



SNRPDP

Southern Nevada Regional Professional Development Program

2020-2021 Annual Report

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Introduction

The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective charge is to support the state's teachers and administrators in implementing Nevada's academic content standards (NVACS) through regionally determined professional development activities. Although the essential mission has remained unchanged, legislative mandates and the pedagogical needs of teachers continue to broaden the program's scope and responsibilities; the programs' expertise is called upon to assist with district and statewide educational committees and assist in statewide efforts to improve instruction through the Nevada Educator Performance Framework (NEPF).

The planning and implementation of professional development services in each region is overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, representatives of Nevada's higher education system, and the State Department of Education. A nine-member Statewide Coordinating Council, consisting of members appointed by the Governor or legislators, the Superintendent of Public Instruction, and one member from each RPDP governing board oversee the three regional programs.

As outlined in Standards for Professional Learning (Learning Forward, 2011), there is a relationship between professional learning and student results:

1. When professional learning is standards-based, it has greater potential to change what educators know, are able to do, and believe.
2. When educators' knowledge, skills, and dispositions change, they have a broader repertoire of effective strategies to use to adapt their practices to meet performance expectations and student learning needs.
3. When educator practice improves, students have a greater likelihood of achieving results.
4. When student results improve, the cycle repeats for continuous improvement.

Figure 1 below is a visual representation of the relationship between professional learning based on the Professional Learning Standards and improved student learning. (Desimone, 2009).

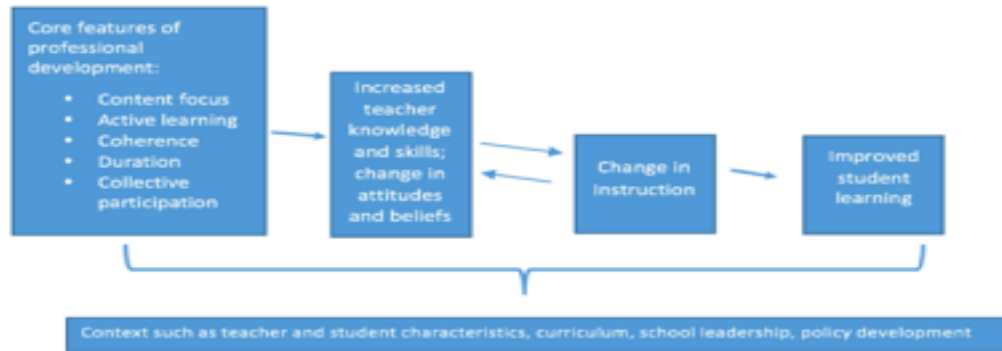


Figure 1. *Conceptual Framework for Studying Effects of Professional Development on Teachers and Students*

The updated Standards for Professional Learning from the national professional development organization, Learning Forward, were adopted by the Regional Professional Development Programs in 2011. In 2017, Nevada included two additional standards to address equity and cultural competency to become the Nevada Professional Development Standards. These nine standards are used synergistically in order to increase educator effectiveness, thereby improving student learning. The standards provide a framework for planning and leading professional learning opportunities.

Part I: NRS 391A.190 1c Evaluation of Regional Training Program

1. The priorities for training adopted by the governing body pursuant to NRS 391A.175 [391A.175 (a) Adopt a Training Model, taking into consideration other model programs, including, without limitation, the program used by the Geographic Alliance in Nevada.]

After conversations with our service requestor to establish the outcome(s) of the professional learning and alignment with the standards for professional development adopted by the State Board, a training model that is best matched to the work is chosen. Training models may include, without limitation, action research, critical friends/professional learning communities, personal learning networks, coaching, mentoring, instructional rounds, lesson study, and educational courses.

391A.175 (b) Assess the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program and adopt priorities of training for the program based upon the assessment of needs. The board of trustees of each school district may submit recommendations to the appropriate governing body for the types of training that should be offered by the regional training program.

391A.175 (c) In making the assessment required by paragraph (b) and as deemed necessary by the governing body, review the plans to improve the achievement of pupils prepared pursuant to NRS 385A.650 for individual schools within the primary jurisdiction of the regional training program.

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration districts’ needs and includes a combination of planning tools and strategies, including, but not limited to the following:

- Request for services from district personnel or principals based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or
- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

NRS 391A.190 1c. ...submit an annual report...that includes, without limitation:

(8) An evaluation of the effectiveness of the regional training program, including, without limitation, the Nevada Early Literacy Intervention Program, in accordance with the method established pursuant to paragraph (a), and (10) An evaluation of the effectiveness of training on improving the quality of instruction and the achievement of pupils:

Table 1. RPDP State Approved Evaluation Averages

RPDP Activity Evaluation Questions	Average 2020-21
1. The activity matched my needs.	4.70
2. The activity provided opportunities for interactions and reflections.	4.76
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.81
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.80
5. The presenter/facilitator modeled effective teaching strategies.	4.76
6. This activity added to my knowledge of standards and subject matter content.	4.71
7. This activity will improve my teaching skills.	4.69
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.75
9. This activity will help me meet the needs of diverse student populations.	4.70

Table 2. 391A.190 1c (2) Type of training offered through the regional training program in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,626	850	5	38	8	133	592
Instructional	47.5%	37.4%	40%	28.9%	87.5%	33.8%	65.9%
Observation & Mentoring	18.8%	25.8%	0%	18.4%	0%	23.3%	8.1%
Consulting	33.7%	36.8%	60%	52.6%	12.5%	42.9%	26%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 3. 391A.190 1c (3) The number of teachers and administrators who received training through the regional training program in the immediately preceding year

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	4,210	3,257	7	30	40	110	626
Duplicated Teachers	11,433	7,659	27	117	84	1,762	1,924
Unduplicated Administrators	547	402	1	13	4	19	109
Duplicated Administrators	1,967	1,104	0	58	8	427	369
Total Trained	18,157	12,422	35	218	136	2,318	3,028

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 4. 391A.190 1c (4) The number of administrators who received training pursuant to [NEPF] in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Administrators	259	208	0	1	0	2	34
Duplicated Administrators	810	573	0	34	0	51	166
Total Administrators	1069	781	0	35	0	53	200

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 5. 391A.190 1c (5) The number of teachers, administrators, and OLEP who received training [specific to correct deficiencies in performance identified per NEPF evaluation] in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Teachers, Admin, OLEP	1,273	1,020	7	12	0	68	166

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 6. 391A.190 1c (6) The number of teachers who received training in [family engagement] in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Unduplicated Teachers	271	145	0	0	0	5	121
Duplicated Teachers	9	7	0	0	0	0	2
Total Teachers Trained	280	152	0	0	0	5	123

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 7. 391A.190 1c (7) The number of paraprofessionals, if any, who received training in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Paraprofessionals	183	36	10	3	8	62	70

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

Table 8. 391A.190 1c (9) I & II Trainings that included NVACS in the immediately preceding year; *III* Trainings that included NEPF in the immediately preceding year; *IV* Trainings that included culturally relevant pedagogy in the immediately preceding year.

	Aggregate	Clark	Esmeralda	Lincoln	Mineral	Nye	Other
Total Trainings	1,626	850 - 52.28%	5 – 0.30%	38 - 2.34%	8 - 0.49%	133 - 8.18%	592 - 36.41%
NVACS	1410 - 86.70%	792 - 93.18%	2 - 40.00%	37 - 97.40%	0 - 0.00%	64 - 48.10%	515 - 87.00%
NEPF	1231 - 75.70%	662 - 77.90%	1 - 20.00%	12 - 31.60%	6 - 75.00%	109 - 82.00%	441 - 74.50%
Culturally Relevant Pedagogy	1459 - 89.70%	771 - 90.70%	1 - 20.00%	22 - 57.90%	6 - 75.00%	119 - 89.50%	540 - 91.20%

Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in counties outside the SNRPDP region, and regional training made up of participants from multiple school districts.

391A.190 1c (12) The 5-year plan for the regional training program prepared pursuant to NRS 391A.175 and any revisions to the plan made by the governing body in the immediately preceding year.

Five Year Plan

Service Area

The SNRPDP serves over 19,000 teachers and administrators in schools across five counties in Southern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 3800. The SNRPDP services Clark, Nye, Lincoln, Esmeralda, and Mineral County School Districts. Among districts there is considerable disparity in the number of students, ranging from under 60 in Esmeralda County to over 300,000 in Clark County.

Mission

SNRPDP provides professional development focused on the content teachers teach, how they teach it, student performance, and changes in instructional strategies that result in increased student achievement.

Professional Development Standards

The goals, strategies, and outcomes in this five-year plan are guided by the professional learning standards outlined by the Nevada Professional Learning Standards (based on the Learning Forward Standards for Professional Learning). When professional learning is standards-based, educator effectiveness has greater potential for change.

Goals

The mission and governance structure of SNRPDP guide the goals of the organization by providing a framework around which services are provided. The goals are designed to meet our organization's directives while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. We have defined six major goals aimed to improve our performance and meet the needs of our region, along with strategies identified to achieve these goals:

- **Provide professional learning opportunities for teachers that strengthen pedagogical content knowledge.**
 - *Develop positive relationships and trust with teachers*
 - *Create robust professional development and implementation plans with specific outcomes*
 - *Provide professional development for SNRPDP coordinators in order to maintain a high level of expertise*
 - *Communicate opportunities for professional learning to teachers.*
- **Partner with administrators to improve instructional leadership and support teacher pedagogical content knowledge.**
 - *Develop positive relationships and trust with administrators*
 - *Create robust professional development plans and implementation with specific outcomes*
 - *Participate on district level planning as appropriate*
 - *Communicate opportunities for professional learning to administrators*
- **To provide leadership in interactive and integrative technology.**
 - *Integrate technology within our work, making it explicit*
 - *Use current software platforms for regional professional learning opportunities*
 - *Develop and deliver professional development that addresses current district, school, and teacher needs in blended and virtual learning*
 - *Provide professional development for SNRPDP coordinators in order to stay current in their expertise*
- **Create an impact on teacher effectiveness and student achievement.**
 - *Measure the impact level of professional development opportunities using data*
 - *Increase self-efficacy of educators*

- *Increase content knowledge of educators*
- *Increase pedagogy knowledge of educators*
- **Partner with strategic stakeholders in Nevada**
 - *Culturally relevant community outreach*
 - *Family and parent engagement*
 - *Communicate professional learning opportunities*
 - *Partnerships with local, regional, state, and national entities*
- **Building leadership capacity**
 - *Theory to practice structure of building teacher and administrative capacity*
 - *Sustainability through the establishment of long-range goals which integrate into multiple components of the educational system*

Measurement

In order to measure progress of the plan, multiple measures will be used. First the statewide evaluation form will continue to be collected and reported. Second, the five-level evaluation of professional development framework (Guskey, 2002) will guide the assessment of the professional development provided in our region. Third, qualitative documentation of stakeholders and specifically created as-needed surveys will provide measures of progress and success. Finally, annual case studies provide in-depth review of specific SNRPDP projects.

The Statewide Council approved an outline structure for RPDP evaluation purposes to include the number of teachers and administrators affected by professional development in the region according to requirements set forth in NRS 391A.190.

A Two-Year Focus (2019-2021)

NRS 391A.175 section 1

(d) (1) An assessment of the training needs of teachers and administrators who are employed by the school districts within the primary jurisdiction of the regional training program;

The assessment of training needs of teachers and administrators is determined through a request for service model. This model takes into consideration the needs of our districts and includes a combination of planning tools and strategies, including but not limited to the following:

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;
- Collaborative meetings with superintendents and/or key district personnel to identify priorities and needs on an annual basis guided by District Performance Plans (DPP);
- Collaborative planning meetings with principals and leadership teams to determine goals and objectives for designing a professional development plan;
- Formal and informal needs assessments as needed with districts, departments, and/or schools;
- Input from the RPDP Governing Boards; and/or

- Collaborative work with the Nevada Department of Education on initiatives to design and implement support or roll-out plans for the NVACS as well as other state initiatives.

