team to guide the state in STEM & NGSS education and to define STEM education for the state of Nevada. The US Department of Education Race to the Top application had a section for STEM education which suggested increased support for all levels of STEM education. Professional development in STEM education for teachers at all levels needed to be developed and implemented to increase student engagement in STEM activities, formal and non-formal, for all Nevada teachers and students. With the release of the NGSS, in May of 2013, K-12 teachers asked for necessary training on what they were expected to implement in their classrooms for students to meet these new standards.

The Goal of the trainings was to provide teachers the training and support needed in order to

engage students in quality STEM activities that are aligned to NGSS. Teachers gained an understanding of what STEM education is and how it could be aligned to NGSS for use in their classroom.

Instructional Context

Nevada's Northwest Regional Professional Development Program (NWRPDP) services six Northern Nevada counties, Carson, Churchill, Douglas, Lyon, Storey, and Washoe. There are 153 schools in this region. Nine schools, Sparks HS, Sparks MS, Drake ES, Greenbrae ES, Lincoln Park ES, Maxwell ES, Mitchell ES, Risley ES, Kate Smith ES are all part of the Teacher Incentive Fund 4 grant (TIF4) that focuses on STEM education. Duncan ES, Loder ES, Smithridge ES, Veterans ES, Clayton MS, and Dilworth MS in Washoe County; and Eagle Valley MS in Carson City, have STEM components written into their School Performance Plans. Churchill, Lyon, and Douglas counties have implemented STEM education components into many of their schools.

Initial Data and Planning

The NWRPDP K-12 Science and K-12 STEM Learning Facilitators were asked to participate on state STEM and NGSS teams for Nevada. Members of these teams were required to attend meetings on-line and in person. One of the goals was to plan and participate in the state STEM Mini-conference in Reno on November 16, 2013, and Southern Nevada's Annual Science Conference in Las Vegas on February 7-9, 2014. Another task required the attendance at the National Building Capacity in State Science Education conference in Denver, Colorado, June 19–21, 2014, to be involved as state representatives for the Next Generation Science Standards and STEM.

To enable the trainers to reach as many Nevada teachers as possible and provide them with equipment to teach STEM and the NGSS, the team wrote a Project WET STEM Grant that was funded by Nevada Division of Environmental Protection for \$56,776. Training was provided through this grant for teachers in Lyon County, Washoe County, and Douglas County in the Northwest region. Collaborative efforts with the other RPDP regions resulted in trainings in Clark County and Elko County.

Delivery of Services

A total of 72 teachers were trained at five locations during the second semester of the school year. Two trainers provided multi-day sessions which included hands-on activities and training for implementing the Project WET/STEM activities in the classroom.

Results and Reflection

During and after the trainings, teachers were asked to submit samples of student work and a short summary of how the teacher perceived the STEM activities went in their classrooms, related to the trainings. Teachers also shared Wiki pages and Flickr photos that they assembled for their classrooms and students. All feedback from the teachers was positive and they expressed how much fun their students had doing the inquiry P-WET STEM activities. They commented on how having the supplies to use with their students was an important part of the success with these P-WET activities in the classroom. The trainings

were so successful that most of the teachers requested additional P-WET STEM training for next year.

Conclusion

Based on the participants' evaluations from the trainings, the P-WET STEM classes were a success. Teachers implemented P-WET STEM inquiry activities from the trainings into their classrooms and the students enjoyed doing the lessons. Teachers asked for more training for next year. In addition to the trainings provided, facilitators were requested to present at the Blue Planet Global Water Education Conference in Big Sky, Montana, June 24-27, 2014, on the success of the grant. There were also two Math Science Partnership (MSP) grant-funded professional development opportunities for teachers this past summer that the trainers helped develop for the Nevada Tahoe Teacher STEM Institute (NTTTSI) and the Earth Science Matters Cadre (EMS), where the P-WET STEM training was incorporated.

Advancing the Reading Achievement of Urban High School Students

Introduction

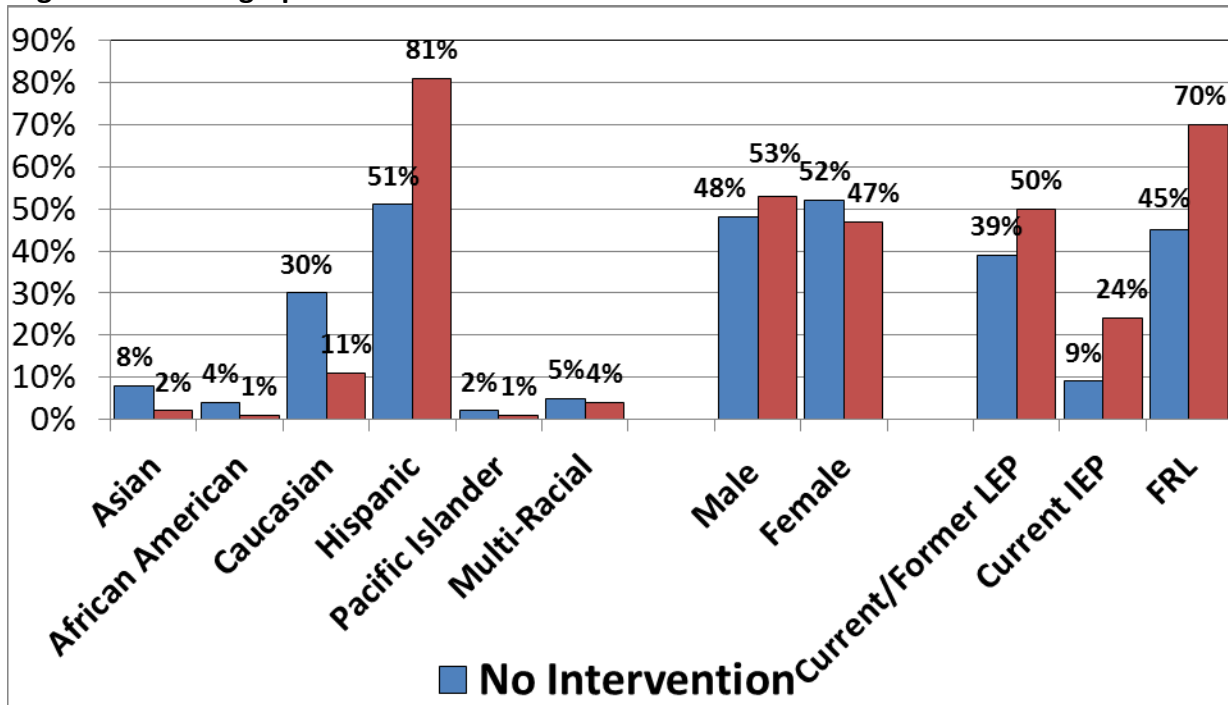
Nearly 7,000 high school students drop out every day (Alliance for Excellent Education, 2006). Until recently, education in our country has focused more on how young students learn to read and write than the challenges faced by older students (Ippolito & Lawrence, 2013). In this era of high accountability, how do high school teachers begin to address the needs of diverse adolescents who are behind in their reading?

In collaboration with site administration, a new course was designed to meet the literacy needs of juniors and seniors who did not pass the reading portion of the High School Proficiency Examination (HSPE). This new Literacy Support course was developed under direction of the Striving Readers Initiative to promote reading, writing, and vocabulary knowledge with the overarching goal of fostering independent readers.

Instructional Context

The case study was conducted at Earl Wooster High School located in Washoe County School District which serves over 1600 students. This intervention included 85 students of whom 81% are Hispanic, 50% are identified as current or former LEP, and 70% receive free or reduced lunch. Additionally, nearly a quarter of the students have an IEP in place. Figure 11 shows these demographics in comparison to the students who did not participate in the intervention of whom 51% are Hispanic, 39% current or former LEP, and 45% FRL.

Figure 11: Demographics



Data and Planning

Wooster High School did not demonstrate Adequate Yearly Progress (AYP) during the 2011-2012 school year. In an effort to address the number of students performing below level and failing the reading portion of the HSPE, the administration set the goal of improving proficiency for students with special attention to groups not meeting proficiency.

In the spring of 2013, ten teachers across disciplines were selected to participate in training around three essential domains found to have leverage in shifting the thinking and practice of teachers who support adolescent learners: vocabulary, multiple texts, and discussion (Ippolito & Lawrence, 2013). The trainers conducted a review of the literature in order to select materials for use in the course and professional readings for teachers. From this review of research, the components of the course were built.

The Literacy Support class was offered four days a week for 55 minutes. The first component of the course included materials from the Word Generation program. This research-based vocabulary program offers non-fiction articles and focuses on direct instruction of academic vocabulary that is likely to be encountered across disciplines. Weekly units introduce 5 high-utility target words within passages outlining controversies currently under debate in the United States. Word learning is reinforced over the week as students encounter the words across content area passages in Mathematics and Science. In pairs, students discuss the readings and prepare for a debate by finding evidence in text. At the end of the week, students support their position in writing which requires use of the target words.

The Nevada Academic Content Standards set the expectation for students to explore complex grade level text. After students had strengthened their background knowledge and

vocabulary by reading passages from the Word Generation Unit, they participated in readings of additional articles at increasingly complex levels. This strategy of using multiple texts on a given topic enables educators to promote access to reading material at the high end of the grade-level complexity band (Lieberman & Looney, 2013).

In addition, students were also provided with generative vocabulary instruction using the *Words Their Way* approach. Over 60 percent of English vocabulary is created through a combination of Latin and Greek roots, prefixes, and suffixes (Padak, Newton, Resinski, & Newton, 2008). *Words Their Way* is an approach to vocabulary instruction of Greek and Latin elements that draws upon three decades of research regarding the developmental nature of word knowledge (Read, 1971; Frith, 1985; Henderson, 1980; Ehri, 1992; Templeton, & Bear, 1992; Bear, Invernizzi, Templeton, & Johnston, 2012).

The final component of the course addressed the need to establish student choice and develop independent reading. Students who are not reading extensively will not advance in their overall literacy or encounter sophisticated vocabulary within the context of reading (Flannigan, Hayes, Templeton, Bear, Invernizzi, & Johnston, 2011). To address this goal, the trainers collaborated with the site librarian to establish a regular schedule for each class to check out books matched to students' Lexile ranges. This system allowed teachers to establish a daily block of time for independent reading.

Delivery of Services

Beginning in August of 2013 through May of 2014, this cohort of ten teachers participated in monthly facilitated trainings centered on implementing the Word Generation program, generative word study instruction, and independent reading. During these meetings, teachers shared successes and offered support to each other regarding challenges. Participants also had an opportunity to examine student data in order to plan more purposeful instruction.

To support implementation, coaching was provided for each teacher twice over the course of the school year. The first coaching session focused on students' interactions during generative vocabulary instruction while the second coaching session centered on students' interactions while reading materials from the Word Generation Program.

Results and Reflection

In order to determine the success of the intervention, data from the reading portion of the High School Proficiency Exam (HSPE) was collected and analyzed. Results shown in Table 14 reveal that 11th and 12th graders who participated in the Literacy Support class showed more growth (53 pts.) than students who did not participate in the intervention (48 pts). Additionally, a slightly higher percentage of intervention students (32%) who took the test in November received a passing score.