(d) (2) Specific details of the training that will be offered by the regional training program for the first 2 years covered by the plan including, without limitation, the biennial budget of the regional training program for those 2 years.

The SNRPDP is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the SNRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the SNRPDP has developed the training programs listed below for teachers and administrators.

Biennial Budget 2019-2021

\$8,060,814.00*

**The 2019 legislative session allocated \$4,030,407.00 each year of the biennium. However, due to COVID-19 budgetary concerns in summer 2020, a special legislative session reduced the second year to \$3,855,876.00.*

SNRPDP Sponsored Training Programs

Courses for Credit

The SNRPDP develops and delivers professional development courses and workshops for teachers in a variety of content areas. Many course offerings are available for university credit and provide teachers opportunity to obtain state approved endorsements, license recertification, and district level certifications. In addition, the SNRPDP provides facilitation of workshops related to specific district and school requests.

Focus Goals

1. Provide research based professional development opportunities to increase teacher effectiveness.

- o *Strategically collect and use research data to inform the scope and depth of professional development initiatives*
- o *Strategically collect and use data to assess our efforts*
- o *Apply the model of measurement required for evidence*
- o *Plan time for measurement within the work*

A minimum of ten projects each year are reported with extensive measures of teacher and student learning affected by the professional learning provided. Each report is included in the final evaluation of the SNRPDP submitted to stakeholders for accountability. These include: Kindergarten Literacy, Elementary Literacy, Secondary Literacy, Elementary Mathematics, Secondary Mathematics, Elementary Science,

Secondary Science, Instructional Technology, Computer Science, Administrative (General), and Administrative (NEPF).

2. To provide professional learning opportunities for teachers that strengthens their pedagogical content knowledge.

- o Develop positive relationships and trust with teachers*
- o Create robust professional development and implementation plans with specific outcomes*

Each long-term professional development request will require an outcomes-based plan developed with the SNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

3. To partner with administrators and educational stakeholders to build instructional leadership capacity in support of teachers to increase student achievement.

- o Develop positive relationships and trust with administrators*
- o Create and implement robust professional development plans with specific measurable outcomes of content knowledge, pedagogical knowledge, and pedagogical content knowledge*

Each long-term professional development request requires an outcomes-based plan developed with the SNRPDP coordinator, requesting administrator, and/or teacher leader team. This plan is built within the constructs of the Nevada Professional Development Standards. Relationships are established through a common understanding of outcomes and relevance to teachers' practice in addition to frequent communication and support.

Part II: Individual RPDP Information

391A.190 1c (11) A description of the gifts and grants, if any, received by the governing body in the immediately preceding year and the gifts and grants, if any, received by the Statewide Council during the immediately preceding year on behalf of the regional training program. The description must include the manner in which the gifts and grants were expended.

Gifts and Grants

Technology - Computer Science - Code.org/Tesla

Overview

Throughout the 2020-21 school year, full-time technology trainer Jason Lillebo recruited and organized computer science training for K-12 teachers across the state of Nevada. He was assisted in these efforts by 14 part-time trainers. In addition to the computer science trainings,

teachers, administrators, counselors, and higher education faculty were encouraged to learn more about Nevada's computer science efforts through computer science summits. The overall goal was to continue to train educators in the implementation of the Nevada Computer Science Standards that became legally mandated for K-12 during the school year.

Objectives and Milestones

One objective was to provide computer science training for secondary teachers. The team trained two groups of teachers at a virtual five-day workshop in July 2020. The Computer Science Principles (CSP) group consisted of 21 teachers in grades 9-12 from throughout Nevada. The Computer Science Discoveries (CSD) group consisted of 17 teachers in grades 6-8 from throughout the state. Teachers who attended the five-day workshops continued to work with the team throughout the year at a series of four quarterly workshops. Completion of the five-day workshop and four quarterly workshops provided those teachers with the opportunity to earn a certificate of completion recognized by the Nevada Department of Education. The certificate qualifies them to teach specific computer science courses. An additional piece added this year was an updates workshop for CSD and CSP teachers. This was held two Saturdays and served 17 teachers in CSP and 24 teachers in CSD.

A second objective was to provide computer science training for elementary teachers. Code.org's Computer Science Fundamentals (CSF) curriculum was a major focus. In Clark County, teachers received stipends for attending through Tesla grant funding in the fall and through Clark County School District's SB 313 funds in the spring. To earn the stipend, they completed the CSF workshop and additional implementation hours in Google Classroom. A change to this model boosted implementation rates dramatically and provided teachers with more support. In April and May, CSF deep dive workshops were offered successfully for the first time to seven cohorts of teachers, again with workshop time and follow-up work in Google Classroom. Elsewhere across the state, the trainings were held at sites where teachers self-selected to attend from a variety of schools. Stipends were also received by teachers through Tesla grant funding at those trainings. In all, the team did two in-person and 50 virtual workshops. Of those, 43 were CSF intro and nine were CSF deep dive. A total of 948 teachers completed the workshops, which was a 16.3% increase over the previous year. Of those 580 completed the broader intro course including the additional Google Classroom work, and 147 completed the broader deep dive course.

The third objective was to deepen the impact of computer science throughout the state of Nevada. To that end, the team worked collaboratively with the three RPDP's, the Nevada Department of Education, and each school district toward providing a virtual computer science summit to increase awareness about computer science topics. Teachers from across the state were recruited to provide conference-like sessions, keynote speakers were arranged to open and close the events, and vendors were invited to promote computer science products. Participants included K-12 teachers, administrators, counselors, and higher education faculty.

A final objective was to continue the dialog around the state with teachers, principals, and curriculum directors in rural Nevada counties, including the Shoshone Indian reservation. Discussions centered around either starting the work with schools and districts on their computer science journeys if they had not yet begun or about how to deepen the impact through additional

training and support if they were already on their way. The team was able to provide information regarding the state strategic plan for computer science, computer science standards, and the timeline for compliance. In addition, information was shared about the computer science and applications half-credit course as many questions still remained regarding this.

Observation Report

A great deal of effort was made to move all Code.org workshops to a virtual model. This work resulted in a strong, continuous program of computer science workshops for K-12 teachers. Teacher observations and survey data from Code.org consistently indicated that the facilitators were prepared and delivered the appropriate content in a timely manner. In fact, Code.org survey data showed that our facilitator effectiveness was 4.54 out of 5. Teachers consistently wrote comments stating that it was very engaging and well delivered in a virtual environment. On a survey question asking if facilitators presented information clearly, our facilitators were rated 4.9 out of 5.

Work with Code.org's regional manager was done throughout the year to monitor data in Code.org's Tableau system. Implementation at the elementary level increased significantly due to the new course model begun this year. Nearly 73% of Nevada teachers met the implementation bar Code.org sets for moving from intro to deep dive. Nationally, this rate sits at less than five percent. Ongoing discussions with teachers and administrators indicate that three main factors were still roadblocks to CSF implementation, however: 1) the elementary standards are still unknown to many teachers and administrators despite their legal mandate beginning this school year, 2) other school and district initiatives were taking precedence, and 3) the move to virtual teaching in most areas provided unprecedented challenges to teachers and students.

The virtual computer science summit received high praise from those who attended, and the survey data regarding the sessions was overwhelmingly positive. Many commented on how useful and engaging the sessions were. They also felt that attending created a greater awareness of topics in computer science and energized them to further their knowledge of teaching the subject to their students.

Insights, Reflection, and Next Year's Goals

A record level of progress was made during the 2020-2021 school year to bring computer science education to a variety of education professionals across the entire state of Nevada. As we transition back to in-person workshops, we also need to be mindful of lessons the pandemic has taught us about the strengths of offering the workshop virtually as an option. In addition, while the feedback on our sessions was consistently rated high, we continue to have work to do to ensure that implementation of what teachers learn is occurring, especially at the elementary level.

Next year, we will continue and expand the project with the addition of a new K-5 computer science trainer. The CSD and CSP summer workshops will again occur virtually, following the model provided by Code.org via a collaboration with The Friday Institute, in late July 2021. For CSF, the goal is to train at least 700 more elementary teachers throughout the state in CSF intro and the extended course to promote the implementation and integration of

computer science concepts. We will provide additional support to teachers and site-based administrators to deepen the impact of computer science and, if necessary, continue to offer the CSF deep dive course. In addition, plans to host a computer science summit and emphasizing outreach to all rural schools will continue.

We have seen the broader CSF intro course with implementation requirements to be an extremely successful piece. As such, that will continue as an integral part of the CSF program we deliver. Additionally, we understand that we must find out which schools are teaching computer science, who is teaching it at those schools, and what tools they are using to do so. Because there isn't a capacity to train every teacher in the state, the time has come for a new model that will focus on CS Champions who can coach and support other teachers and lead the change in their schools. That important work began this year with collaboration with NDE on a district survey and will be ongoing for the next several years with the continued support of Tesla and Code.org.

Endorsement and Certificate Areas

K-12 Endorsement to Teach Reading (CILR)

Overview

The K-12 Reading Endorsement (CILR) program is an 18-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The CILR program consists of six, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 Endorsement in Reading. Shan Pullan is the full-time regional trainer assigned to this project; Shan and two part-time trainers teach the classes. The overall goal of the program is to increase teachers' content knowledge of research-based reading and writing instruction and to help them skillfully apply best practices in order to effectively teach all students to read.

Objectives and Milestones

The CILR program has three main objectives:

- Increase teachers' theoretical and practical knowledge of reading instruction.
- Prepare and qualify teachers for reading specialist positions at the school level.
- Offer an affordable avenue for teachers to obtain a Master's degree.

The main objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction. This is accomplished with graduate-level coursework in seven, 3-credit courses focused within the following areas: foundations of reading, elementary methods and materials, secondary methods and materials, diagnosis of reading disabilities, and a practicum in reading remediation. To satisfy the state requirements for the reading endorsement, all classes offer a K-12 perspective. Five required courses plus one of two elective courses, for a total of 18 credits, fulfill the requirements to earn the reading endorsement.

Required courses include: (1) *Foundations of Literacy Learning*, designed to assist teachers in gaining a critical understanding of the philosophical, historical, sociological and curricular foundations of literacy education; (2) *Comprehensive Reading Instruction*, an elementary methods class in which teachers examine philosophies about literacy instruction, current, research-based classroom literacy practices that are effective for all students, evidence-based strategies for literacy learning and teaching, and new perspectives related to specific issues within the literacy field; (3) *Content-Area Literacy*, a secondary methods course in which teachers explore literacy processes and strategies that may be implemented within the content-areas to improve students' reading, writing, and oral language development; (4) *Assessment in Literacy*, a practical experience providing teachers the opportunity to field test selected assessment procedures and introduces them to strategies for improving instruction based upon student needs; and (5) *Practicum in Diagnosis and Instruction of Reading Difficulties*, a field experience providing instruction in principles, materials and techniques for the diagnostic/prescriptive teaching of reading and writing.

Elective courses include: (1) *Literacy Instruction for Young Children*, intended to provide learners with opportunities to: study the historical and theoretical foundations of early literacy; become familiar with recent research in the field of early literacy; learn current strategies/approaches to the teaching of early literacy; study the role of the family and technology in the early literacy; learn how to help children develop a love of reading and writing; and study how literacy impacts children's social, emotional, and intellectual growth; or (2) *Contemporary Literature Children and Young Adults*, focusing on the evaluation, selection, and sharing of contemporary literature for children and young adults .

All classes are developed and facilitated by the full-time RPDP trainer and part-time trainers and include current, research-based methodologies and best practices.