Table 14: HSPE Scores

	n	HSPE Avg. Score in November	HSPE Reading Score Avg. Growth	Percent Passing HSPE In November	Number of students Passed HSPE
No Intervention	259	261.72	48.0	29%	76
Intervention	85	251.72	53.01	32%	27

The school’s administration had set the goal of improving proficiency for students with special attention to groups not meeting proficiency. We recognize that IEP students were disproportionately represented among the intervention. Table 15 shows that students with an IEP had a higher pass rate in November than IEP students who were not enrolled in a section of Literacy Support.

Table 15

<i>IEP ONLY</i>					
	n	HSPE Avg. Score in November	HSPE Reading Score Avg. Growth	Percent Passing HSPE	Number of students Passed HSPE
No Intervention	40	164.4	32.9	5%	2
Intervention	21	158.8	35.9	14%	3

Below, tables 16 and 17 outline the performance among current and past LEP students. Participants in the intervention grew by an average of 58 points in their results on the HSPE reading exam and 32% passed in November.

Table 16

<i>Current LEP and Past LEP ONLY</i>					
	n	HSPE Avg. Score in November	HSPE Reading Score Avg. Growth	Percent Passing HSPE	Number of students Passed HSPE
No Intervention	151	207.3	44.1	26%	39
Intervention	59	194.1	58.8	32%	19

Table 17

<i>Current LEP ONLY</i>					
	n	HSPE Avg. Score in November	HSPE Reading Score Avg. Growth	Percent Passing HSPE	Number of students Passed HSPE
No Intervention	63	157.1	35.2	10%	5
Intervention	17	146.7	59.9	12%	2

Conclusion

The teachers who came together to offer this intervention are eager to continue their work

and collaboration. They are encouraged by the data outlined in this case study, indicating that the Literacy Support course will continue to impact student growth. Further, an evaluation of the intervention was conducted by representatives of the Nevada Department of Education. The final written report stated, “This specific design for early intervention at the high school level holds great promise. It holds the potential of providing a high quality model-not only for this local district, but for the entire nation.” The trainers are looking forward to supporting Wooster teachers again next year in their efforts to enhance literacy for life-long learning.

Putting the Eight Mathematical Practices Into Action in the Classroom

Introduction

What makes the Common Core State Standards in Mathematics different from previously adopted standards? The difference is the inclusion of eight mathematical practice standards that were designed so students could demonstrate mathematical proficiency of their content knowledge through problem solving, modeling, communication, and justification. According to Susan O’Connell and John SanGiovanni, authors of Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practice K-8, “These practices cannot be learned in quiet math classrooms filled with drill-and-practice activities. This level of thought must be developed in language-based classrooms filled with explorations and discussions about math concepts. No matter how much content is “covered” in math class, students are not mathematically proficient without attention to these standards” (2013). The Eight Mathematical Practices are:

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.

In Douglas County School District, elementary teachers have been implementing the Nevada Academic Content Standards, based on the Common Core, for the last three years. While teachers have become familiar with the new standards for their grade levels, it became evident to district administration that teachers still needed support in how to implement the Practice Standards. As a result, each elementary teacher, including specialists and administrators, were given a copy of Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practice K-8 (O’Connell and San Giovanni, 2013). Each elementary school participated in two hours of professional development to help them gain familiarity with the standards and the activities that support the standards that are found in the book. All teachers in Douglas County School District were offered the option of taking an in-service class on implementing the Practice Standards in the classroom. Nineteen

people enrolled in the in-service course.

Instructional Context

Douglas County School District (DCSD) is a rural school district located in Northern Nevada. DCSD is comprised of 11 schools, including 7 elementary schools, 2 middle schools, and 2 high schools. Approximately 6,100 students are enrolled in DCSD. The per pupil expenditure in DCSD is \$9,369.00. The student population is comprised of 68.99% white students, 19.87% Hispanic students, 3.49% American Indian students, and 5.52% students who are more than one race. Additionally, 11.26% of the students in DCSD have an IEP, 4.61% are classified as English Language Learners, and 39.85% of the students receive free or reduced lunch. DCSD has an Average Daily Attendance rate of 95%. The student to teacher ratio is 23:1 as reported in the Nevada Report Card (2013).

According to the Nevada School Performance Framework, Douglas County School District has five three-star schools, five four-star schools, and one five-star school. Table 18 shows a summary of the standards-based test performance for grades k-8 and 9-12. Students scoring ED (emerging/developing) and AS (approaching standard) do not meet proficiency. Students scoring MS (meets standard) and ES (exceeds standard) meet or exceed the standard.

Table 18: Standards-based Test Performance

	Reading	Writing	Mathematics	Science
K-8	ED 10% AS 17% MS 42% ES 31%	ED 33% AS 22% MS 33% ES 11%	ED 10% AS 24% MS 52% ES 14%	ED 10% AS 20% MS 51% ES 19%
9-12	ED 5% AS 6% MS 67% ES 22%	ED 1% AS 11% MS 85% ES 4%	ED 1% AS 9% MS 63% ES 27%	ED 2% AS 8% MS 77% ES 13%

The nineteen participants enrolled in the Putting the Practices Into Action in-service course represented elementary, middle school, and high school teachers. Two participants were teachers from Alpine County, California. One participant was a teacher at a high school for incarcerated youth. Three participants were special education teachers and one was an instructional coach.

Initial Data and Planning

The Director of Curriculum and Instruction did several walkthroughs during the fall of 2013 using the Instructional Practice Guide from Achieve the Core (2013). As a result of the data she collected, the need for further development of the Practice Standards was apparent.

When the in-service began, participants were asked to complete two questions. The first asked them about their knowledge of each Practice Standard. The second asked about their comfort level implementing the Practice Standards in their classrooms. The results are summarized in Tables 19 and 20.

Table 19: Knowledge of the Practice Standards

	1-No knowledge	2	3	4	5-Expert knowledge
Practice 1	6.25%	6.25%	56.25%	31.25%	0%
Practice 2	12.50%	31.25%	50%	6.25%	0%
Practice 3	13.33%	20%	46.6.7%	20%	0%
Practice 4	6.25%	18.75%	43.75%	31.25%	0%
Practice 5	12.50%	12.50%	56.25%	18.75%	0%
Practice 6	6.25%	25%	50%	12.50%	6.25%
Practice 7	13.33%	26.67%	53.33%	6.67%	0%
Practice 8	13.33%	26.67%	53.33%	6.67%	0%

Table 20: Comfort Level Implementing the Practice Standards in the Classroom

	1-No idea where to start	2	3	4	5-Embedded into Daily Lessons
Practice 1	6.25%	12.50%	50%	31.25%	0%
Practice 2	18.75%	56.25%	12.50%	12.50%	0%
Practice 3	12.50%	18.75%	50%	18.75%	0%
Practice 4	6.25%	18.75%	43.75%	25%	6.25%
Practice 5	12.50%	25%	43.75%	18.75%	0%
Practice 6	6.25%	31.25%	43.75%	12.50%	6.25%
Practice 7	12.50%	37.50%	37.50%	12.50%	0%
Practice 8	12.50%	37.50%	43.75%	6.25%	0%

Delivery of Services

The Putting the Practices into Action in-service class took place over eight two-hour sessions. Each session focused on developing a deeper understanding of one of the practices. In each session, participants used their understanding to plan a way to implement a particular practice in the classroom. They also reflected on the previous week’s activity and the impact they saw on student learning in their classroom. At the conclusion of the in-service, they were asked the same two survey questions as they were asked prior to the start of the in-service.

Results and Reflection

The response to the in-service class was very positive. Participants were enthusiastic about the results they were seeing in their classrooms. In the survey at the end of the in-service, participants showed that they gained knowledge of the practices and felt increasingly confident in their implementation. The Likert scale used for each question ranged from one to five. For Question 1, a one represented minimal knowledge and a 5 represented expert knowledge of the practice. For Question 2, which asked about confidence implementing the practices in the classroom, a one represented not knowing where to start and a five represented the practices being embedded into classroom lessons. The results of the initial survey and the survey from the conclusion of the class are summarized in Figures 12 and 13.

Figure 12: Question 1-Knowledge of Each Practice

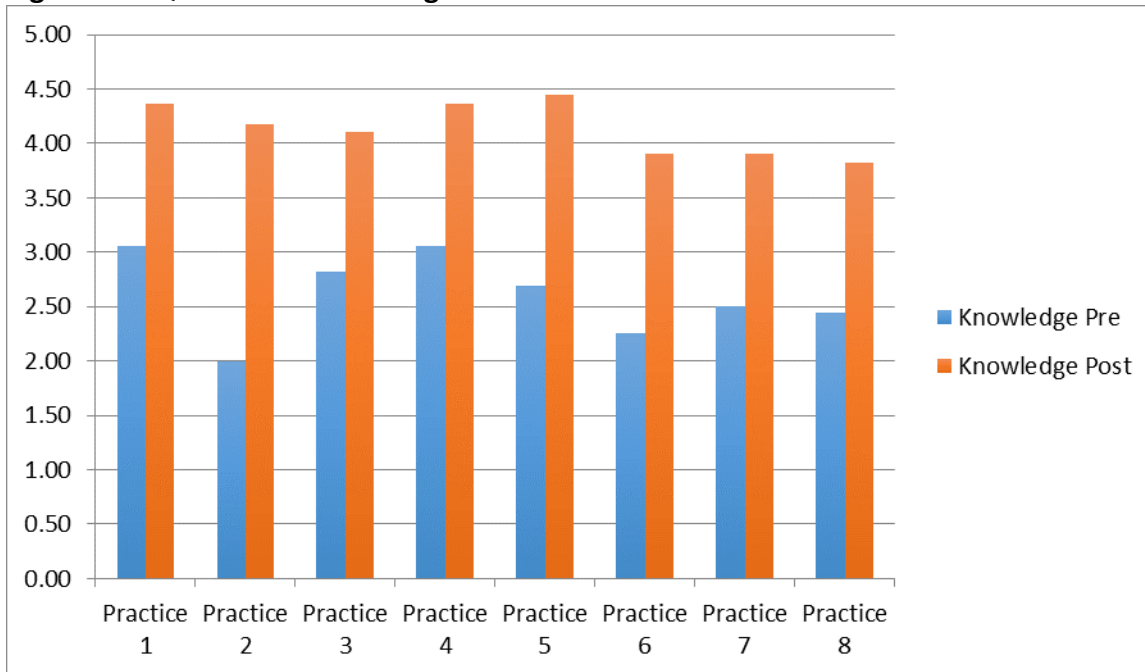
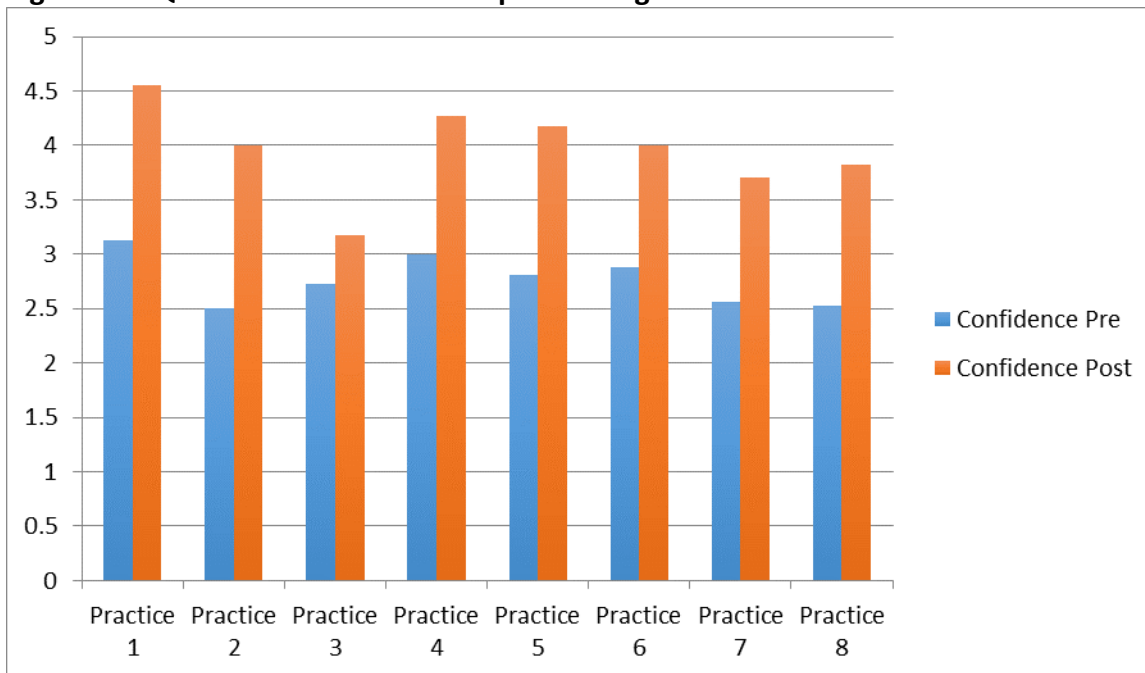


Figure 13: Question 2-Confidence Implementing Each Practice



In looking at the results, it is evident that teachers need time to study the meaning of each practice and to have time to collaborate on how to incorporate the practices into their classroom. It is also evident that as a teacher's knowledge increases, so does his/her confidence in implementing the practices in the classroom. Those that attended the in-depth in-service class were able to increase their knowledge and improve their confidence implementing the practice in the classroom by extending the time they were able to focus on understanding the practices in collaboration with colleagues.

The Eight Mathematical Practices will continue to be incorporated into professional development in Douglas County School District so that teachers can continue to develop their knowledge of each practice. Teachers will also be trained in the use of the Instructional Practice Guides from Achieve the Core (2013). These two things will allow teachers to continue to refine what classroom lessons look like when they are aligned to the Nevada Academic Content Standards based on the Common Core in mathematics.

Conclusion

The Standards for Mathematical Practice are vital for teachers to know and understand. Once teachers develop an understanding of each practice, they can begin to implement the practice in the classroom. The ultimate goal for the implementation of the practices would be that they become embedded into classroom practice to the point where students can articulate when they are using different practices in their mathematics lessons. Teachers need continued professional development to increase their confidence in incorporating the practices in the classroom and to move toward this goal.

Responding to Non-fiction and Literary Text

Introduction/Abstract

Students of the 21st Century cannot and will not succeed on assignments, projects, and assessments if they cannot think critically, organize information, and thoroughly understand both literary and nonfiction text. Students need to be able to respond to a variety of texts for specific purposes and cite evidence to support conclusions, opinions, and arguments. The ultimate objective of instruction is to create college and career ready students who are successful thinkers, problem solvers, decision makers, and ultimately, lifelong learners.

The primary goal of this study was to provide teachers the opportunity to improve instruction in teaching students to read, respond, and write to nonfiction and literary text. In addition, teachers participated in professional development that required the integration of reading and writing in creating lesson plans. Best teaching practices were explored and implemented to meet the needs of students with varied reading levels, cultures, and linguistic backgrounds. The in-service course emphasized best teaching practices, the implementation of the Nevada Academic Content Standards, and the Elaboration of Evidence focus of the Nevada Writing Rubric.

Instructional Context

Nevada teachers who participated in the case study are from Riverview Elementary School, Dayton Intermediate, and Dayton High School in Dayton; Silverland Middle School in Fernley; Storey County Middle School in Virginia City; and Churchill Middle School in Fallon. A literacy consultant from Yerington also participated. Teaching experience ranged from novice teachers to veteran teachers. Teachers participated in Saturday trainings once a month throughout the year at Dayton Intermediate School. Teachers received two credits for their participation.

Initial Data and Planning

The initial planning of the class came from a request from a Lyon County School District Instructional Coach. Participants had previous training in Nevada Academic Content Standards and Depth of Knowledge. Primary goals listed in the Lyon County, Storey County, and Churchill County School District's Performance Plans are to show growth in reading and writing and to continue professional development in regards to standards implementation and instructional strategies. Literacy needs are also specified as an area of improvement in all the school performance plans.

Participants took a survey indicating an interest in close reading strategies and annotating literary text, within the framework of the Nevada Academic Content Standards; specifically, the requirements for students to cite evidence from text, think critically, and improve overall growth in reading and writing skills.

Delivery of Services

Delivery of services was orchestrated as indicated in the initial data and planning. Teachers were engaged, enthusiastic, and positive. Meetings were held once a month from 9:00-2:00 on a Saturday.

Results and Reflection

Qualitative data was collected in the form of survey ratings and annotations. The teacher survey results in table 21 below reflect pre- and post-assessment feedback about specific Nevada Academic Content Standards in Reading and Writing.

Table 21: 2013-2014 Course Assessment and Feedback 1 (Low) to 5 (High)

Question	Before	After	Change
I have an understanding of NVACS Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	2.8	4.25	+1.45
I feel confident in my ability to implement NVACS Reading Anchor Standard 1: <i>Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text</i> in my own work.	2.55	4.1	+1.55
I have an understanding of NVACS Writing Anchor Standard 9: <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	2.8	4.2	+1.4
I feel confident in my ability to implement NVACS Writing Anchor Standard 9: <i>Draw evidence from literary or informational texts to support analysis, reflection, and research.</i>	2.7	4.35	+1.65
I have an understanding of NVACS Writing Anchor Standard 10: <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes,</i>	2.9	4.55	+1.65

<i>and audiences.</i>			
I feel confident in my ability to implement NVACS Writing Anchor Standard 10: <i>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</i>	2.8	4.55	+1.75

Participants wrote that seeing lessons modeled and being able to collaborate with other professionals was very helpful, as well as collecting resources and new ideas. It was also indicated that the materials used and strategies presented were relevant and immediately applicable to their classrooms.

Conclusion

It is evident from the data collected that participants feel more confident implementing the Nevada Academic Content Standards and better prepared to support and assist their students. Feedback from the survey indicated that further training is needed for finding and incorporating informative and expository text into literature units as well as additional literacy strategies to support student learning.

References

- Ball, D. L. (2003). What mathematical knowledge is needed for teaching mathematics? *Secretary's Summit on Mathematics*. Washington D.C.: U.S. Department of Education.
- Ball, D. L. (n.d.). Unlearning to teach mathematics.
- Ball, D. L., Hill, H. C., & Bass, H. (2005). Knowing Mathematics for Teaching: Who knows mathematics well enough to teach third grade, and how can we decide? *American Educator*, 29(3), 14-17, 20-22, 43-46.
- Ball, D. L., Thames, M. H., & Phelps, G. (2008). Content knowledge for teaching: What makes it special? *Journal of Teacher Education*, 59(5), 389-407.
- Bear, D. R., Invernizzi, M., Templeton, S., Invernizzi, M., & Johnston, F. (2012). *Words their way: Word study for phonics, vocabulary, and spelling instruction (5th ed.)*. Boston, MA: Allyn & Bacon.
- Beck, I.L., McKeown, M.G. & Kucan, L., (2008). *Creating robust vocabulary: frequently asked questions and extended examples*. New York, NY: Guildford.
- Beers, K. (2012). *Notice and note: Strategies for close reading*. NH: Heinemann Publishing.
- Beers, K. (2003). *When kids can't read what teachers can do: A guide for teachers 6-12*.
- Bernabei, G. (2005). *Reviving the essay: How to teach structure without formula*. VT: Discover Writing Press.
- Burke, J. (2007). *50 essential lessons: Tools and technique for teaching English Language Arts*. NH: Heinemann Publishing.
- Burns, M. (2005). Using incremental rehearsal to increase fluency of single-digit multiplication facts with children identified as learning disabled in mathematics computation. *Education and Treatment of Children*, 28(3), 237-249.
- Burns, M. (2007, November). Nine ways to catch kids up. *Educational Leadership*, 16-21.
- Burns, M. K. (2007). Reading at the Instructional Level With Children Identified as Learning Disabled: Potential Implications for Response-to-Intervention. *School Psychology Quarterly*, 22(3), 297-313.
- Bybee, R. W. (2013). *The Case for STEM Education Challenges and Opportunities*. Arlington, VA: National Science Teachers Association.
- Bybee, R. W. (2010). *The teaching of science: 21st century perspectives*. Arlington, VA: National Science Teachers Association Press.
- Bybee, R. W. (2013). *Translating the NGSS for Classroom Instruction*. National Science Teachers Association.: NSTA Press.

- Bybee, R. W., Taylor, J. A., Gardner, A., Van Scotter, P., Powell, J. C., Westbrook, A., & Landes, N. (2006). *The BSCS 5E instructional model: Origins, effectiveness, and applications*. Colorado Springs, CO. BSCS accessed at www.bscs.org.
- Constantino, Steven M. *101 Ways to Create Real Family Engagement*. Galax, VA: ENGAGE!, 2008.
- CoreTaskProject. (May, 2014). *WCSD educators share the core task implementation project at IRA*. Retrieved from coretaskproject.com
- Cristol, K. & Ramsey, B.S. (February, 2014). Common core in the districts: An early look at early implementers. (69-84). Thomas B. Fordham Institute. Retrieved from <http://edexcellence.net/>
- Crowther, D. T., Lederman, N. G., & Lederman, J. S. (2005). Understanding the true meaning of nature of science. *Science and Children*, 43(2), 50-52.
- Daniels, H. (2011). *Texts and lessons for teaching literature*. NH: Heinemann Publishing.
- Danielson, C., (2007). *Enhancing Professional Practice; A Framework for Teaching, 2nd Edition*. Alexandria, VA.: ASCD
- Education Week. (April, 2014) *Leaders to learn from 2014*. Retrieved from <http://leaders.edweek.org/>
- Ehri, L. (1992). Review and commentary: Stages of spelling development. In S. Templeton & D. Bear (Eds.), *Development of orthographic knowledge and the foundations of literacy: A memorial Festschrift for Edmund H. Henderson* (pp. 307-332). Hillsdale, NJ: Lawrence Erlbaum.
- Epstein, Joyce Levy. *School, Family, and Community Partnerships: Your Handbook for Action*. 3rd ed. Thousand Oaks, Ca.: Corwin, 2009. Print
- Fathman, A. K. & Crowther, D. T. (2005). *Science for English language learners: K-12 classroom strategies*. Arlington, VA: National Science Teachers Association.
- Flanigan, K., Hayes, L., Templeton, S., Bear, D., Invernizzi, M. & Johnston, F. (2011). *Words their way with struggling readers*. Boston, MA: Allyn & Bacon.
- Fong, A. B., Huang, M., Goel, A.M., & Regional Educational Laboratory West, (2008). Examining the Links between Grade 12 Mathematics and Remedial courses in Nevada Public Colleges and Universities. Issues & Answers. REL 2008-No. 258. *Regional Educational Laboratory West*.
- Fullan, M. (2001) *Leading in a culture of change*. San Francisco, CA: Jossey-Bass.
- Fuller, R. G. (2002). *A love of discovery: Science education, the second career of Robert Karplus: Innovations in science education and technology*. New York: Plenum Publishing Corp.
- Gallagher, K. (2011). *Write like this: Teaching real world writing through modeling and mentor texts*. MA: Stenhouse Publishers.