A second objective of the CILR program is to prepare and qualify teachers for reading specialist positions at the school level. Courses within the program are designed to immerse teachers in the theoretical underpinnings of literacy education and link those with practical application. All classes provide opportunities to apply strategies with students and reflect upon their effectiveness. More specifically, the *Assessment in Literacy* and *Practicum in Diagnosis and Instruction of Reading Difficulties* classes require on-going work with a struggling reader. In the assessment class, participants each select a student with reading difficulties and administer a battery of assessments to determine the student's strengths and instructional needs. Participants are taught how to properly administer the assessments and how to analyze the data for assessment-based instruction. In the practicum, participants design an instructional plan based on student assessment data and continue their work with the student to provide tutoring instruction for a minimum of 10 hours. Course instructors observe at least one tutoring session per participant and meet with each one for a post-observation conference to provide feedback and guidance as necessary. This learning process is designed to give participants practical field experience and specialized knowledge to diagnose and treat reading difficulties.

A third objective of the CILR program is to offer an affordable avenue for teachers to pursue a higher education from an accredited university. With this program, licensed teachers have the opportunity to take six 3-credit graduate-level courses at a significantly reduced rate to

fulfill the requirements by the Nevada Department of Education for the K-12 Endorsement in Reading. Teachers enrolled in the CILR program also have the option to continue their education toward a Master's degree in Curriculum and Instruction at UNLV with the first fifteen credits obtained through the RPDP-CILR courses.

Insights, Reflection, and Next Year's Goals

Sixteen teachers completed the CILR program during the 2020-21 school year; two applied to the master's program and will continue their coursework at UNLV. Participants completed a course reflection at the end of each class in which they provided feedback on the benefits of the course, its impact on their teaching, and suggestions for improving the class. These reflections provided valuable insights into the effectiveness of the overall program as the vast majority of teachers indicated positive results from taking the class. Many reported on their own growth as reading teachers and the impact it had on their students' learning.

One of the most impactful experiences participants in the CILR program report is the opportunity to tutor a struggling reader during the practicum. Even as the teachers learned to adapt their tutoring sessions to online platforms due to pandemic restrictions, they unanimously expressed their joy and professional growth as they participated in one-on-one tutoring. This continues to be a crucial part of the CILR program in helping teachers become better reading teachers to all students.

In the upcoming 2021-22 school year, the major goal for this program will continue to focus on increasing teacher's theoretical and practical knowledge of literacy instruction by refining and providing coursework and learning experiences to match the ever-changing landscape of teaching and learning in the 21st century.

K-12 School Library Media Specialist Endorsement

Overview

The K-12 School Library Media Specialist Endorsement (LMS) program is a 21-credit program offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada Las Vegas (UNLV). The LMS program consists of seven, 3-credit courses that fulfill the requirements by the Nevada Department of Education for a K-12 School Library Media Specialist Endorsement. Shan Pullan is the full-time regional trainer assigned to this project and four part-time trainers teach the classes. The goal of the 10-month program is to train current classroom teachers in all areas of school librarianship to prepare them for employment as a K-12 Library Media Specialist.

Objectives and Milestones

The objective of the K-12 School Library Media Specialist Endorsement (LMS) program is to prepare classroom teachers to become certified and qualified school librarians. To receive an endorsement as a school library media specialist, a licensed teacher must

complete 21 semester hours of coursework in the following areas: organization and administration of a school library; the cataloging and classification of materials for a library; reference, bibliography, and information skills; the use and selection of educational media for a library; children's and young adult's literature; and technology in the library.

Required courses in the RPDP LMS program are sequenced as follows: (1) RPDP 572: Reference Methods and Resources, a study of research-based practices and methods of the school library's informational curricular support function including the role of the school library specialist as an information resource consultant, teacher, and instructional partner; (2) RPDP 574: Organization of School Libraries, introduces the principles, practices and trends of organizing information in the school library including the classification, cataloging, and processing of materials for effective access and retrieval; (3) RPDP 571: Materials Selection for the School Library, explores research-based practices and methods of assessing and selecting school library materials to meet curricular needs, standards, and reading interests and abilities of students; (4) RPDP 573: Technology in the School Library, introduces research-based practices and methods relating to identification, evaluation, management and use of all electronic educational technologies and resources and electronic information sources in the creation of an informationally-literate Pre K-12 environment; (5) RPDP 575: Administration of the School Library, a study of research-based principles and strategies for planning, organizing and administering school library programs and practices related to policy development, budgets, personnel, public relations, facilities planning, and systematic program planning and evaluation in the K-12 school library setting; (6) RPDP 580: Children's and Young Adult's Literature, an exploration in evaluating, selecting, and sharing contemporary literature for children and young adults; and (7) RPDP 576: Supervised Library Practice, a supervised practicum in the school library under the direction of professional librarians in school settings.

Milestones to note in the LMS program include:

- More than 40 participants of the K-12 School Library Media Specialist Endorsement Program participants have been hired as school librarians in the Clark County School District (CCSD) and various charter schools since the program's inception in 2014.
- Every participant who has completed the K-12 School Library Media Specialist Endorsement Program has earned 128 Contact Units (CU's) toward salary advancement in the CCSD.
- 2019-2020 saw the successful roll-out of changing all of our classes to an on-line format utilizing Google Classroom, with a few face to face meetings at the beginning of each new course to establish expectations of the class. Students seemed to appreciate the flexibility that the on-line format affords them.
- The K-12 School Library Media Specialist Endorsement Program has succeeded in the area of library advocacy, helping to highlight the impact of school librarians on achievement in schools.

Insights, Reflection, and Next Year's Goals

The K-12 School Library Media Specialist Endorsement Program was developed in 2014 by the five part-time trainers who were chosen because they are standouts in their field. They built the program out of a partnership with the University of Nevada, Las Vegas. Referencing the syllabi provided by UNLV from their defunct two-year librarianship graduate program, the five part time trainers built a comprehensive, seven-course, ten-month certificate and endorsement program for the Clark County School District librarians. We have lost one of our part-time trainers due to scheduling conflicts. We had two of our part-time trainers take over as co-instructors due to that loss. Each year the four part-time trainers work together to reflect on, adapt, and revise their syllabi to keep abreast of rapidly growing trends in modern school librarianship and technology. The close collaboration between the instructors can be credited for much of the success of this program.

As the K-12 School Library Media Specialist Endorsement Program has gained popularity, requests for enrollment have come from areas outside of Clark County. We are still seeing interest from candidates across the state of Nevada in 2019-20. With the program moving to an online format this year we are still experiencing success with the integration of classroom teacher participants in the northern areas of Nevada. They are able to enroll and participate via remote classrooms and online.

English Language Development (ELD) ELAD Endorsement

Overview

The English Language Development Team (ELDT) consists of one full time trainer, Valerie Seals, and four part time trainers. As part of English Language Development, SNRPDP transitioned to the English Language Acquisition and Development (ELAD) Endorsement. To do so, Valerie Seals partnered with NWRPDP to complete a Memorandum of Understanding (MoU) with Southern Utah University (SUU) to offer the approved courses. Valerie, with the support of the four part time instructors wrote the courses and taught the 12 credits to K-12 teachers in the state of Nevada, including rural and charter schools.

Valerie is a board member of Nevadans Teaching English to Speakers of Other Languages (NVTESOL), a local affiliate of TESOL International. NVTESOL works to bring support, research, and resources to Nevada teachers of ELs.

The goal of this project was to not only provide Nevada teachers with courses in ELAD, but to educate and support K-12 teachers of English learners so they can improve student achievement and language acquisition.

Objectives and Milestones

During the 2020-2021 school year, despite being entirely virtual, the ELDT successfully created content and wrote coursework for the four courses plus practicum needed to obtain the

ELAD Endorsement, which was then approved by SUU and Nevada's Department of Education. Our first cohort of teachers began the ELAD coursework in the fall and successfully completed it in the spring. When the ESSER Fund became available, we were contacted by the State Public Charter School Authority and were able to provide two cohorts, a total of 34 charter school teachers, the courses for the ELAD Endorsement. They began in the spring of 2021 and will complete the program in the fall of 2021.

Included in the coursework for the ELAD Endorsement, is a practicum experience. It is included in the milestones because it is a new element that was added to the requirements. During the practicum experience, participants completed an observation cycle. The observation cycle included a pre-observation questionnaire asking about their students, the upcoming lesson and the support, scaffolds, and strategies for their ELs, a 30-45 minute lesson observation and a post-observation conference. During this cycle, Valerie was able to observe effective and engaging virtual lessons from kindergarten to 12th grade and partake in one-on-one conferences. During the conferences, the participants reflected on their lessons, with emphasis on considerations made for their ELs and how those considerations affect student achievement. The conferences also included goal-setting for upcoming lessons and additional ways to support student language proficiency.

Lastly, as a board member of NVTESOL, Valerie supported the organization and its members by providing webinars, creating Special Interest Section groups that target and support areas of TESL and emergent bilinguals, and building the community through social media accounts.

Insights, Reflection, and Next Year's Goals

The ELDT's goal for the 2020-2021 school year was to write and teach courses to support Nevada's ELAD Endorsement. In addition, the ELDT wanted to partner with charter schools to provide their teachers with knowledge to support their growing EL population. The team met these goals.

The purpose of this project is to not only provide Nevada teachers with courses in ELAD, but to also educate and support Pre-K to grade 12 teachers of ELs so they can improve academic language acquisition and student achievement in the content areas. With that said, the coursework and the practicum offered in the ELAD Endorsement program proved to be beneficial. The formative feedback received from participants expressed their appreciation of the opportunity to gain knowledge and understanding in order to support ELs with research based tools and practical strategies they can use immediately. Participants, through one-on-one conferences and group discussions, have also expressed how the acknowledgement of cultural relevance and finding student assets and potentials will bring a positive impact to their classrooms, especially after coming back to school during and after the pandemic.

To continue to support teachers with their ELs, the ELDT hopes to provide additional workshops in the 2021-2022 school year in areas of discourse, technology and effective strategies. In the wake of the pandemic, we will also provide training in asset-based teaching.

Partnerships and collaboration with stakeholders within our state is imperative. Ms. Seals will continue to stay current with state and district initiatives as she attends the state's English Mastery Council meetings. She plans to continue to work on building a partnership with state and district level personnel, including rurals and charters, to better support schools and teachers. In addition, she will support the growing number of ELs and their teachers and as a board member of NVTESOL. It is her hope to continue to build a partnership between the organization and SNRPDP that would provide an invaluable resource for teachers in Southern Nevada.

Secondary Mathematics - Middle School Math Certificate Program

Overview

The Middle School Math Certificate Program (MSMCP) consisted of one full time facilitator - Carol Long. Three other trainers, Candice Meiries, Doug Speck and Karl Spendlove, served as teachers for courses within the program. This program consisted of 16 credits in mathematics with instructional strategies. The six required courses include: Operations and Number Sets; Introduction to Probability, Statistics and Geometry Concepts; Problem Solving In Action, 6-8; Algebra for the Classroom Teacher; Euclidean and Non-Euclidean Geometry for Teachers and Practicum-Instructional Strategies. A Pre-Algebra workshop was added this year for those needing to bridge the knowledge and skills gaps that previous participants suggested they needed, although this was recommended but not required. This year we allowed participants to take individual coursework even if they were not enrolled in the complete program. Each course included modeling of *The Components of an Effective Lesson*, *Teacher Expectancies* and *NEPF* standards. The impact for teachers included content and pedagogy along with the opportunity to earn graduate-level credits that may be applied to a Master's Degree in Curriculum and Instruction through the University of Nevada Las Vegas (UNLV), and apply toward re-licensure and/or Clark County School District (CCSD) salary advancement. In addition, successful completion of the certificate program, which includes passing the Middle School Mathematics Praxis exam, allows teachers with an elementary license (K-8) the option to teach Math 7 or Math 8, including Algebra I at the middle school level in Southern Nevada.

Objectives and Milestones

Increasing teacher content knowledge and effectiveness, improving teaching strategies and pedagogy, problem solving, improved knowledge of assessment examples and increasing rigor continues to be our goals. Along with on-going, year-long professional development with the participants this program also allows for one-on-one tutoring of concepts when needed. Successful completion of the coursework and the passing of the Middle School Math Praxis exam is a requirement of this program. An additional goal of this program is to help to reduce the critical labor shortage of middle school mathematics teachers by providing opportunities for teachers to make highly qualified status, a requirement in order to teach middle school mathematics.