- Garmston, R. J., & Wellman, B. M. (1999). *The adaptive school: A sourcebook for developing collaborative groups*. Norwood, MA: Christopher-Gordon Publishers, Inc.
- Guskey, T.R., (2000.) *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.
- Guskey, T., & Sparks, D. (2004). Linking professional development to improvements in student learning. In E. M. Guyton & J. R. Dangel (Eds.), *research linking teacher preparation and student performance: Teacher education yearbook XII* (pp. 233-247). Dubuque, IA: Kendall/Hunt.
- Guskey, Thomas. (September, 2013). The case against percentage grades. *Educational Leadership* 71(1) p 68-72.
- Gutierrez, R. (2010). The Sociopolitical turn in mathematics education. *Journal for Research in Mathematics Education*, 41(0), 1-32.
- Hammerman, E. L. & Musial, D. (2008). Integrating science with mathematics and literacy: New visions for learning and assessment. Thousand Oaks, CA.: Crown Press.
- Harland, D. J., (2011). STEM Student Research Handbook. National Science Teachers Association: NSTA Press.
- Henderson, Anne T. *Beyond the Bake Sale: The Essential Guide to Family-school Partnerships*. New York: New, 2007. Print.
- Henderson, E.H., & Templeton, S. (1986). The development of spelling ability through alphabet, pattern, and meaning. *Elementary School Journal*, 86, 305-316.
- Hill, H. C., Blunk, M. L., Charalambous, C. Y., Lewis, J. M., Phelps, G. C., Sleep, L., & Ball, D. L. (2008). Mathematical knowledge for teaching and the mathematical quality of instruction: an exploratory study. *Cognition and Instruction*, 26, 430-511.
- Hill, H. C., Rowen, B., & Ball, D. L. (2005). Effects of teachers' mathematical knowledge for teaching on student achievement. *American Educational Research Journal*, 42(2), 371-406.
- Hill, H. C., Schilling, S. G., & Ball, D. L. (2004). Developing measures of teachers' mathematics knowledge for teaching. *Elementary School Journal*, 105(1), 11-30.
- Hill, H. C., Sleep, L., Lewis, J. M., & Ball, D. L. (2007). Assessing teachers' mathematical knowledge. In 2nd (Ed.), *Handbook for Research in Mathematics Education* (pp. 111-155). Charlotte, NC: Information Age Publishing.
- Hill, Nancy E., and Ruth K. Chao. *Families, Schools, and the Adolescent: Connecting Research, Policy, And Practice*. New York: Teacher College, 2009. Print
- Hirsh, S. & Hord, S. (2012). A playbook for professional learning: Putting the standards into action. Learning Forward.
- Hord, S. M. (2008). Evolution of the professional learning community. *Journal of Staff Development*, 29(3), 10-13.

- House, J. D. (2006). Mathematics beliefs and achievement of elementary school students in Japan and the United States: results from the Third International Mathematics and Science Study. *The Journal of Genetic Psychology, 167*(1), 31-45.
- Instructional Practice Guide. (2013). Retrieved from achievethecore.com
- International Baccalaureate Organization, (2010). Middle years programme guides. Cardiff, Wales GB, United Kingdom: Peterson House.
- Ippolito, J., & Lawrence, J. F. (2013). Bridging content and literacy knowledge and instruction: A framework for supporting secondary teachers and students. In J. Ippolito, J.F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core* (pp. 1-13). Cambridge, MA: Harvard Education Press
- Kanold, T. D. (Ed.). (2012). *Common Core Mathematics in a PLC at Work: Grades 3-5*. Bloomington, IN: Solution Tree.
- Kanold, T. D. (Ed.). (2012). *Common Core Mathematics in a PLC at Work: Grades K-2*. Bloomington, IN: Solution Tree Press.
- Khan, S., Castro, E., Bragg, D., Barrientos, J, Baber, L. & Illinois University, O. (2009). The College and Career Readiness Act: Findings from Evaluation—Year One, In Brief. *Office of Community College Research and Leadership*.
- Killion, J. (2002). Assessing impact: Evaluating staff development. National Staff Development Council: Oxford, OH.
- Kirschenbaum, H., Simon, S.B., and Napier, R. W., (1971). *Wad-ja-get? The grading game in American education*. New York: Hart.
- Koba, S. & Wojnowski, B. (2013). Exemplary Science: Best Practices in Professional Development. Arlington, VA: National Science Teachers Association.
- Learning Forward. (2011). *Standards for Professional Learning*. Oxford, OH: Author.
- Learning Forward Knowledge Brief. (February, 2014). Professional learning drives Common Core And educator evaluation. Retrieved from <http://learningforward.org/docs/default-source/publicationssection/Knowledge-Brief/kb-feb14-common-core-eval.pdf?sfvrsn=2>
- Lieberman, J., & Looney, J. (2013). Multiple texts in practice: Fostering accessibility, engagement, and comprehension. In J. Ippolito, J.F. Lawrence, & C. Zaller (Eds.), *Adolescent literacy in the era of the common core* (pp. 1-13). Cambridge, MA: Harvard Education Press.
- Marzano, Robert, (2000). *Transforming classroom grading*. Alexandria, VA. ASCD.
- Michaels, S., Shouse, A. W. & Schweingruber H. A. (2008). *Ready, Set, Science!* National Research Council.: National Academy Press.

- Monroe, E. E. & Nelson, M. N. (2004). *Say "Yes" to Metric Measure: Stepping Up to Science and Math*. Arlington, VA: National Science Teachers Association.
- Moyer, R. H. & Everett, S. A. (2012). *Everyday Engineering: Putting the E in STEM Teaching and Learning*. Arlington, VA: National Science Teachers Association.
- National Academy of Sciences, National Research Council, & Center for Science, mathematics, and Engineering Education (2000). *Inquiry and the National Science Education Standards: A guide for teaching and learning*. Washington, D.C.: National Academy Press.
- National Governor's Association & Council of State Chief School Officers. (2010). *Common core state standards for mathematics*. Retrieved from <http://www.corestandards.org/about-the-standards>
- National Research Council (2006). *America's Lab Report*. Washington, D.C.: National Academy Press.
- National Research Council (2012). *A Framework for K-12 Science Education*. Washington, D.C.: National Academy Press.
- National Research Council, (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington, D.C.: National Academy Press.
- Nevada Department of Education. (2010). *Nevada mathematics depth of knowledge indicators*. Retrieved from www.doe.nv.gov
- Nevada Department of Education. (June 20, 2014). *Newly enacted statutes affecting public and private schools*. Retrieved from www.doe.nv.gov
- Nevada Report Card. (2013). Retrieved from www.nevadareportcard.com
- O'Connell, S. & SanGiovanni, J. (2013). *Putting the Practices Into Action: Implementing the Common Core Standards for Mathematical Practice K-8*. Portsmouth, NH: Heinemann.
- O'Connor, Ken. (2011). *A repair kit for grading: 15 Fixes for Broken Grades*. Boston, MA. Pearson Publishing.
- Parisi, L. & Crosby, B. (2012). *Making Connections with Blogging*. Eugene, OR & Washington, D.C.: International Society for Technology in Education.
- Professional Development. (July 1, 2014). *Education 2020*. Retrieved from <http://education2020.wikispaces.com/Professional+Development>
- Project WET International Foundation and the Council for Environmental Education, Project WET Curriculum & Activity Guide 2.0, 2011, Bozeman MT.
- Redding, Sam, Marilyn Murphy, and Pamela Sheley. *Handbook on Family and Community Engagement*. Charlotte, NC: Information Age Pub., 2011. Print.

- Rhoton, J. (2010). *Science Education Leadership*. National Science Teachers Association: NSTA Press.
- Schmidt, W., Houang, R., & Cogan, L. (2002). A coherent curriculum: the case of mathematics. *American Educator*, 1-18.
- Sousa, D. A. (2008). *How the brain learns mathematics*. Thousand Oaks, CA: Corwin Press.
- Sousa, D. A., & Tomlinson, C. (2011). *Differentiation and the brain*. Bloomington, IN: Solution Tree.
- Spencer, K. (2012). Standards-Based Grading: New Report Cards Aim to Make Mastery Clear. *Education Digest. Essential Readings Condensed For Quick Review*, 78(3), 4-10.
- Stiggins, R., Arter, J., Chappuis, J., & Chappuis, S. (2004). *Classroom assessment for student learning*. Assessment Training Institute, Inc.: Portland, OR.
- Strategic Education Research Partnership (2011). *Word Generation*. Student Achievement Partners. (2014). *Basal alignment project*. Retrieved from achievethecore.org
- Student Achievement Partners. (2014). *CCSS instructional practice guide for K-2 ELA literacy*. Retrieved from achievethecore.org
- Student Achievement Partners. (2014). *CCSS instructional practice guide for 3-5 ELA literacy*. Retrieved from achievethecore.org
- Student Achievement Partners. (2014). *Qualitative measures rubric for informational text*. Retrieved from achievethecore.org
- Student Achievement Partners. (2014). *Qualitative measures rubric for literature*. Retrieved from achievethecore.org
- Thames, M. H., & Ball, D. L. (2010, November). What math knowledge does teaching require? *Teaching Children Mathematics*, 17(4), 220-229.
- Tomlinson, C. (2000). *The differentiated classroom*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tomlinson, C. & McTighe, J. (2006). *Integrating differentiated instruction and understanding by design*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Tweed, A. (2009). *Designing Effective Science Instruction: What Works in Science Classrooms*. Arlington, VA: National Science Teachers Association.
- Van de Walle, J.A., Karp, K.S., Bay-Williams, J.M. (2010) *Elementary and middle school mathematics: Teaching developmentally* (7th ed.). Boston, MA: Allyn & Bacon.
- Vasquez, J. A. & Snider, C. & Comer, M. (2013). *STEM Lesson Essentials Integrating Science, Technology, Engineering, and Mathematics*. Portsmouth, NH: Heinemann.

Washoe County School District. (October, 2013). Education for the future: College ready and career inspired. *Race to the Top – District*. Appendix H. 2-7. Retrieved from washoecountyschools.org

Washoe County School District. (2013). *Envision WCSD 2015: Investing in our future*. Retrieved from http://www.washoe.k12.nv.us/docs/community/strategic-plan/StrategicPlan_webENGLISH.pdf

Wellman, B., & Lipton, L. (2004). *Data-Driven Dialogue; A Facilitator's Guide to Collaborative Inquiry*. Sherman, CT: MiraVia, LLC.

Wiggins, G., & McTighe, J. (2005). *Understanding by Design*, (2nd Ed). Alexandria, VA: Association for Supervision and Curriculum Development.

Wiggins, G., & McTighe, J. (2011). *The understanding by design guide to creating high-quality units*. Alexandria, VA: ASCD.

Wojnowski, B.S. & Pea, C. H. (2014). *Models and Approaches to STEM Professional Development*. National Science Teachers Association.: NSTA Press.

Wormeli, Rick (Dec, 2010). [Redos, Retakes, and Do-Overs, Part One - YouTube](https://www.youtube.com/watch%3Fv%3DTM-3PFflfvI)
<http://www.youtube.com/watch%3Fv%3DTM-3PFflfvI> accessed: March 10, 2014.

Yager, R. E. (2010). *Exemplary Science for Resolving Societal Challenges*. Arlington, VA: National Science Teachers Association.

Yager, R. E. (2009). *Inquiry: The Key to Exemplary Science*. National Science Teachers Association.: NSTA Press.

<http://educationnorthwest.org/resource/1547>

<http://www.pta.org/4446.htm>

<http://www.teachingchannel.org/newletter/diving-into-the-common-core-state-standards>

<http://www.youtube.com/user/TheHuntInstitute>

Appendices

- Appendix A: Standards for Professional Learning**
- Appendix B: Statewide Coordinating Council Evaluation Form**
- Appendix C: NWRPDP Professional Development Contact Documentation Form**
- Appendix D: NWRPDP Governing Board Meeting Agendas**
- Appendix E: State Coordinating Council Five Year Plan for Professional Development**
- Appendix F: Carson City School District Services Summary**
- Appendix G: Churchill County School District Services Summary**
- Appendix H: Douglas County School District Services Summary**
- Appendix I: Lyon County School District Services Summary**
- Appendix J: Storey County School District Services Summary**
- Appendix K: Washoe County School District Services Summary**

Appendix A: 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 models 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 B: Statewide Coordinating Council Evaluation Form

RPDP Activity Evaluation Form 2013-2014 School Year

PRINT Participant Name (optional except for Washoe County): _____

E-mail address: _____

Role **Select One:** Teacher Administrator Parent Other

Grade Level: Elementary Middle High School

Circle appropriate grades: K 1 2 3 4 5 6 7 8 9 10 11 12

Teaching Assignment: Math Language Arts Science Social Studies Other: _____

School: _____ District: _____

Activity/Training Title: _____ Activity/Training Date: _____

Facilitator/Presenter: _____ Location: _____

Sponsored by: Southern Nevada RPDP (Clark, Esmeralda, Lincoln, Nye, Mineral) Northeastern Nevada RPDP (Elko, Eureka, Humboldt, Lander, White Pine, Pershing) Northwestern Nevada RPDP (Carson, Churchill, Douglas, Lyon, Storey, Washoe)

Please rate the following characteristics of the activity.

	Not at all	To some extent	To a great extent	Don't know	N/A		
1. The activity matched my needs.	1	2	3	4	5	6	7
2. The activity provided opportunities for interactions and reflections.	1	2	3	4	5	6	7
3. The presenter/facilitator's experience and expertise enhanced the quality of the activity.	1	2	3	4	5	6	7
4. The presenter/facilitator efficiently managed time and pacing of activities.	1	2	3	4	5	6	7
5. The presenter/facilitator modeled effective teaching strategies.	1	2	3	4	5	6	7
6. This activity added to my knowledge of standards and/or subject matter content.	1	2	3	4	5	6	7
7. The activity will improve my teaching skills.	1	2	3	4	5	6	7
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	1	2	3	4	5	6	7
9. This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special ed., at-risk students).	1	2	3	4	5	6	7

****WASHOE COUNTY ATTENDEES ONLY: Please circle one response for questions 10 and 11****

10. I feel confident in my ability to implement the concepts/topics/activities from this learning experience in my work: Strongly Disagree Disagree Agree Strongly Agree Not Applicable

11. I plan to implement the concepts/topics/activities from this learning experience in my work within the next 30 days: Strongly Disagree Disagree Agree Strongly Agree Not Applicable

Comments: _____

Please use the back of this form if you need more writing space

Appendix C: The NWRPDP Professional Development Contact Form

NWRPDP CONTACT FORM 2013-2014

GENERAL INFORMATION			
Title of Class/Work:			
Date(s):			
Length of Services:		hours (rounded to the nearest .5 hour)	
Trainer(s):			
County		Group Demographics	
<input type="checkbox"/>	Washoe County		# of elementary teachers
<input type="checkbox"/>	Storey County		# of middle school teachers
<input type="checkbox"/>	Carson County		# of high school teachers
<input type="checkbox"/>	Lyon County		# of administrators
<input type="checkbox"/>	Churchill County		# of parents
<input type="checkbox"/>	Douglas County		# of other (<i>paraprofessionals, subs, district-level certified staff, HS counselors, etc.</i>)
<input type="checkbox"/>	Other County(ies) - List:		Total number of participants
Type of Interaction (check 1)			
<input type="checkbox"/>	Training/Inservice Class	<input type="checkbox"/>	Observing
<input type="checkbox"/>	Consulting/Collaboration	<input type="checkbox"/>	Coaching
<input type="checkbox"/>	Work with a School	<input type="checkbox"/>	Observing and Coaching
<input type="checkbox"/>		<input type="checkbox"/>	Follow-up visit
Focus of Service (check 1)			
<input type="checkbox"/>	Interventions	<input type="checkbox"/>	Instructional Strategies/Pedagogy
<input type="checkbox"/>	Assessment	<input type="checkbox"/>	NVACS Literacy Content
<input type="checkbox"/>	STEM	<input type="checkbox"/>	NVACS Math Content
<input type="checkbox"/>	Sheltered Instruction	<input type="checkbox"/>	Social Studies Content
<input type="checkbox"/>	T4S	<input type="checkbox"/>	Science Content
<input type="checkbox"/>	PLCs	<input type="checkbox"/>	Writing Instruction
<input type="checkbox"/>	School Performance	<input type="checkbox"/>	Nevada Performance Framework
<input type="checkbox"/>	Parent/ Family Engagement	<input type="checkbox"/>	Other
Please attach this form to a readable participant list (include: <u>first name, last name, school, position and county</u>) and evaluation (if primary service was training).			
Submitted by:		Date	
Notes:			

Appendix D: The NWRPDP Governing Board Meeting Agendas



Northwest RPDP Governing Board

AGENDA

September 19, 2013

9:00 – 12:00 PM

Gleason Building, Room 4

604 W. Musser Street

Carson City, NV

- | | |
|--|----------------------------|
| 1. Welcome and Introductions | |
| 2. Select Governing Board Chair for 2013-2014 | Action Item |
| 3. Review/approval of meeting notes from May 9, 2013 | Action Item |
| 4. Approval of today's agenda | Action Item |
| 5. Select Superintendent representative for new Coordinating Council | Action Item |
| 6. State (NDE) Update | Discussion |
| 7. Review NWRPDP Five-Year Plan | Information and Discussion |
| 8. Teachers and Leaders Council Update | Discussion |
| 9. CCSS/SBAC Aligned Report Cards | Information and Discussion |
| 10. Northern Nevada Leadership Summit | Information and Discussion |
| 11. Superintendents' Update | Discussion |
| 12. District Members' Announcements | Discussion |
| 13. Public Comment (Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.) | |
| 14. Next Meeting: November 21, 2013 | |
| 15. Adjournment | Action Item |

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Pam Mills, in writing at the NWRPDP, 380 – A Edison Way, Reno, NV 89502 or by calling (775) 861 – 4470.

This agenda has been posted at the following locations:

Southern Nevada RPDP, 515 West Cheyenne, Suite C, North Las Vegas, NV 89030

Douglas County School District, 751 Mono, Minden, NV 89423

Nevada State Department of Education, 700 E. Fifth Street, Carson City, NV 89701

Carson City School District, 1402 West King Street, Carson City, NV 89703

Churchill County School District, 545 East Richards Street, Fallon, NV 89406

Washoe County School District, Administration Building, 425 East Ninth, Reno, NV 89512

Washoe County School District, Regional Center for Teaching and Learning, 380 Edison Way, Reno, NV 89502

Storey County School District, P.O. Box C, Virginia City, NV 89440

Lyon County School District, 25 E. Goldfield Avenue, Yerington, NV 89447

Northern Nevada RPDP, 1290 Burns Road, High Tech Center Room 119, Elko, NV 89801



Northwest RPDP Governing Board

AGENDA

November 21, 2013

9:00 – 12:00 PM

Gleason Building, Room 4

604 W. Musser Street

Carson City, NV

- | | |
|--|----------------------------|
| 1. Welcome and Introductions | |
| 2. Review/approval of meeting notes from September 19, 2013 | Action Item |
| 3. Approval of today's agenda | Action Item |
| 4. State (NDE) Update | Discussion |
| 5. Review NWRPDP Five-Year Plan | Information and Discussion |
| 6. Teachers and Leaders Council Update | Discussion |
| 7. STEM Update | Information and Discussion |
| 8. CCSS/SBAC Aligned Report Cards | Information and Discussion |
| 9. Math assessment and CCSS | Information and Discussion |
| 10. Superintendents' Update | Discussion |
| 11. District Members' Announcements | Discussion |
| 12. Public Comment (Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.) | |
| 13. Next Meeting: November 21, 2013 | |
| 14. Adjournment | Action Item |

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Pam Mills, in writing at the NWRPDP, 380 – A Edison Way, Reno, NV 89502 or by calling (775) 861 – 4470.

This agenda has been posted at the following locations:

Southern Nevada RPDP, 515 West Cheyenne, Suite C, North Las Vegas, NV 89030

Douglas County School District, 751 Mono, Minden, NV 89423

Nevada State Department of Education, 700 E. Fifth Street, Carson City, NV 89701

Carson City School District, 1402 West King Street, Carson City, NV 89703

Churchill County School District, 545 East Richards Street, Fallon, NV 89406

Washoe County School District, Administration Building, 425 East Ninth, Reno, NV 89512

Washoe County School District, Regional Center for Teaching and Learning, 380 Edison Way, Reno, NV 89502

Storey County School District, P.O. Box C, Virginia City, NV 89440

Lyon County School District, 25 E. Goldfield Avenue, Yerington, NV 89447

Northern Nevada RPDP, 1290 Burns Road, High Tech Center Room 119, Elko, NV 89801



Northwest RPDP Governing Board

AGENDA

February 20, 2014

9:00 – 12:00 PM

Gleason Building, Room 4
604 W. Musser Street
Carson City, NV

- | | |
|---|----------------------------|
| 1. Welcome and Introductions | |
| 2. Review/approval of meeting notes from November 21, 2013 | Possible Action Item |
| 3. Approval of today's agenda | Possible Action Item |
| 4. State (NDE) Update | Discussion |
| 5. Review NWRPDP Five-Year Plan | Information and Discussion |
| 6. Teachers and Leaders Council Update | Information and Discussion |
| 7. Superintendents' Update | Discussion |
| 8. District Members' Announcements | Discussion |
| 9. Public Comment (Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.) | |
| 10. Next Meeting: May 8, 2014 | |
| 11. Adjournment | Possible Action Item |

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Pam Mills, in writing at the NWRPDP, 380 – A Edison Way, Reno, NV 89502 or by calling (775) 861 – 4470.