Focusing on specific skills and concepts taught at the middle school level and modeling effective teaching strategies allows for increased teacher content knowledge and pedagogy. Each course begins with a pre-test and ends with a post-test to demonstrate the growth in both content

knowledge and pedagogy. Increasing teacher knowledge of content and pedagogy should improve their effectiveness in the classroom.

Due to Covid-19, all our classes moved from a face-to-face format to all virtual format. Although challenging at first, this modification worked well. Class sizes increased, and instructors began to incorporate pre-recorded instructional videos allowing for more time for group practice, questions and individual assistance. Individual meets were scheduled for participants needing or wanting tutoring.

This year we added an optional Pre-Algebra workshop to allow teachers a smoother transition into the Algebra class. Previously participants were experiencing a knowledge deficit with many of the skills leading to the Algebra class.

Also this year, we are offering an optional TI-84 calculator class to replace the previous Introduction to TI-84 Graphing Calculator and Advanced TI-84 calculator classes. This modification was made to improve classroom use of the calculator tool and to prepare participants transitioning to the Praxis exam calculator tool. Use of applicable Praxis and SBAC sample questions within each course demonstrates the level of thinking and the melding of skill and concepts required for students to be successful on high stakes exams. It also makes teachers aware that just teaching basic skills is not enough to truly master NVACS standards. This work reflects the need for real world and rigorous problem solving in the classroom.

Classroom Observation Report

Not applicable.

Insights, Reflection, and Next Year's Goals

Numerous adjustments were made to the program this year. Past participants needed additional time to master the skills required in the Algebra course. Previously adding an additional class meeting helped, but was not really sufficient. Instructors created an optional Pre-Algebra workshop to allow them ample time to learn, practice and master the skills and concepts required for a smoother transition into the Algebra class. Creation of virtual classes, instructional videos, modification of the graphing calculator workshop, individual tutoring, improvements to the Praxis Preparation workshop have aided participants in their journey towards the Middle School Math Certificate.

Although the program always seeks to increase teacher enrollment in the MSMCP program, next year the math team will endeavor to increase attendance by at least 10%.

Content Areas

Elementary Literacy

Overview

The Southern Nevada Regional Professional Development Program (SNRPDP) Elementary Literacy trainers focused on the professional growth of teachers in all areas of literacy to support student achievement. Shan Pullan and Valerie Seals are full time trainers for the Elementary Literacy Team (ELT) and work in a variety of roles in order to serve the districts, schools, administrators, and teachers within Southern Nevada including rural and charter schools. The Literacy Team services many schools by providing professional development before or after contract time and during the school day.

Objectives and Milestones

During the 2020-2021 school year, the ELT supported Southern Nevada counties, including charter schools, with virtual training in the areas of literacy, the Nevada Academic Content Standards, Nevada Educator Performance Framework Evaluation and SBAC to support student achievement while learning online, hybrid or face-to-face. Professional development was provided in, but not limited to, prioritizing instructional content in ELA, best practices to teaching virtually, practical approaches to teaching writing online, Formative Writing Tools, and differentiating whole group online instruction.

In addition to providing professional development, the ELT supported novice and veteran teachers and strategists who benefited from mentoring of effective research-based literacy practices that they can implement in order to address the wide needs of their teachers and students. Collectively, the team offered support and training to teachers and literacy strategists in the areas of the NEPF, NVACS, grade-level literacy instruction, formative writing instruction and instructional coaching to address areas of improvement school-wide.

During the school year, the ELT continued their work with Nevada's Department of Education (NDE) Literacy Leaders Network and RBG3 Team. The Literacy Leaders Network consists of a group of educators that support the state in literacy by sharing current research and providing input and participating in state initiatives from making decisions about Nevada's Reading Week to the roll out of Read Nevada with MyON. The RBG3 Team provided information and support to the state's RBG3 Strategists through weekly office hours and hosted three Literacy Summits.

Insights, Reflection, and Next Year's Goals

With the continuation of online teaching and professional development, the ELT furthered their knowledge by attending trainings to support teachers with virtual, hybrid and face-to-face teaching. In the coming 2021-2022 school year, the ELT is prepared to support teachers face-to-face or virtually with research-based literacy instruction and strategies with a

focus on SEL, Asset-Based Teaching and blended learning. Furthermore, the team will provide workshops for novice and veteran teachers to support their knowledge of literacy instruction.

The presence and support of the SNRPDP's ELT has played a vital role in supporting all districts in Southern Nevada with the implementation of research-based literacy instruction. Based on the team's observation, as well as formative feedback from teachers, administrators, and class participants, there is still a need to continue the work in elementary schools supporting teachers and administrators with literacy instruction. SNRPDP can offer such support as the Elementary Literacy Team has a working knowledge of current resources and research-based best practices to positively impact student achievement and support teacher efficacy.

A goal the ELT set for next year is to provide teachers with workshops in ELA in addition to the professional development requested by schools/districts. With an additional full time trainer added to the team, we believe that this can be accomplished. Also, the ELT will continue to support and participate in NDE's literacy based initiatives, including RBG3 and the Literacy Leaders Network.

Secondary Literacy - Middle School

Overview

During the 2020-2021 school year, Secondary Literacy Regional Trainer, Julie Cooper, provided professional development opportunities to support secondary teachers' professional growth in all areas of literacy. This included working with secondary teachers on NVACS, curriculum development, assessment, and distance learning instruction. There were no part-time trainers for this project.

Objectives and Milestones

Learning Strategist Workshops

Secondary Literacy has been offering quarterly Learning Strategist Workshops for over a decade. The workshops were held virtually this year to continue to meet the needs of the teacher leaders during the pandemic. The first workshop, offered in mid-August, was devoted to community building and assessing the needs at each of the sites represented as well as social emotional learning strategies. Isolation is one of the biggest obstacles facing secondary strategists, so Secondary Literacy provides multiple avenues for them to connect and collaborate throughout the year. The focus of the workshops changes every year based on the initial needs assessment. This year the strategist workshops focused on: social emotional learning, online discussion strategies, digital tools and resources, and distance learning strategies. Strategists were able to collaborate and learn valuable tools to take back to their school communities. Ongoing support is provided through a Google Classroom dedicated specifically for secondary strategists.

Standards-Based Curriculum Alignment

Schools remained focused on curriculum instruction and SBAC alignment throughout the distance learning. Several in-service training sessions were facilitated that focused on Nevada Academic Content Standards (NVACS) for ELA and SBAC alignment. The standards sessions were offered not only at many CCSD middle schools and high schools, but also at charter schools and rural schools throughout this school year.

A book study of *Pathways to Common Core* by Calkins, Enhernworth, and Lehman was facilitated virtually with a middle school staff. Teachers were able to learn about the Common Core State Standards at a much deeper level. They were able to collaborate with their colleagues to discuss, analyze, and plan for more rigorous instruction.

Several schools continued their learning through DOK Questioning sessions that built upon the knowledge of the standards to increase the rigor of instruction through questioning. *The Stepping Up to the Standards* document was used to facilitate these professional development opportunities. Teachers were able to use the document to enhance their daily instruction as well as their formal summative assessments. The sessions were held virtually for the individual school sites. Many of the administrators participated in the sessions as well.

Ongoing communication and collaboration with administration and staff allowed for more site-specific professional development for some of the middle schools in CCSD. The secondary literacy trainer, Julie Cooper, was able to work with the administrators to develop an Engagement Strategies session as well as incorporate distance learning tools. These sites were able to incorporate the strategies, tools, and skills into their everyday lessons immediately during the time of distance education.

Julie Cooper was a member of the Literacy Task Force established by CCSD Curriculum Instruction Division (CID). The task force met monthly to collaborate on a literacy plan for CCSD. Members worked together to design, revise, and edit several documents to be included in the standards-based literacy plan.

UNLV Courses/Workshops

During this year of distance learning, teachers wanted and needed instructional support in distance learning. The Secondary Literacy team designed and facilitated a book study using the book, *The Distance Learning Playbook* by Hattie, Fischer, and Frey. Multiple rounds of the book study were conducted for the general teacher population as well as for several site-specific in-services. Teachers were able to learn new strategies, support each other, and share ideas throughout the six session workshops.

The Teacher Tool Talk Workshops were created in six one hour sessions. They were offered as two workshops consisting of three tools per workshop. Through these workshops, teachers were shown how to use the digital tools to enhance their literacy instruction. Teachers were able to experience the tool, ask questions, and share ideas. Many rounds of the Teacher Tool Talks were offered to the general teacher population as well as some site-specific in-services.

Rural Support

Secondary Literacy has continued to support Lincoln County in middle school literacy. The trainer continued correspondence via email with the middle school teacher in Panaca, NV. The standards overview training was held virtually for all secondary ELA teachers at the middle school and high school in Panaca, NV. Ongoing support and communication will continue to be provided.

Training sessions were provided for Amplus Charter School. The initial standards training was held virtually at the beginning of the school year. Another professional development session focusing on combining reading and writing was held in person at the end of the school year. Ongoing support will continue to be provided.

NDE Collaboration

Julie Cooper attended monthly meetings with Dr. Darl Kiernan with NDE to discuss teachers' needs, the science of reading articles, and state updates. Julie attended professional development sessions and assisted with the MyON reading program.

The Nevada Adolescent Literacy Network was established this year. Julie Cooper was able to be a part of the initial steering committee. One of the network's goals is to determine the needs of Nevada's adolescents and the adults who serve them and then work to meet those needs. The committee met monthly and will continue to meet monthly in the new school year to coordinate events and sessions.

Classroom Observation Report

Julie Cooper collaborated with Findlay Middle School's assistant principal in CCSD to observe several teachers throughout the distance learning school year. Teachers were notified ahead of time the trainer would be dropping in to visit their virtual classes. The trainer was able to observe several ELA teachers over a two month period. The AP and the trainer were able to then determine what professional development was needed based on the observations. It was determined the teachers needed assistance with engagement strategies to use with distance learning tools. The trainer created and facilitated the professional development over a four week period. Teachers were able to collaborate and brainstorm ideas of how to effectively use the strategies in their virtual classrooms immediately. The feedback from the teachers and the administration was positive and appreciative.

Insights, Reflection, and Next Year's Goals

Through credit classes, workshops, on-demand trainings, online trainings, and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in the Southern Nevada districts.

During this year of distance education, the Secondary Literacy Regional Trainer, Julie Cooper, was able to work with the RPDP team to adapt quickly to the virtual learning environment to support teachers in this difficult time. Teachers were struggling to meet the needs

of their students and parents. The Secondary Literacy trainers worked diligently to meet the needs of the teachers. Many professional development sessions were offered at different times and for different sites to accommodate the educators. The book studies, Teacher Tool Talk sessions, and site-specific in-services were well-received and well-attended.

Even though teachers were overwhelmed with the learning curve of distance education, they were determined to get it right. They attended and actively participated in the RPDLP literacy trainings to increase their understanding to better meet the needs of their students. Teachers are resilient and so are the SNRPDP trainers.

Next year will bring its own challenges. Secondary Literacy will be there to meet the challenges with UNLV course offerings, workshops (virtual and in person), site-specific professional development sessions, and individual assistance as needed. Plans have already been made for next year to continue the learning strategist workshops, charter school professional development sessions, classroom observations, and writing instruction workshops. Another part-time instructor will be taking on some of the responsibilities of teaching some of the UNLV courses and other workshops to reach more of the educators in CCSD.

The mindfulness and social emotional learning skills and strategies that were incorporated into the literacy training sessions were well received and appreciated by the teachers. The teachers were able to see how taking a few minutes to breathe and refocus is healthy for them and for their students. The mindfulness and SEL strategies will continue to be included in the Secondary Literacy professional development sessions. So many tools, strategies, and lessons were learned this year that need to be carried over into the next school year and years to come. Educators are strong. Educators are resilient. Educators get the job done!