This agenda has been posted at the following locations:

Southern Nevada RPDP, 515 West Cheyenne, Suite C, North Las Vegas, NV 89030

Douglas County School District, 751 Mono, Minden, NV 89423

Nevada State Department of Education, 700 E. Fifth Street, Carson City, NV 89701

Carson City School District, 1402 West King Street, Carson City, NV 89703

Churchill County School District, 545 East Richards Street, Fallon, NV 89406

Washoe County School District, Administration Building, 425 East Ninth, Reno, NV 89512

Washoe County School District, Regional Center for Teaching and Learning, 380 Edison Way, Reno, NV 89502

Storey County School District, P.O. Box C, Virginia City, NV 89440

Lyon County School District, 25 E. Goldfield Avenue, Yerington, NV 89447

Northern Nevada RPDP, 1290 Burns Road, High Tech Center Room 119, Elko, NV 89801



Northwest RPDP Governing Board

AGENDA

May 8, 2014

9:00 – 12:00 PM

Gleason Building, Room 4
604 W. Musser Street
Carson City, NV

- | | |
|--|--|
| 1. Welcome and Introductions | |
| 2. Public Comment (Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.) | |
| 3. Review/approval of meeting notes from February 20, 2014 | Possible Action Item |
| 4. Approval of today's agenda | Possible Action Item |
| 5. State (NDE) Update | Information and Discussion |
| 6. Review of NWRPDP Budgets for 2014-2015 and 2015-2017 | Information and Discussion
Possible Action Item |
| 7. Update on Statewide Coordinating Council | Information and Discussion |
| 8. Administrator Training Funds 2013-2014 and 2014-2015 | Information and Discussion |
| 9. Superintendents' Update | Information and Discussion |
| 10. District Members' Announcements | Information and Discussion |
| 11. Next Meeting: September 11, 2014; or November 6, 2014;
or January 15, 2015; or March 12, 2015; or May 15, 2015 | Information and Discussion
Possible Action Item |
| 12. Public Comment (Comments from the public are invited at this time on topics not specifically addressed elsewhere in the agenda.) | |
| 13. Adjournment | Possible Action Item |

Members of the public who are disabled and require special accommodations or assistance at the meeting are requested to notify Pam Mills, in writing at the NWRPDP, 380 – A Edison Way, Reno, NV 89502 or by calling (775) 861 – 4470.

This agenda has been posted at the following locations:

- Southern Nevada RPDP, 515 West Cheyenne, Suite C, North Las Vegas, NV 89030
- Douglas County School District, 751 Mono, Minden, NV 89423
- Nevada State Department of Education, 700 E. Fifth Street, Carson City, NV 89701
- Carson City School District, 1402 West King Street, Carson City, NV 89703
- Churchill County School District, 545 East Richards Street, Fallon, NV 89406
- Washoe County School District, Administration Building, 425 East Ninth, Reno, NV 89512
- Washoe County School District, Regional Center for Teaching and Learning, 380 Edison Way, Reno, NV 89502
- Storey County School District, P.O. Box C, Virginia City, NV 89440
- Lyon County School District, 25 E. Goldfield Avenue, Yerington, NV 89447
- Northern Nevada RPDP, 1290 Burns Road, High Tech Center Room 119, Elko, NV 89801



STATE COORDINATING COUNCIL
REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

**Statewide Coordinating Council
Regional Professional Development Program
Plan for Professional Development**

2008-2013

Revised May 2008

PURPOSE....MISSION...Why we exist...

Core Elements of the Mission of the State Coordinating Council of the Regional Professional Development Programs (SCRPDP)
To strengthen the Regional Professional Development Programs (RPDPs) through ongoing collaboration, communication, and networking
To promote the design and provision of high quality professional development aligned with the Nevada Professional Development Standards as a foundation for continuous school improvement
To increase student achievement through support for the provision of high quality professional development for teachers and administrators addressing issues of equity, access, and excellence in education for all students

FUTURE DIRECTION....VISION....Our future...

Core Vision Elements
SCRPDP will facilitate collaboration and communication of the RPDPs for continued growth and improvement in the quality of services provided.
Teachers will have the pedagogy, content, and assessment strategies to improve student achievement. High quality professional development will deepen and enhance teacher practice through embedded activities and follow-up.
School leaders will provide effective instructional leadership that supports teacher professional growth and development for improved student achievement.
All RPDP professional development will be aligned to the Nevada Professional Development Standards.

STRATEGIC DIRECTION.... LONG-TERM GOALS....Getting to where we want to be...

KEY GOALS...STRATEGIC DIRECTION
Goal 1: To implement the Nevada Professional Development Standards
Goal 2: To design and implement high quality professional development for teachers to improve student achievement
Goal 3: To design and implement high quality professional development for school administrators that increases their instructional leadership skills to improve student achievement
Goal 4: To implement systems to measure impact of RPDP professional development on teacher effectiveness and student achievement

KEY STRATEGIES....ACTION STEPS...How to get it done...

Key Strategies
<p>Goal 1: To support the use of the Nevada Professional Development Standards in the design and delivery of professional development for educators statewide</p>
<p>Strategies:</p> <ul style="list-style-type: none"> ▪ Identify common services, actions, and practices of the RPDPs ▪ Establish a collective voice on professional development issues as appropriate ▪ Promote delivery of high quality professional development aligned with the Nevada Professional Development Standards. ▪ Support opportunities for regional trainers to share expertise between and within regions and participate in their own personal professional development
<p>Goal 2: Oversee the design and implementation of high quality professional development aligned with the Nevada Professional Development Standards in order for educators to improve student achievement and close achievement gaps</p>
<p>Strategies:</p> <ul style="list-style-type: none"> ▪ Utilize a third-part evaluator to monitor the provision of high quality professional development focused on the Nevada Academic Standards to improve teaching and learning ▪ Provide support to educators in the development, implementation, and evaluation of their school improvement initiatives
<p>Goal 3: Oversee the development and implementation of high quality professional development for school administrators that increases their knowledge of curriculum, instruction, and assessment to improve teaching and learning</p>
<p>Strategies:</p> <ul style="list-style-type: none"> ▪ Provide for the delivery of high quality professional development on instructional leadership skills that has sustained impact on teacher effectiveness and student achievement ▪ Oversee support to school administrators in the development, implementation and evaluation of their school improvement initiatives ▪ Ensure professional development supports the school leadership responsibilities in the areas of: curriculum/instruction, assessment/accountability, vision/culture, and operations/management
<p>Goal 4: To implement systems by region to measure impact of RPDP professional development on educator effectiveness and student achievement</p>
<p>Strategies:</p> <ul style="list-style-type: none"> ▪ Provide a forum for the discussion and refinement of evaluation practices that can most effectively measure the impact of professional development on teacher effectiveness and student achievement ▪ Oversee systems for communicating and reporting findings ▪ Review evaluation data for analysis, decision-making, future offerings, goal-setting, and continuous improvement

Appendix F: Carson City School District Services Summary

Carson City School District has 11 schools: six elementary schools, two middle schools, one comprehensive high school, one alternative high school, and one charter school. Carson has 7.2% of the schools in the NWRPDP Region, which includes 153 schools.

Services in Carson City School District consisted mainly of trainings on the Nevada Educator Performance Framework and assessment.

**Participant Mean Ratings on Quality of RPDP Trainings
(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)**

n = 281	CCSD	Region
The activity matched my needs	4.12	4.35
The activity provided opportunities for interactions and reflections	4.53	4.67
The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.67	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.64	4.66
The presenter/facilitator modeled effective teaching strategies.	4.62	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.20	4.48
The activity will improve my teaching skills.	4.16	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.36	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.26	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	244	724
MS Teachers	41	58
HS Teachers	88	108
Administrators	29	76
Others	20	48
Totals	422	1014

Carson educators were 13.2% of the educators trained in the region (Using the Unduplicated regional count of 3196 educators).

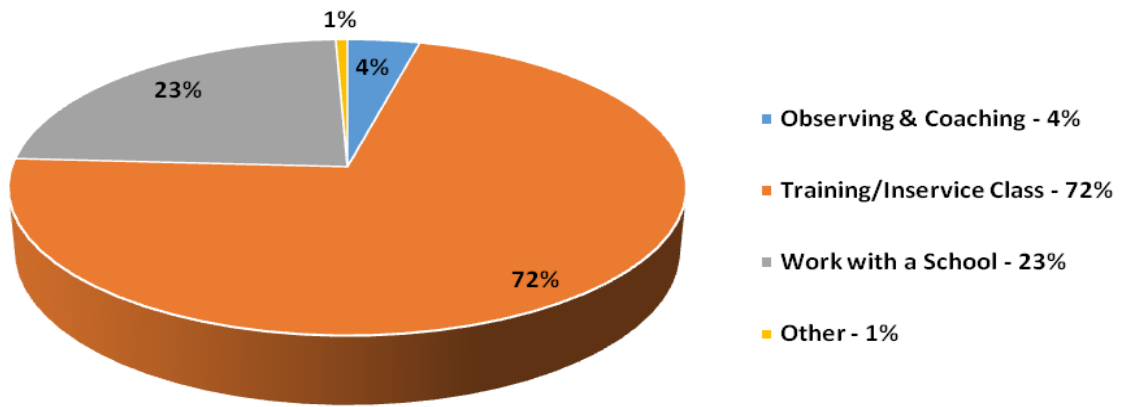
Number of Schools Served by NWRPDP

	Number	%
Elementary Schools (6)	6	100%
Middle Schools (2)	1	50%
High Schools (2)	2	100%
Charter Schools (1)	1	100%
Totals (11)	10	91%

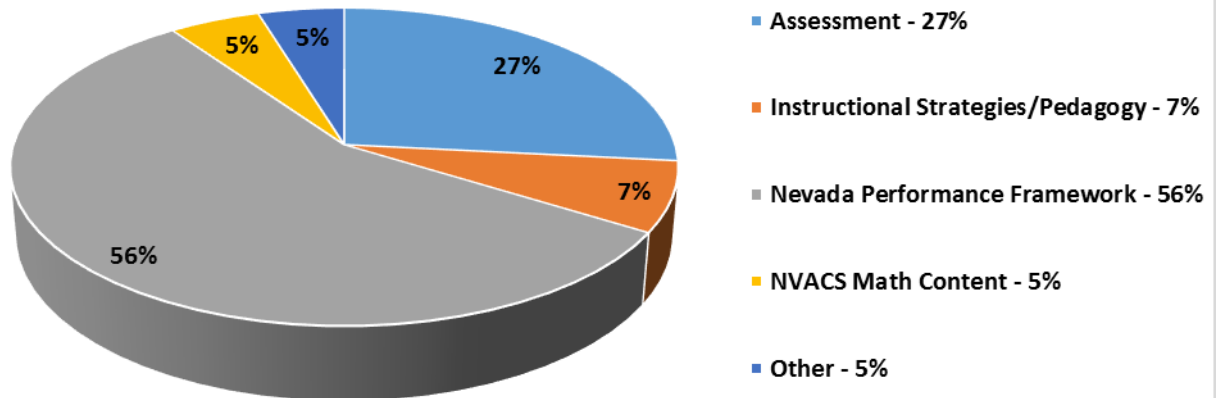
Regional Learning Facilitator (LF) Productivity:

- LFs spent 911 hours planning for CCSD interactions.
 - This was 13.6% of the total planning time (6709.5 hours).
- LFs spent 1015 hours in interactions with CCSD employees.
 - This was 18.5% of total interaction time (5485 hours).
- At the schools NWRPDP worked, LFs spent an average of 180 hours per school in CCSD.
- LFs spent 14.1% of their time working with educators in CCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and STEM initiatives.

Carson-Type of Service Provided



Carson-Focus of Service



Appendix G: Churchill County School District Services Summary

Churchill County School District has 7 schools: one pre-K school, two elementary schools, one middle school, one comprehensive high school, and one charter school. All sites received services from the NWRPDP. Churchill County has 4.6% of the schools in the region, which includes 153 schools.

The primary focus of services was instructional strategies/pedagogy and the Nevada Educator Performance Framework initiative.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)

n = 115	CCSD	Region
The activity matched my needs	3.90	4.35
The activity provided opportunities for interactions and reflections	4.47	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.30	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.41	4.66
The presenter/facilitator modeled effective teaching strategies.	4.35	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.02	4.48
The activity will improve my teaching skills.	4.04	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.12	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.01	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	93	330
MS Teachers	24	90
HS Teachers	33	72
Administrators	4	6
Others	53	82
Totals	207	580

Churchill educators were 6.5% of the educators trained in the region (Using the Unduplicated regional count of 3196 educators).