Secondary Literacy High School Impact Statement 2020-2021

Overview

Secondary Literacy has one full-time high school Regional Trainer, Saralyn Lasley, and one part-time instructor, Sydney Venable. This year, the part-time instructor was not able to support RPDLP due to teaching demands; however, Sydney will offer workshops in the fall of 2021. The overall goal for Secondary Literacy for the 2020-21 school year was to continue to support secondary teachers' professional growth in all areas of literacy. Due to the pandemic, teacher needs changed, so much of this support focused on teaching literacy online and using digital tech tools successfully. Towards the end of the year, as teachers moved back to the classroom, PD requests shifted to literacy support in the areas of content vocabulary and writing across the curriculum.

Objectives and Milestones

UNLV Credit Courses and Contact Hour Workshops

The 2020/21 school year was different from previous years due to the demands of the pandemic and moving all instruction online. In response, Secondary Literacy did not offer the

usual UNLV classes, but instead created workshops to address this need starting with a 12-hour series of online article reviews focusing on remote learning. This was followed by a 6-hour online book study, *Distance Learning Playbook*, and a series of 3-hour workshops on using online tech tools in literacy instruction. To accommodate teachers from all areas of Southern Nevada, classes were online. Educators who take these classes can earn PD Contact Hours for recertification and pay raise.

Site Based Teacher Support

Secondary Literacy continued to support individual school needs by providing on-demand, site-based trainings online. Requests this year focused mainly on whole school initiatives, such as unwrapping the standards in all content areas at Amplus Academy; vocabulary across the curriculum at Chaparral; writing across the curriculum at Green Valley High School and Amplus Academy.

Rural Support

Secondary Literacy has continued to support Lincoln County as the district moves towards more student centered learning, standards based grading and blended learning. Building on the workshop on student centered learning offered last year, Secondary Literacy offered a 30-hour book study workshop, *Balance With Blended Learning*, with follow-up classroom observations and continuous online support. At the beginning of the school year, Secondary Literacy invited RPDP math, science and social studies to provide 3 hours of online NVACS support. Secondary Literacy also supported Nye County Spring Academy with presentations on differentiation and brain compatible learning strategies.

Writing Has No Boundaries--Writing Conference

In the summer of 2019, Secondary Literacy collaborated with the Southern Nevada Writing Project (SNWP) and UNLV to offer a 2-day conference on writing scheduled for April 24 and 25, 2020 at Spring Valley High School. Tickets went on sale in January and sold out with 350 participants registered by February. Due to school closures, this event was rescheduled as an online conference for April 16 and 17, 2021. After a year and a half of waiting, 193 educators attended the conference.

Classroom Observation Report

Due to school closures, classroom observations in CCSD were not possible; however, online mentoring was in higher demand than ever before. Secondary Literacy mentored many teachers in curriculum development, NVACS and NEPF support, and online instructional design. In the fall, one day was devoted to classroom observations at Lincoln County High School and Meadow Valley Middle School to assess standards-based instruction.

Insights, Reflection, and Next Year's Goals

Through credit classes, workshops, on-demand trainings and sharing online resources, SNRPDP Secondary Literacy continues to play an important role in supporting literacy instruction in Southern Nevada. The 20/21 school year was a strong testament to the ability of RPDP Secondary Literacy to assess teacher needs and quickly change course to address those

needs. Teachers were overwhelmed with the challenges of teaching during the Pandemic, so their needs shifted dramatically. Rather than offering the usual selection of literacy and ELA classes, Secondary Literacy focused on helping teachers navigate online instruction and the demands of teaching during a crisis by offering the book study, *Distance Learning Playbook* and the workshop series, *Teacher Tool Talks*. As a result, all the workshops that were offered were full with waitlists within only a few days after posting. Due to this overwhelmingly positive response, Secondary Literacy offered both workshops multiple times during the spring semester. Next year, Secondary Literacy plans to offer tech workshops on a more limited scale and bring back selected UNLV literacy classes and workshops. In the fall, Sydney Venable will offer *Making Meaning With Writing* (a new series of three 15 hour writing workshops), and in the spring, the High School Regional Trainer will offer RPDP 531d Just Voices Reading and Writing Workshop (2 UNLV credits or 30 hour WS).

On-demand trainings looked different this year as well. In the area of ELA support, there were only a few specific requests for work with NVACS. These two trainings were whole-school standards trainings that involved RPDP math, science and social studies. In the area of content literacy support, Writing Across the Curriculum continues to be the focus at Green Valley High School with PD in this area continuing into the 21/22 school year. Secondary Literacy also supported a Vocabulary Across the Curriculum initiative at Chaparral High School with six hours of PD this year and continuing the support next year. Overall, however, the majority of the PD in ELA last year involved individual teacher mentoring as teachers learned to navigate their new online world.

This year, more than any previous year, Secondary Literacy created and shared with teachers numerous resources (both print and video) to assist with remote teaching in the areas of curriculum, RTI and differentiation, best practices for online instruction and literacy tech tools.

One of Secondary Literacy's biggest projects this year was the collaboration with SNWP and UNLV to offer an online writing conference--Writing Has No Boundaries--April 16 and 17. The conference was a huge success as evidenced by participant and presenter feedback surveys. Surveys also indicated a need for more writing professional development. With this in mind, Secondary Literacy will continue to collaborate with other educational stakeholders to offer the writing conference again in April 2022, and offer more PD opportunities in the area of writing instruction.

Elementary Mathematics - Kathy Dees

Overview

The majority of the professional development provided by the elementary math team for the 2020-2021 school year was virtual due to the pandemic. Since this was a shift for teachers, students, and their families from the usual face-to face interaction, changes were needed in the way we typically design professional development. Care was given to ensure teachers had the resources that were critical to meet the needs of their students who were learning from home. As the year progressed the elementary math team continued to refine and grow their knowledge of effective ways to engage students online. In addition, all sessions were designed to have

common themes such as elements from the Principals to Action from NCTM, 8 Mathematical Practices, and Nevada Academic Content Standards. Elementary team members also collaborated with Kathy Dees to reinforce the big ideas of quality instruction to develop student understanding. When participants attended multiple workshops with a focus on these big ideas it further deepened their content knowledge and developed their coherent instruction for students. Virtual sessions were offered throughout the 2020-2021 year to teachers that reached over 200 schools and multiple counties. Professional development sessions that Kathy Dees contributed to were; Classroom Routines, Basic Fact Fluency, Mathematics Workshop, Three Act Tasks, Number Talks, Fractions, Geometry and Becoming the Math Teacher You Wish You'd Had. In addition to these virtual sessions offered to all five Southern Nevada Counties, our team also worked with specific schools that requested professional development with their staff over time.

Objectives and Milestones

One objective was to have the teachers engage in purposefully designed professional development and reflect on how these practices could be applied in their virtual classroom. We met this objective by deeply embedding the idea of “Thinking” as a critical component of all learning. This was successful because students needed to find the space online that allowed them to engage in their learning process and develop their own understanding from which they could build on. Teachers found that when students were curious about what they were learning, participation and reasoning by the students increased.

A second objective was for teachers to assess their students to find out what they knew and what they were still developing. Best practices for collecting evidence from students were modeled during our professional development sessions. A milestone we achieved was discovering the benefits of online learning. Through the use of the chat tool all students had access to participate because they did not have to wait to be called upon to share their ideas. Teachers could choose to have the students press enter right away or allow for think time and press enter to share ideas when requested. Another benefit from the use of the chat was to collect evidence of shifts in understanding by encouraging the students to change their mind as new learning occurred. The breakout rooms were also a way teachers assessed learning through facilitating small group work. This gave teachers the opportunity to implement instruction to build student understanding with focus questioning based on the needs of those students.

Thirdly, we want teachers to understand their content and practice standards so they can be thoughtful about what focusing questions they could ask students. Specifically, the geometry session was developed to give teachers the experience to follow the vertical alignment of the geometry standards, how they are connected and build upon each other, as students' progress. We collected data from the participants who attended the session through the use of a Google Form. Several participants' comments discussed the value of the time spent in looking at standards vertically and how this will impact their understanding of their own grade level standards.

And finally, we consider the social and emotional needs of students as they develop the idea of community in the classroom. A virtual environment came with its challenges such as students not turning on cameras, participating verbally, or writing. We learned how important it

was for teachers to understand what the students needed to grow socially, emotionally as well as intellectually. Teachers shared by having collaborative conversations to figure out ways to create safe spaces to encourage growth mindsets. One successful discovery was through the use of thinking math routines, where students were asked to share their own ideas with the right to change their mind as they collaborated with their classmates and teacher.

Classroom Observation Report

We were not able to observe classrooms in person this year due to the restricted access as a result of the pandemic. However, we were able to collect data through the use of virtual classroom visits, surveys, and participation in professional development sessions.

The opportunity to visit classrooms virtually gave us the information we needed to construct better professional development sessions. We had the chance to observe first-hand how students interacted with the teacher, each other, and demonstrated their understanding through the virtual classrooms. From this data we learned that several students were reluctant to participate. As a result we encourage student participation through engaging thinking routines and the building of safe classroom environments. These two big ideas were integrated into our professional development work with teachers through classroom modeling during the observations.

After each virtual professional development session we used a Google Form to collect data. Participants were asked to comment on what were the most impactful parts of the session. Some of the collected comments are as follows: “Build on previous grade level standards. Use one lesson to teach more than one standard, integration, and I love the Google Classroom full of resources. I tend to push geometry to the back burner and try to focus on other standards. How to encourage curiosity in math! This session gave me some great ideas on how to bring geometry back into focus. Great conversations and a reminder to use these resources more than I have been.” The comments helped us to continually refine our sessions to focus on the most valuable needs of teachers.

We were also able to collect data through observations during our professional development sessions. As the year progressed, we had the opportunity to refine our sessions and over time, teachers were more comfortable sharing their challenges as well as their successes with us and others. The sessions became more focused on what the students needed to learn and how to collaborate with each other. The strength of these sessions relied on the interaction of participants when learning about how to best utilize virtual tools. A benefit from the online format was the ability of students and teachers to share their ideas by sharing their evidence with others virtually using the share screen option. Because of the pandemic, several tools were developed and improved to enrich students' learning experience. Two examples are the Math Learning Center APs and Mathigon.org where teachers could collaborate online to develop or find tasks for students to access at their own pace and share back to further discuss during whole class meetings.

Insights, Reflection, and Next Year's Goals

The big idea of professional development is to provide a place where teachers can find what they need to reflect about to improve their own practice. This can be particularly challenging because of the diverse population of educators, students, and their families. One contribution we can make is to listen. We need to assess what our collaborators need and find the best way to reach them. My goal for next year is to continue to offer virtual experiences in partnership with face to face modeling, observations, and professional development.

Working mostly in a virtual space this year, I came to appreciate the advantages of online collaboration. Overall the response to online learning was positive because of more access for educators. The additional positive feedback from participants was that they were able to immediately save ideas, create resources, collaborate with a wide variety of educators, and more effectively use virtual tools. The idea is for us to keep what is working and continue our movement forward with new observations to drive reflective teaching practices.

I look forward to the return to the physical classroom with students and teachers. Face to face work with teachers will provide the balance we need. In this type of setting we can offer facilitation based on more in depth observations as well as work with math manipulatives connected to content.

I will continue to offer the long term professional development with cadres of teachers from different schools as well as in depth work with schools. When you work with teachers over time I am continually reminded of how valuable and sustainable this work can be. This long-term view gives the teachers a place to learn, test out ideas, reflect about their practice, and collaborate with others.

Elementary Mathematics - Best Practices in Virtual, Hybrid, and In Person Classrooms

Overview

In spite of the challenges of the pandemic, the Elementary Math Team found ways to meet the needs of elementary teachers by focusing on best practices in virtual, hybrid, and in person situations. We made sure to weave particular themes through all the sessions we provided; equity and access for all students, the Standards for Mathematical Practices, NVACS, NEPF, questioning and a focus on student thinking and engagement. These threads would be sustainable when teachers moved from all online, to hybrid, and eventually to in person. We accomplished this through virtual site-base sessions, grade level sessions, virtual classroom modeling, and evening sessions such as Three-Act Tasks, Problem Solving through Good Questions, Number Talks, Math Workshop, Math Routines, etc. In addition, Nicole Jawhari and I worked with Kindergarten through second grade teachers to plan virtual, hands-on family math sessions for their students and parents to improve asynchronous learning.

Objectives and Milestones

One primary objective this past year was to assist teachers in making the transition to online instruction by focusing on best practices. One of the first focuses in the fall was considering what pieces lent themselves somewhat easily to distance learning. Early on, one of the first practices that worked well in virtual classrooms was Number Talks. The teachers learned about using Google Slides and the Math Learning Center Apps to plan effective Number Talks while seeing it in action with their students. The Math Learning Center then became a tool teachers could use within any part of their Math Block.

The complaint that the Elementary Math team heard most often from teachers was that many of the students (mostly in the upper grades) would not turn their cameras on. We regularly heard from teachers that what they learned from the trainings; specifically Number Talks, Three-Act Tasks, Math Routines and Problem Solving through Good Questions helped motivate more students to turn their cameras on because they were more engaged.

Equity for students is a crucial consideration for teachers and became an even bigger concern with distance learning. Because synchronous math time was shortened, teachers needed some tools to make asynchronous learning more effective. Some of the sessions, such as Three Act Tasks and Good Questions, offered in the evenings provided a way to engage students during asynchronous learning because it was an extension of what they were doing in class rather than busy work.

Classroom Observation Report

Due to COVID 19, I was unable to visit classrooms in person. However, I did a substantial amount of modeling virtually, mostly with Number Talks in individual classrooms. Many of those teachers worked with me overtime to improve their own practice with Number Talks. I was able to observe growth toward more effective Number Talks including choosing appropriate problems based on the needs of the class rather than following a list with no insight into student understandings, improving pacing, and maintaining engagement. I was also able to continue work with two schools that I have worked with over time the last few years. I met with some of the grade levels to follow-up on trainings we had done previously and how to adjust to online teaching. At one of the schools I was able to provide several longer follow-up trainings for the whole staff because of the built in time for professional development they had at the school. At the second school, I spent a lot of time with the coaches, planning for their staff, digging into the NVACS.

Surprisingly, I found the online trainings the Elementary Math team provided throughout the year gave us a chance to see growth in the teachers who came to multiple sessions. Because of the threads we made sure were included in every session, based on comments in Breakout rooms, in the whole group processing, and in the chat we noticed a significant shift in the thinking of some of the participants. One particular shift we saw multiple times was in their thinking about how to provide access to important math concepts to all students.

Insights, Reflection, and Next Year's Goals

One lesson learned this year is that some things can be just as productive and sometimes more efficient online as it is in person. I was able to meet with principals and coaches to plan for professional development and support for the teachers. I was also able to meet with teachers before school or during their PLCs. This is something that can be continued next year, providing a better use of their time, as well as mine. For example: now that we will be able to work in person at schools, I can meet with a grade level virtually first for a pre observation or to set up modeling. I can spend a day at the school going into classrooms and then debrief virtually the next day. This frees up the rest of that day to do other work.

Another lesson learned is that while we prefer longer work over time with teachers, the online evening sessions did several things: 1) teachers who came to multiple sessions got more out of each one because they were connected by the threads previously mentioned, 2) teachers were able to interact with teachers from different schools and share and learn from each other, and 3) we were able to connect with more teachers than we would when they had to drive across town. This has led to deeper work with schools we have not worked with before because the teachers took it back to their administrators. This is something we would like to continue next year but rather than 3-4 days a week, just 1 or possibly 2 nights a week, while working more in depth with schools during the day.

We also realized that teachers need more time grappling with mathematics content and best practices. They need to do math and to be exposed to math content beyond their own grade level. Nicole Jawhari and I would like to develop a leadership group in 2022-2023 that would meet monthly to do math together, to look at student thinking, and focus on best practices over time. We would like for this group to be involved in a culminating project. One idea for that project would be to run a mini-conference in the spring or early summer of 2023. Working on the major project we have planned for 2021-2022 would help us prepare for this leadership project the following year.

Elementary Math - Best Practices - Nicole Jawhari

Overview

The 2020-2021 school year challenged PreK-5 educators throughout Southern Nevada in new ways as they strove to meet the needs of students amidst a pandemic. The Elementary Math Team communicated regularly with educators to understand the evolving challenges; and, in response, created professional development opportunities that evolved alongside educators' needs. While the support of the learning environment shifted to match teachers' evolving needs throughout the year (virtual, hybrid, in person) the themes of equity and access for all students, the Standards for Mathematical Practice, the NEPF, questioning and focusing on student thinking, engagement and NVACS, stood as pedagogical pillars throughout all sessions conducted over the 2020-2021 school year.

Objectives and Milestones

Offering professional development opportunities on best practices was aimed to support educators in strong mathematics instruction during their transition to distance learning in the spring/fall of 2020. The Elementary Math Team communicated with educators it had been working with through the onset of the pandemic, educators we had worked with over the past several years, and any other contacts we could access to deepen our understanding of what educators were experiencing and how we could best support them. Throughout the spring and fall of 2020 the Elementary Math Team attended as many professional development opportunities for our own learning as possible and spent ample time discussing new ideas together.

We continued to offer school-wide and grade-level PD online as we had tried in spring of 2020 but by fall of 2020 our skills improved tremendously. We began offering school-wide training virtually on Number Talks, Three-Act Tasks, NVACS, Good Questions, etc. We also engaged in grade-level PD focused on best practices in teaching mathematics for specific grade levels.

In November 2020 we began offering a PreK-5 Professional Learning Network meeting once a month after the school day. This aimed to bring together educators across Southern Nevada to collaborate on common challenges and successes they were experiencing as they taught mathematics virtually. The feedback from early PLN sessions fueled after school professional development opportunities which were able to bring together educators throughout Southern Nevada. We began to see and hear evidence of “cross-pollination” among educators from different schools as they shared ideas amongst one another. We also began to see evidence through the Google Forms we collected each session that educators who chose to attend multiple sessions began to remodel, build on or strengthen their own mathematical teaching pedagogies with stronger understandings of the pillars of the SMPs, NEPF, NVACS, engagement, focusing on questioning and students thinking, and equity and access for all students.

With every new offering, we immersed ourselves in learning and creating together. We collaborated in ways we never did prior to this school year. Team members met almost daily to converse about new learnings, wonderings and to create. Following each PD Sue Dolphin, Kathy Dees and I reflected. We read comments from participants and takeaways from our surveys. We reflected together on how to improve our sessions and help guide teachers to a deeper understanding of best practices in mathematics.

As schools moved towards hybrid and then back to in person instruction we evolved again to meet the needs of educators; but, the content never expired. The themes or pillars that are best practices in mathematics continued to work for teachers regardless of imposed classroom environment.

Classroom Observation Report

In the fall of 2020 I had the opportunity to observe and participate in a CCSD FACES preschool classroom virtually. This experience was invaluable to me as it allowed me a window

into each students' home. The virtual classroom also offered families a window into the classroom. It blurred the boundaries usually kept between children at school and families at home. Families were able to become active participants in their child's classroom. The barriers of childcare for younger children, transportation, lack of mandatory background checks, etc. were removed in the online environment. In a unique way I was able to immerse myself in the experience of a parent in the classroom as I attended the class several times with my own four-year old daughter. This allowed me to observe the ways the classroom teacher interacted with students and families virtually that were successful and some of the interactions that were ineffective. The observations also acted as a gauge of educators ECE mathematics content area knowledge which assisted Sue Dolphin and me in creating a workshop focused on the understanding of PreK/K mathematics NVACS, student thinking and questioning and family and student engagement. We were able to conduct this training for all trainers of the CCSD FACES program to prepare them to then teach the activities to their students ages 3-5 and their families within their CCSD FACES preschool program. The content area knowledge and focusing on student thinking and questioning assisted in developing educator pedagogy towards teaching mathematics and a deeper understanding of content area knowledge.

Following these training sessions we also worked with several prekindergarten classroom teachers throughout Southern Nevada and developed additional professional development opportunities for teachers PreK-2 that used materials students and families could access at home to assist families in engaging in rich mathematical tasks. Additionally, we modeled lessons on these math workshop activities in virtual classrooms PreK-2, allowing us the opportunity to model best practices for educators while learning how to structure our sessions to be more effective for teachers, students and families. For teachers and students who were unable to attend we created videos of how to engage in the math tasks that families and teachers could watch on demand. Additionally opportunities to model and experience classroom lessons virtually and then hybrid occurred PreK-5 with Math Routines and Number Talks. As COVID-19 restrictions were lifted, Sue Dolphin and I also had the opportunity to model lessons using these math workshop stations in person with social distancing measures in place with first grade students. Each opportunity to observe and model lessons in classrooms transduced into our afterschool professional development sessions in which we worked with upwards of 200 teachers per week frequently over the 2020-2021 school year.

Insights, Reflection, and Next Year's Goals

Over the past year the Elementary Math Team has had the opportunity to work with approximately 1450 educators from over 250 schools throughout Southern Nevada. Our ability to engage unremittingly in formative assessment with educators through end of session Google Forms, classroom observations, comments, educators work in Google Classroom and Google Slides, follow-up emails, and conversations, allowed us to cogitate on the level of effectiveness of our sessions foci on the pillars of equity and access for all students, the Standards for Mathematical Practice, the NEPF, questioning and focusing on student thinking, engagement and NVACS. These opportunities to gauge where educators were at and how to move them forward with best practices drove every succeeding session and will continue to drive our sessions in the 2021-2022 school year.

In the 2021-2022 school year we aim to continue to offer virtual PD opportunities as our EOY survey suggested 71.5 percent of educators preferred the flexibility of online PD opportunities (15.5 percent had no preference and 13 percent of educators preferred in person PD). Assessment feedback assisted us in realizing some sessions need to last longer to allow for teachers to have time to put best practices into action and come back and reflect and try again. We believe longer work with teachers over time will allow for greater pedagogical shifts to their mathematics instruction.

Videos of high quality classroom instruction were challenging to find for many of the best practices we were teaching in our PDs. In response we plan to procure videos of high quality instruction over the course of the 2021-2022 school year for use in professional development focused on best practices in the elementary classroom. Student work samples for educators to analyze and learn from will also be collected for session use.

There are opportunities to do our work at RPDP in a hybrid environment. For example, meeting with a principal or strategist to plan for a training can be done online. There are also times when we can meet with classroom teachers during a PLC or before or after school virtually. This will increase our efficiency and allow us to serve more educators throughout Southern Nevada than previous years. Face to face opportunities can be focused on classroom modeling or site based PD.

We also saw opportunities for teacher leaders to form a strong community virtually over the past school year. We will spend the 2021-2022 school year creating an action plan to cultivate teacher leaders in mathematics education in Southern Nevada to meet monthly to do math together, look at student thinking, and focus on best practices over time. This group would be involved in a culminating project such as a min-conference the summer of 2023.

Middle School Mathematics - MS Mathematics Support

Overview

Candice Meiries is a trainer for the Secondary Middle School Mathematics Team. She brings diverse strengths to the overall 6-8 math professional development program. Her goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objective - increasing teacher content knowledge and developing pedagogical approaches to instruction.

Objectives and Milestones

Increasing teacher content knowledge and developing pedagogical approaches to instruction

Increasing teacher effectiveness through content building was one of the math team's goals this year. Workshops that were created and facilitated were *The Distance Learning Playbook*, *Making the Most of Asynchronous Teaching*, and *Engaging Asynchronous Learning Activities*. Professional development on standards based instruction, assessable objectives, vertical alignment, student success criteria, thinking goals, SBAC Tools for Teachers, ensuring

student success with accelerated and unfinished learning, making the most of a mathematics block schedule, closing the gap, and instructional strategies and activities was consistently provided to all counties.