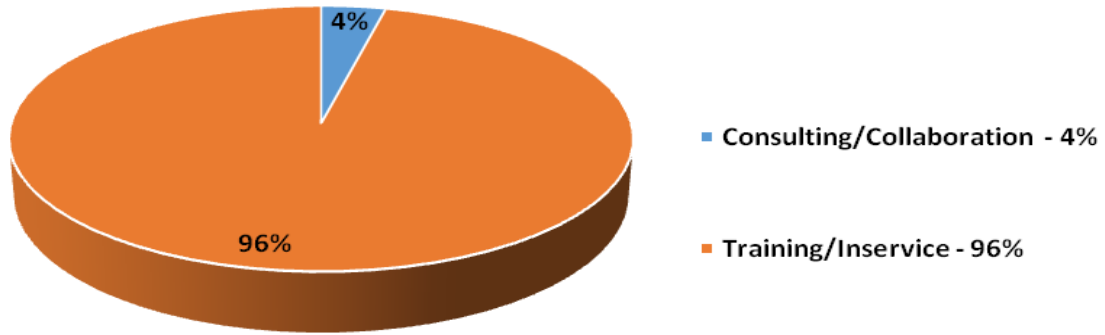
Number of Schools Served by the NWRPDP

	Number	%
Elementary Schools (3)	3	100%
Middle Schools (1)	1	100%
High Schools (1)	1	100%
Early Learning Center (1)	1	100%
Charter School	1	100%
Totals (7)	7	100%

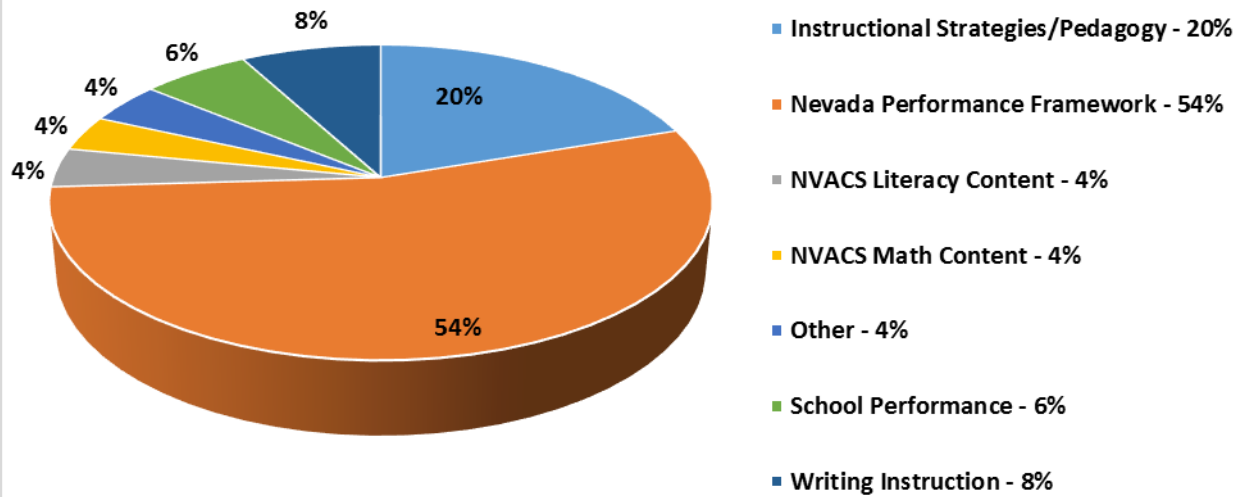
Regional Learning Facilitator (LF) Productivity:

- LFs spent 1163 hours planning for ChCSD interactions.
 - This was 17.3% of the total planning time (6709 hours).
- LFs spent 880 hours in interactions with ChCSD employees.
 - This was 16.0% of total interaction time (5485 hours).
- At the schools NWRPDP worked, LFs spent an average of 383 hours per school in ChCSD.
- LFs spent 16.4% of their time working with educators in ChCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and other initiatives.

Churchill-Type of Service Provided



Churchill-Focus of Service



Appendix H: Douglas County School District Services Summary

Douglas County School District has 13 schools: seven elementary schools, two middle schools, two high schools, one alternative high school, and one charter school. Douglas has 8.5% of the schools in the NWRPDP Region, which includes 153 schools.

Services delivered consisted mostly of trainings and the majority of the content was the Nevada Academic Content Standards in mathematics and literacy.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)

n = 279	DCSD	Region
The activity matched my needs	4.22	4.35
The activity provided opportunities for interactions and reflections	4.63	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.64	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.70	4.66
The presenter/facilitator modeled effective teaching strategies.	4.60	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.40	4.48
The activity will improve my teaching skills.	4.26	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.36	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.18	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	234	961
MS Teachers	49	78
HS Teachers	31	34
Administrators	26	98
Others	18	40
Totals	358	1211

Douglas educators were 11.2% of the educators trained in the region (Using the Unduplicated regional count of 3196 educators).

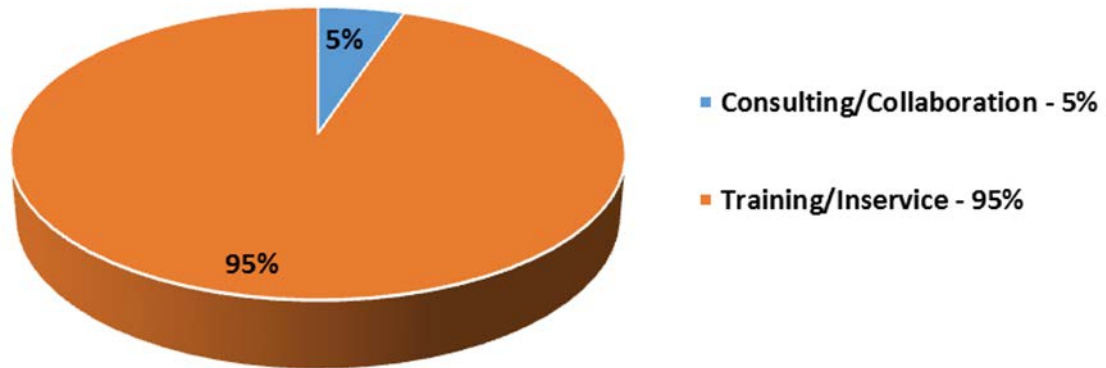
Number of Schools Served by NWRPDP

	Number	%
Elementary Schools (7)	7	100%
Middle Schools (2)	2	100%
High Schools (3)	1	33%
Charter Schools (1)	0	0
Totals (13)	10	77%

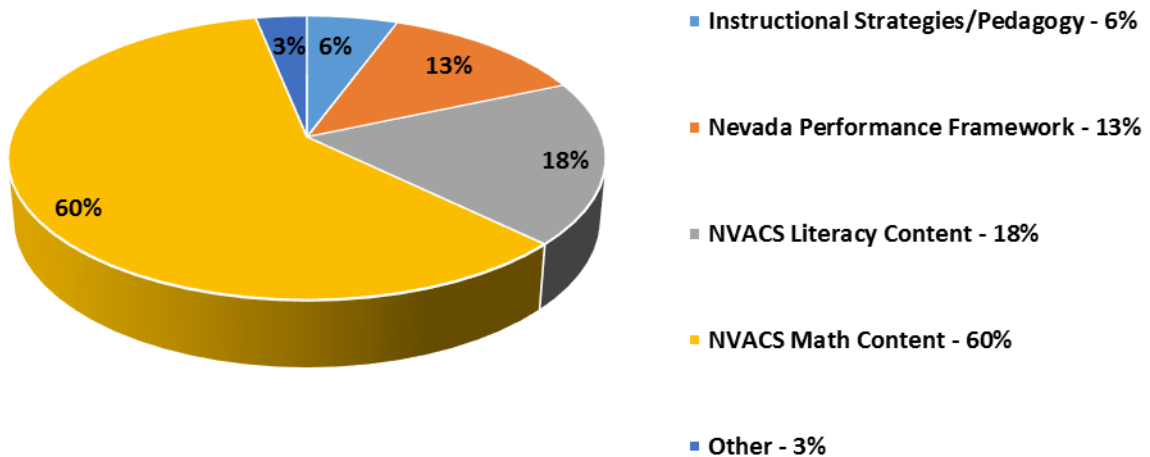
Regional Learning Facilitator (LF) Productivity:

- LFs 731 for DCSD interactions.
 - This was 10.9% of the total planning time (6709 hours).
- LFs spent 669 hours in interactions with DCSD employees.
 - This was 12.2% of total interaction time (5485 hours).
- At the schools NWRPDP worked, LFs spent an average of 187 hours per school in DCSD.
- LFs spent 10.7% of their time working with educators in DCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and other initiatives.

Douglas-Type of Service Provided



Douglas-Focus of Service



Appendix I: Lyon County School District Services Summary

Lyon County School District has 17 schools in five communities (Yerington, Dayton, Fernley, Smith Valley and Silver Springs): eight elementary schools, three middle schools, four high schools, and one K-12 school. Lyon has 10.5% of the schools in the NWRPDP Region, which includes 153 schools.

The majority of training was provided on the Nevada Academic Content Standards in literacy and math.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)

n = 220	LCSD	Region
The activity matched my needs	4.39	4.35
The activity provided opportunities for interactions and reflections	4.70	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.7	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.80	4.66
The presenter/facilitator modeled effective teaching strategies.	4.61	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.51	4.48
The activity will improve my teaching skills.	4.52	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.56	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.40	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	119	260
MS Teachers	69	101
HS Teachers	3	4
Administrators	7	9
Others	9	14
Totals	207	388

Lyon educators were 6.5% of the educators trained in the region (Using the Unduplicated regional count of 3196 teachers).