Insights, Reflection, and Next Year's Goals

Increasing Teacher Content Knowledge and Developing Pedagogical Approaches to Instruction Content/Strategies Workshops

Content building for increasing teacher effectiveness has always been at the forefront of SNRPDP. This year, Candice will focus attention on creating Math Station Workshops with special attention to the major works of the grade.

Candice will continue to work closely with school administrators to create meaningful, multi-part professional developments. These professional development opportunities will be based on school needs and will focus on teacher effectiveness and student achievement.

Mentoring teachers will also continue for the next year. These mentoring sessions are based on teacher and school needs and will focus on student achievement.

Continued work and support with Lincoln, Nye, Esmeralda, and Mineral counties, as well as, Charter schools in the Clark County area will be provided.

Mathematics Podcast

Well-conceived podcasts are an effective, portable, convenient and intimate way to deliver and produce content, pedagogy, and build ongoing relationships with educators. Candice will focus on cultivating teacher effectiveness in the form of an educational podcast. She will create, produce, and publish a bimonthly educational podcast for all mathematics educators in Southern Nevada for the entire 2021-22 school year. It will include interviews of local educators and discussions of current “hot” educational topics. This podcast will be especially beneficial for communication and professional development for our rural counties.

Taking Action: Implementing Effective Mathematics Teaching Practices in Grades 6-8 Cohort

Candice will facilitate a cohort of Middle School Mathematics Teachers who aspire to ambitious teaching that will provide each and every one of their students with more opportunities to experience mathematics as meaningful, challenging, and worthwhile. This focuses on a coherent set of professional learning experiences designed to foster teachers' understanding of the eight effective mathematics teaching practices and their ability to apply those practices in their own classrooms. It will examine in depth what each teaching practice would look like in a middle school classroom, with narrative cases, classroom videos, and real student work, presenting a rich array of experiences that bring the practices to life.

Creating a collaborative network of mathematics teachers Southern Nevada Teachers' Math Circles

Candice, Jennifer Loescher, and Carol Long will reestablish the Southern Nevada Teachers' Math Circle, SNMTC. It was cut short due to the Covid-19 pandemic in the spring of 2020 and was not implemented for the 2020-21 school year. This project has affected participating teachers in positive ways. Teachers developed stronger identities as mathematical

thinkers and began to see themselves as both teachers *and mathematicians*, teachers felt more pedagogically prepared and had increased self-efficacy as math teachers, and mathematical knowledge for teaching increased after participating in a workshop. SNMTC also had a very strong connection to the NEPF and the NVACS. A teacher survey reported an increased enthusiasm for mathematics, higher levels of professional engagement and leadership, and an increased belief that *all* their students are capable of doing mathematics.

Middle School Mathematics - SBAC Analysis

Overview

Candice Meiries and Jennifer Loescher continue to support teachers with understanding the components and instructional implications of the SBAC assessment, data analysis and curriculum alignment. Their goal and focus is on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives.

1. Increasing the content knowledge and pedagogy knowledge of teachers.
2. Increase teachers' knowledge and understanding of the NVACS; both the content standards and the Standards of Mathematical Practice.
3. Increase teachers' ability to analyze SBAC data using the scale scores and the SGPs to be both reflective and proactive with flexible grouping.

Objectives and Milestones

Assessment analysis

One, two, and three-day workshops/in-services were implemented to analyze high stakes assessments, specifically the SBAC Assessment. Using the blueprints/items specifications, teachers proved through textual evidence that SBAC is aligned to our NVACS (Nevada Academic Content Standards); therefore, if they increase their familiarity and flexibility of the NVACS, student achievement will increase on the SBAC. Teachers were encouraged to change instructional practice on a daily/weekly basis rather than spending time on “test prep”. Teachers explored SBAC’s definition of DOK (Depth of Knowledge) levels and obtained an understanding of how they interweave with the Standards for Mathematical Practice. Finally, teachers were able to review sample SBAC questions.

Curriculum alignment and data analysis

Curriculum alignment and data analysis came to the forefront for many schools. Assessments should reveal how well students have learned what we want them to learn while instruction ensures that they learn it. For this to occur, assessments, learning objectives, and instructional strategies need to be closely aligned so that they reinforce one another.

Another full day professional development was presented on how to align assessments/activities/tasks/lessons, and strategies to the NVACS. Teachers unpacked the standards and learned the SBAC’s interpretation of the standard expectations. Teachers began to review existing assessments with a new perspective to determine if it is balanced with DOK levels and if questions address the evidence statements/assessable objectives of both the NVACs and SBAC assessment.

Classroom Observation Report

N/A

Insights, Reflection, and Next Year's Goals

Based on the feedback from teachers and administrators across Southern Nevada, we will continue providing professional learning opportunities on SBAC Analysis, Curriculum Alignment and Data Analysis. The pandemic was an obstacle this year. In past years, SBAC Analysis professional developments are usually in the fall. Administrators and teachers appreciate having time to make adjustments in their teaching and assessments for the current school year. This year, however, many schools shied away from doing this professional development in the fall due to the challenges that the pandemic caused. We did provide this professional development in the spring, but teachers were disappointed that they didn't have the opportunity to utilize the information learned for the year. Next year, we will again be focusing on SBAC Analysis in the fall with curriculum alignment and data analysis.

Middle School Mathematics - Math Meets

Overview

Candice Meiries, Jennifer Loescher, and Carol Long facilitated a community of middle school math teachers throughout Southern Nevada who met via videoconferencing throughout the year for a power hour of learning together, sharing resources, collaboration, networking and support of one another. They provided a space for teachers to share experiences, practice new ideas, and find colleagues who wanted to learn and grow together. Math Meets met 9 times throughout the 2020-21 school year.

Our goals were:

- Increase student achievement and teacher effectiveness by increasing teacher content knowledge, pedagogy, and instructional strategies.
- Communication with all five counties will increase to strengthen relationships and meet the needs of our rural districts.

Objectives and Milestones

This effective professional learning network was very successful. Educators were able to find great resources, including formative assessment strategies, instructional strategies, and technology strategies. Distance Learning was at the forefront for educators so we focused many of our sessions highlighting virtual strategies. We also showcased Southern Nevada educators by having them share their expertise on classroom strategies and resources. Networking was another component of Math Meets. Educators were able to connect and receive support from each other. This was especially beneficial for communication and professional development for our rural counties

Classroom Observation Report

N/A

Insights, Reflection, and Next Year's Goals

Math Meets was well received and had 20-30 teachers attend each week. We intend to continue this project for next year. Educator showcases were a big hit and we would like to incorporate more of these next year. We also feel that this will help ignite the networking piece. We feel it is very important for educators to have support from each other.

Secondary Mathematics - Department Chairs/Learning Strategists Workshops

Overview

Candice Meiries, Jen Loescher and Doug Speck worked with Math Department Chairs (DCs) and Math Specialists in Secondary Mathematics to develop their abilities to be instructional leaders at their sites. This was achieved through the following objectives:

1. Move the Math portion of the School's Star ratings from 1 to 2, 2 to 3, and 3 to 4 at the participating schools.
2. Develop a group of Department Chairs and Learning Strategists who are knowledgeable and capable of supporting the mathematics teachers in their building.
3. Begin to grow the Department Chairs and Learning Strategists in Southern Nevada into a cohesive group that works together for the benefit of all students in mathematics.

The project consisted of six half-day virtual sessions, scheduled from September 2020 through March 2021. Twenty-five to thirty Learning Strategists and Department Chairs from the 1, 2 and 3 Star Schools from Southern Nevada participated.

Objectives and Milestones

Move the Math portion of the School's Star ratings from 1 to 2, 2 to 3, and 3 to 4 at the participating schools.

The focus was on schools that have 1, 2 and 3 Star ratings, CSI and some TSI schools, as they have the highest needs. Due to the Pandemic and the lack of testing in the spring of 2020, these schools were chosen based on the 2019 star ratings report. Unfortunately, with the suspension of testing in 2020 and the optional testing in 2021, we are unable to obtain data for this objective.

Develop a group of Department Chairs and Learning Strategists who are knowledgeable and capable of supporting the mathematics teachers in their building.

Participants were introduced to the Leading Mathematical Proficiency Framework which positions student outcomes as the focus of all professional work and connects the Eight Mathematical Practices for students with NCTM's Eight Effective Teaching Practices to help guide teachers toward growing mathematics proficiency in their classrooms. They explored resources on critical coaching and teaching actions which included:

- Shifting classroom practice in a way that leads to student math proficiency and understanding of mathematical concepts
- Honing in on key areas, including content knowledge and worthwhile tasks, student engagement, and questions and discourse
- Navigating a coaching conversation
- Planning and facilitating professional learning communities
- Finding a focus for professional development or a learning cycle
- Making connections between professional learning activities, teaching, and student learning
- Using the coaching cycle--plan, gather data, and reflect--to build trust and rapport with teachers.

Begin to grow the Department Chairs and Learning Strategists in Southern Nevada into a cohesive group that works together for the benefit of all students.

At the beginning of each session, participants were asked to share what they have experienced or tried in the past month. These included:

- Responses/interactions with colleagues
- I tried...
- Processing/chewing on...
- Questions I'd like to discuss

During this time, they shared what was working well with each other and asked for possible solutions to challenges that had come up. Participants also worked in small groups working through coaching scenarios. It was an opportune time for them to share their experiences and expertise.

Classroom Observation Report

N/A

Insights, Reflection, and Next Year's Goals

Based on the feedback from the participants, we will continue providing these workshops. These workshops will be broken down into two cohorts for next year. Cohort 1 will be a continuation of our study on mathematical coaching, coaching mindsets, shared goals, and action planning. It will also focus on building principal and coach partnerships. Cohort 2 will consist of strategist and department chairs who are new to the position or who did not participate in the prior year's workshop. The focus will be the beginning study of mathematics coaching, coaching mindsets, shared goals and action planning. We anticipate about 50 participants from various schools throughout Southern Nevada, including our rural counties.

Secondary Math - Developing Collaborative Inquiry & Math Supports

Overview

The Secondary Middle School Mathematics Team consists of three trainers - Jennifer Loescher, Carol Long, and Candice Meiries. Each trainer brings specific strengths to the overall 6-8 math professional development program. The team's goal and focus are on professional development to increase student achievement and teacher effectiveness. This was achieved through the following objectives:

1. Increasing teacher content knowledge and developing pedagogical approaches to instruction
2. Assessment analysis, which includes curriculum alignment and data analysis
3. Creating a collaborative network of mathematics teachers
4. Partnering with the Nevada Department of Education and the Curriculum and Instruction Development Department

Objectives and Milestones

Increasing teacher content knowledge and developing pedagogical approaches to instruction through collaborative inquiry

Due to the COVID-19 pandemic and transition to remote learning, I was unable to support schools in developing their Teacher-Led Walkthroughs or #ObserveMe protocols nor facilitate Lesson Studies. Through conversations with teachers, there are four schools who are interested in establishing #ObserveMe protocols in the fall.

Mentoring and coaching Learning Strategists

I continued offering one-on-one support (via mentoring, training, and coaching) to Learning Strategists/Instructional Coaches in a more explicit way. This year, the impact grew to nine Strategists, one Department Chair, and four teachers. We focused on building expectations, best practices for coaching teachers, and improving professional development sessions (via observation/debrief and review of materials). Learning Strategists increased their effectiveness after building and refining their constructive feedback and professional learning facilitation skills. Partnering with Candice Meiries and Doug Speck with the DC/LS Workshops, increased the possibilities for relationship building.

Partnering with NNRPDP, NWRPDP to develop statewide teacher leader PLCs

I continued to co-facilitate a statewide book study (*Dare to Lead* by Brene Brown) with Connie Thomson from NNRPDP, Deanne Hicks from Washoe County, and Kristin Campbell from NWRPDP; we facilitated one cohort of teachers, one cohort of admin, and one cohort of school teams.