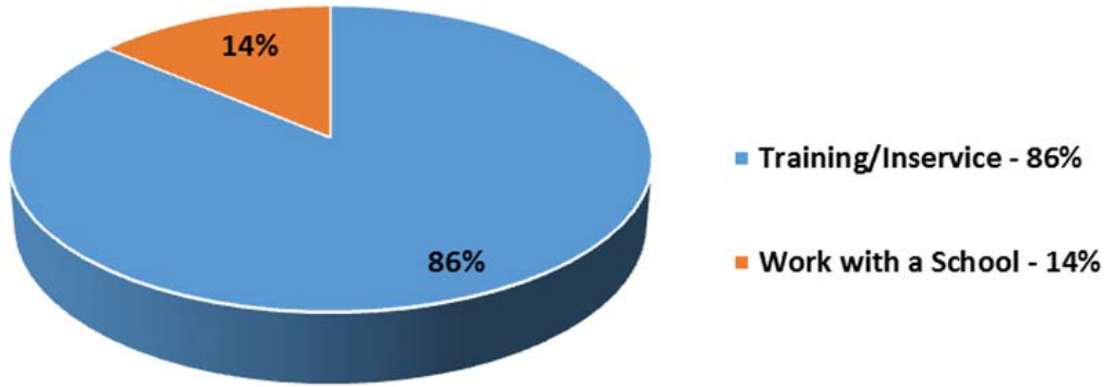
Number of Schools Served by NWRPDP

	Number	%
Elementary Schools (9)	5	55%
Middle Schools (4)	3	75%
High Schools (4)	1	25%
K-12 School (1)	0	0
Totals (17)	9	53%

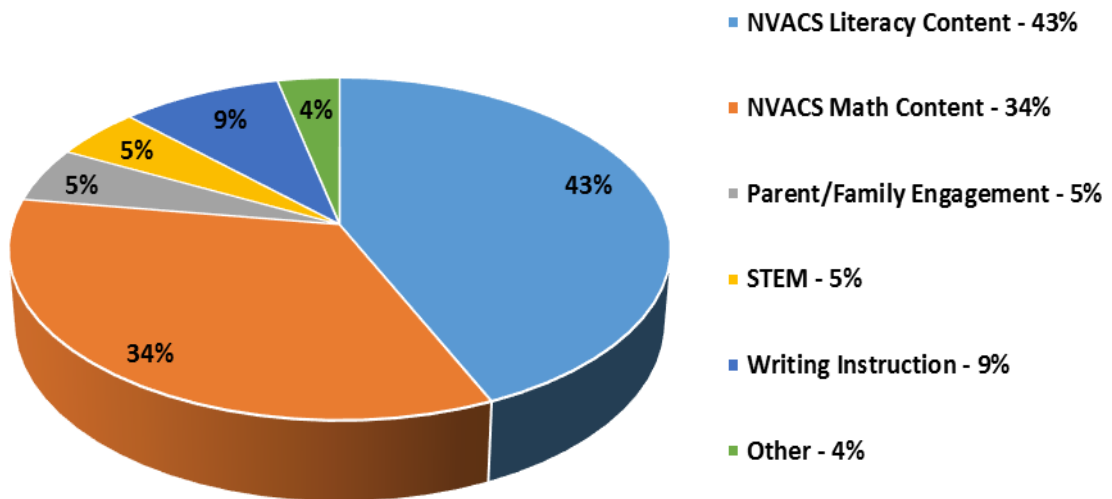
Regional Learning Facilitator (LF) Productivity:

- LFs spent 911.5 hours planning for LCSD interactions.
 - This was 13.6% of the total planning time (6709 hours).
- LFs spent 580 hours in interactions with LCSD employees.
 - This was 10.6% of total interaction time (5485 hours).
- At the schools where NWRPDP worked, LFs spent an average of 102 hours per school in LCSD.
- LFs spent 10.9% of their time working with educators in LCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and other initiatives.

Lyon-Type of Service Provided



Lyon-Focus of Service



Appendix J: Storey County School District Services Summary

Storey County School District has four schools and one part-time trainer dedicated to its professional development. It offers two elementary schools, one middle school, and one high school. Storey County has 2.6% of the schools in the NWRPDP Region, which includes 153 schools.

Trainings were provided on a variety of content with the focus on school performance and the Nevada Educator Performance Framework.

Participant Mean Ratings on Quality of RPD Training

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)

n = 15	SCSD	Region
The activity matched my needs	4.29	4.35
The activity provided opportunities for interactions and reflections	4.86	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.67	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.74	4.66
The presenter/facilitator modeled effective teaching strategies.	4.60	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.37	4.48
The activity will improve my teaching skills.	4.14	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.33	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.23	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	15	53
MS Teachers	10	36
HS Teachers	17	52
Administrators	4	8
Others	0	0
Totals	46	149

Storey educators were 1.4% of the educators trained in the region (Using the Unduplicated regional count of 3196 educators).

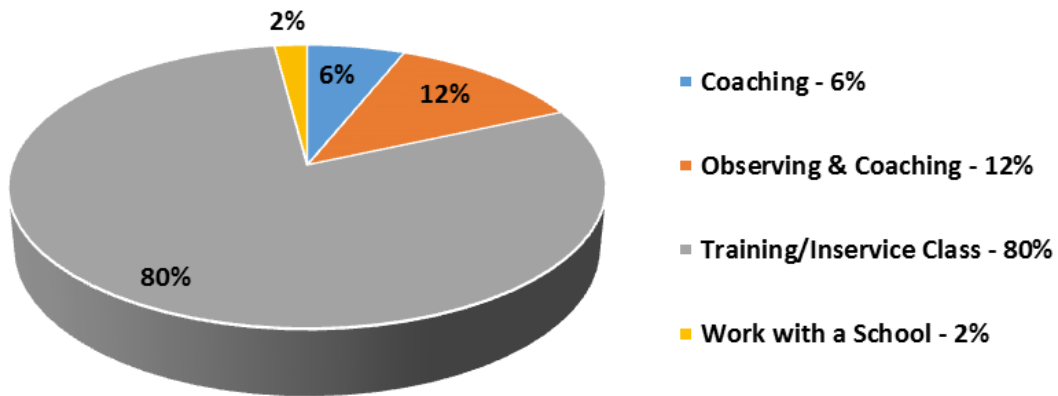
Number of Schools Served by NWRPDP

	Number	%
Elementary Schools (2)	2	100%
Middle Schools (1)	1	100%
High Schools (1)	1	100%
Totals (4)	4	100%

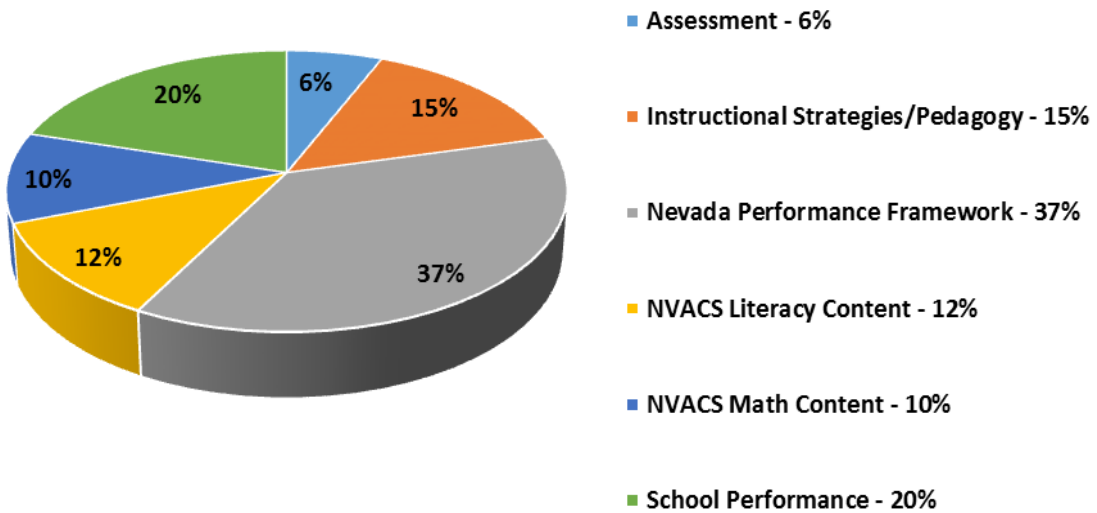
Regional Learning Facilitator (LF) Productivity:

- LFs spent 302.5 hours planning for SCSD interactions.
 - This was 4.5% of the total planning time (6709 hours).
- LFs spent 284 hours in interactions with SCSD employees.
 - This was 5.2% of total interaction time (5485 hours).
- At the schools NWRPDP worked, LFs spent an average of 181 hours per school in SCSD.
- LFs spent 5.2% of their time working with educators in SCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and other initiatives.

Storey-Type of Service Provided



Storey-Focus of Service



Appendix K: Washoe County School District Services Summary

Washoe County School District is the largest school district in the region with 102 schools: 63 elementary schools, 14 middle schools, 15 high schools, two schools for special populations, and eight charter schools. Washoe has 66.7% of the schools in the NWRPDP Region, which includes 153 schools.

Nevada Academic Content Standards in math, literacy, and other content areas were the main focus of the trainings offered in the county.

Participant Mean Ratings on Quality of RPDP Trainings

(Scale: 1 = not at all, 3 = to some extent, 5 = to a great extent)

n = 806	WCSD	Region
The activity matched my needs	4.57	4.35
The activity provided opportunities for interactions and reflections	4.77	4.67
The presenter/facilitator's experience and expertise enhanced the quality of the activity.	4.72	4.66
The presenter/facilitator efficiently managed time and pacing of activities.	4.69	4.66
The presenter/facilitator modeled effective teaching strategies.	4.61	4.57
This activity added to my knowledge of standards and/or subject matter content.	4.69	4.48
The activity will improve my teaching skills.	4.68	4.43
I will use the knowledge and skills from this activity in my classroom or professional duties.	4.75	4.50
This activity will help me meet the needs of diverse student populations (e.g., gifted and talented, ELL, special education, at-risk students).	4.63	4.38

Number of Educators Trained by NWRPDP

	Unduplicated	Duplicated
ES Teachers	1185	2500
MS Teachers	193	248
HS Teachers	258	307
Administrators	60	108
Others	260	368
Totals	1956	3531

Washoe educators were 61.2% of the educators trained in the region (Using the Unduplicated regional count of 3196 educators).

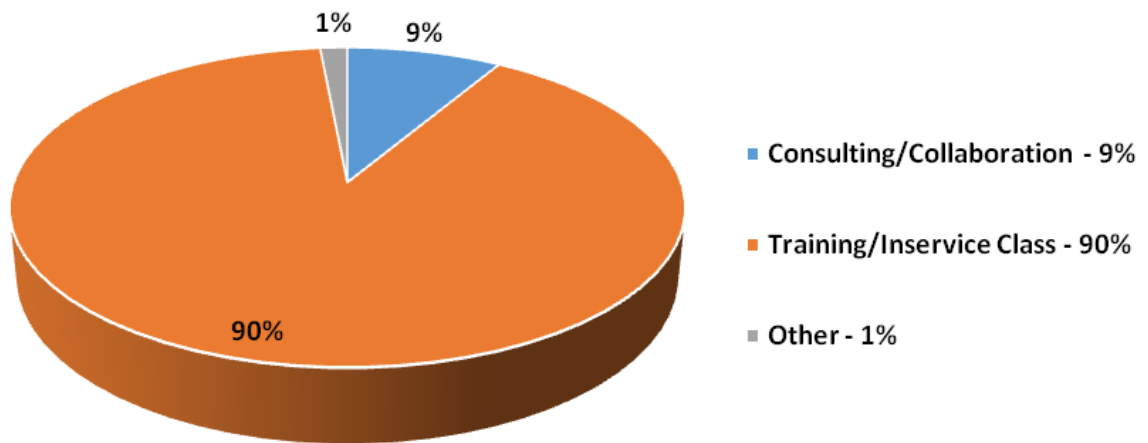
Number of Schools Served by NWRPDP

	Number	%
Elementary Schools (63)	40	3%
Middle Schools (14)	13	93%
High Schools (15)	8	53%
Special Population Schools (2)	0	0%
Charter Schools (8)	3	38%
Totals (102)	64	63%

Regional Learning Facilitator (LF) Productivity:

- LFs spent 2174 hours planning for WCSD interactions.
 - This was 32.4% of the total planning time (6709 hours).
- LFs spent 1870 hours in interactions with WCSD employees.
 - This was 34.1% of total interaction time (5485 hours).
- At the schools NWRPDP worked, LFs spent an average of 77 hours per school in WCSD.
- LFs spent 33.9% of their time working with educators in WCSD.
- LFs spent 8.8% of their time with the Nevada Department of Education and other state committees on Nevada Academic Content Standards, NEPF, and other initiatives.

Washoe-Type of Service Provided



Washoe-Focus of Service