Increasing teacher content knowledge and developing pedagogical approaches to instruction

I created/modified and provided professional development to 11 middle schools, including 5 charter schools, (strengthening 7 relationships from last year and adding 4 new relationships) on SBAC Analysis, SMPs (Standards of Mathematical Practices), and Curriculum Alignment to the NVACS using an SBAC lens, math literacy (including vocabulary, questioning,

and discourse), strategies for teaching remotely (leveraging breakout rooms, building relationships, discourse and collaboration), and creating e-Portfolios for professional learning. I increased my collaboration with administrators and strategists, including Nye and Lincoln County, to determine the needs of their school or department as well as debriefs to increase the sustained impact of each professional learning opportunity. Additionally, I created and facilitated five book studies using *Limitless Minds* by Jo Boaler, *The Distance Learning Playbook* by Fisher, Frey, and Hattie (and created a “part 2” application workshop), *What Great Teachers Do Differently* by Todd Whitaker, *Thinking Like a Lawyer* by Colin Seale, and *5 Practices for Orchestrating Productive Mathematical Discussions* by M. Smith and M. Stein. Attendees valued the structured space to collaborate with colleagues from a variety of schools including other districts, charter schools, and correctional institutions; many even shared that they plan to suggest the book(s) to their administrators as a possible book study for their school/department to participate in next year.

Classroom Observation Report

N/A

Insights, Reflection, and Next Year’s Goals

To increase the capacity of this project next year, I am continuing the structured component of mentoring and coaching Learning Strategists and Instructional Coaches as well as broadening the DC/LS Workshop to a creation of a series of workshops specifically designed for charter schools. Continuing to build and strengthen relationships with administration and teachers will increase participation and understanding of the impact collective teacher efficacy will have on student achievement.

Based on feedback from book study participants, I will continue to create and facilitate these professional learning opportunities. The depth of the conversations and application of learning was created through the diverse backgrounds and experiences of the educators. The partnership with NNRPDP and NWRPDP will continue - we are creating a part 2 to the initial Dare to Lead book study for the fall and will continue to facilitate teacher leader cohorts for part 1.

High School Mathematics - Curriculum and Teacher Support

Overview

The High School Math Team consists of two members - Doug Speck and Karl Spendlove. The team is committed to improving High School Mathematics in the Southern Nevada region through direct support to teachers in the areas of instruction and content knowledge, group support through classes we offer, resource support through the RPDP website and system-wide support for districts in our region and the Nevada Department of Education.

Objectives and Milestones

One of the main objectives for the High School Math Team was to improve teacher effectiveness in the Mathematics Classroom. The team worked on this in a multifaceted approach. Teacher content knowledge was addressed through a series of content classes in Algebra, Geometry and Algebra 2. The introduction of content in a classroom context was modeled on a regular basis for schools/teachers through our use of various virtual learning tools. Finally, content support was provided by adding additional materials to the *www.RPDP.net* website.

The second component used to improve teacher effectiveness was focused on pedagogy. Teachers were coached in ways to improve their instructional delivery. Resources were provided to help teachers make their classes more engaging. Teachers were also assisted with the use of instructional technology, including graphing calculators and interactive whiteboards.

The final component used to improve teacher effectiveness was to focus on planning and preparation. Individual sessions were provided to aid teachers in developing effective lesson plans. Resources were provided to assist in all of these planning sessions along with specific assessment resources to determine if learning was occurring. Examples of both long range and short term planning were made available to the teachers in our region.

The second main objective was to support the State's curriculum work. The High School Math Team reviewed a number of programs on behalf of the NVDOE. The team was also deeply involved in the ongoing work related to competency education that is ongoing even now. Finally, the team supported the Nevada Department of Education Content Office Hours with direct support in Mathematics.

Classroom Observation Report

Classroom observations and mentoring were limited as a result of the Pandemic restrictions. We were able to visit about 20 virtual classrooms and offer feedback but generally schools did not want virtual visitors. The team completed approximately 24 in-person visits at some of the Charter Schools which were offering in-person instruction. Extensive feedback was provided after these visits with specific improvement recommendations offered.

Insights, Reflection, and Next Year's Goals

Overall, the High School Math team had a good year by adapting to the virtual space where most of this year's work occurred. Moving into next year the team is optimistic that we will once again be back in live in-person classrooms. These are our goals for next year with our desire that the In-Person goals will be in effect.

In-Person Support	Virtual Support
<ol style="list-style-type: none"> 1. Continue to increase the number of schools involved with on-site support 2. Continue updating and expanding the resources on the RPD.net website 3. Expand support for outlying districts including in-person visits to make connections 4. Expand the content course offerings 	<ol style="list-style-type: none"> 1. Continue to work with NVDOE to make the Math Office Hours more productive 2. Continue the Competency Education work with the NVDOE 2. Observe online teaching by joining teaching sessions to provide feedback 3. Create online courses and materials in Algebra1 and Geometry

Secondary Math - Secondary Math Conference

Overview

The Secondary Mathematics Team consists of five trainers - Jennifer Loescher, Carol Long, Candice Meiries, Doug Speck, and Karl Spendlove. Each trainer brings specific strengths to the overall math professional development program. The team’s goal and focus are on professional development to increase student achievement and teacher effectiveness.

The Secondary Math Conference provided guest speakers and presenters for teachers to learn from and increase teacher leadership by providing space for submission of proposals and to present. In addition to opening and closing keynote speakers and a panel discussion, we offered 19 concurrent sessions, allowing choice for our educators. The focus of the concurrent sessions are to increase math content knowledge (including the Standards for Mathematical Practice) and pedagogy. All counties, including charter schools, were invited to participate as well as encouraged to present a session and participate on the panel. This was achieved through the following objectives:

1. Creating, hosting, and facilitating a virtual Secondary Math Conference that focused on:
 1. Increasing teacher content knowledge and developing pedagogical approaches to instruction
 2. Creating a collaborative network of mathematics teachers
 3. Supporting teachers with professional development that is relevant, ongoing, and collaborative to build the capacity of teachers and administrators

Objectives and Milestones

Creating, hosting, and facilitating a virtual Secondary Math Conference

We successfully created and facilitated a virtual conference - this was the first time using a virtual platform. With the assistance of Jason Lillebo, we hosted the conference on Zoom, trained our moderators and presenters with how to use Zoom, and had personalized agendas created and emailed from our registration system. Attendees stated that it was a very organized and smooth flowing conference with little to no challenges navigating the schedule. This enabled full participation and engagement with the focus on learning and application.

Increasing teacher content knowledge and developing pedagogical approaches to instruction

The 19 concurrent sessions included the following topics: math fact strategies, STEM, technology (Desmos, Canvas, Nearpod, Loom), gamified instruction, linking concepts and skills, assessment strategies, problem solving, ACT, teacher leadership, academic safety, and family engagement. Teacher evaluations demonstrated appreciation for the diverse topics offered as well as the quality of instruction.

Creating a collaborative network of mathematics teachers

Conferences provide space and time for educators to connect and grow their networks across multiple schools and districts- increasing opportunities for collaboration and acceleration of learning. The panelists intentionally had representation from the north and south, from charter and public schools, as well as racial and ethnic diversity.

Supporting teachers with professional development that is relevant, ongoing, and collaborative to build the capacity of teachers and administrators

The concurrent sessions were inclusive of relevant and timely topics such as technology-based applications (Canvas, Desmos, Nearpod). Presenters included opportunities for participants to engage in small group discussions as well as interactions throughout the session.

Classroom Observation Report

N/A

Insights, Reflection, and Next Year's Goals

Our overarching goals will remain the same as we continue to increase the quality and facilitation of the annual conference. We asked participants if they preferred the virtual platform or face-to-face, the response was overwhelmingly positive for the virtual platform. We also inquired about the length of the conference - the majority appreciated the day and a half instead of three full days. As mentioned previously, there was a strong appreciation for a wide range of topics; therefore, we will continue to find and encourage educators to submit proposals addressing a variety of interests. In order to continue providing a plethora of topics that are relevant, we will offer session ideas to educators to help them create a proposal to present. We plan to refine expectations for moderators, presenters, and attendees based on feedback, debriefs, and evaluations in order to increase engagement and effective facilitation of teaching and learning.

Elementary Science - Stacy Bird

Overview

Elementary science consists of one full-time trainer, Stacy Bird. There is currently one part-time trainer that helps facilitate classes and workshops for elementary science. Elementary Science offered state-wide science collaboration efforts, workshops, site based-science support, and statewide community family science nights. The Nevada Academic Content Standards for

Science were rolled out several years ago and teachers are still in need of professional development and curriculum support for elementary science.

The overarching goal of the 2020-2021 school year was to broaden the impact of S.T.E.M. education for elementary science teachers in the five counties SNRPDP services and work on statewide science collaboration. A secondary goal for elementary science was to provide access to materials and lessons that are aligned to NVACSS. These goals were integrated into professional learning sessions, workshops and collaborative opportunities. The need for high quality NVACSS aligned science materials and assessment was evident in the requests from teachers and site-based professional learning sessions.

Objectives and Milestones

S.T.E.M. Education Partnership with OSIT

This school year focused on strengthening a partnership with OSIT and teachers statewide. There were two different partnership programs. The goal of the first program was to increase understanding of what S.T.E.M. is through the lens of engineering and how to develop and implement a S.T.E.M. lesson. RPDP, in conjunction with OSIT, provided multiple professional development sessions to walk teachers through a model lesson, give them the resources to plan units and provide them one-on-one time with UNLV College of Engineering faculty and students. In between sessions, RPDP and OSIT conducted site based observation visits and provided feedback to participants after observing S.T.E.M. lessons. The UNLV partnership provided classroom teacher participants an opportunity to work with an engineering expert in the field to perfect their engineering piece of their S.T.E.M. based lessons. Many partnerships were formed so that the teachers can utilize the UNLV faculty and student expertise in their S.T.E.M. lesson endeavors. OSIT provided funding to classroom teachers who participated in Engineering Fellows Phase 1 and 2 and successfully created an engineering S.T.E.M. lesson. There was enough funding through OSIT that the program allowed for each participant to choose five different kits other than their own to be used in their classrooms. This program is currently being revised and will be implemented statewide over the 2021-2022 school year.

S.T.E.M. Leaders Academy

The second program that SNRPDP elementary science and OSIT partnered on was S.T.E.M. Leaders Academy. The goal of this program is to assist schools statewide K-12 that are interested in receiving the designation of a Governor's S.T.E.M. designated school in Nevada. The program takes school teams that consist of an administrator and grade level representatives through creating and implementing a S.T.E.M. strategic plan. Subsequently, the elementary schools in Southern Nevada sought support in science education for RPDP science to help teachers align their teaching of science standards with the NVACSS and three dimensional learning.

NEVADA CONNECTS

NEVADA CONNECTS is a statewide collaborative project between the RPDP's and the Clark County School District. The goal of the program was to have K-12 teachers partner with a Subject Matter Expert in Nevada to create learning assessment tasks that are open educational

resources and available to any teacher in our state. The program participants have participated in professional learning sessions around science assessment and a peer review process. The partnerships formed between the Subject Matter Experts and Teacher Developers has helped strengthen the science understanding and explanation of the assessment tasks. Assessments that were created from this project will be available on the SNRPDP website and the other RPDP sites throughout the state.

Virtual Community Family Science Night

The need for community outreach through the lens of science became apparent during the Pandemic. The program's main goal was to bring science into the homes of our Nevada families. RPDP science partnered with scientists and informal educators throughout the state and nation to make science tangible for all of our Nevada students. The four community family science nights were held virtually via Zoom and featured a scientist, an activity that can be completed at home, and a question/answer session with the scientists. The sessions were interactive so that our students and families could engage with the scientists. Through this program we reached almost 1,000 Nevada families over the four events. The plan is to bring in new content area scientists and host another four evenings over the 2021-2022 school year.

Classroom Observation Report

The 2020-2021 school year was met with the challenge of virtual learning. Due to the global pandemic, in-person classroom visits were not available. The classroom observations were performed virtually using Google Meets.

During the 2020-2021 school year, a couple of schools that were involved in the STEM Leaders Academy reached out for science based professional learning sessions. These sessions supported teachers in understanding three-dimensional learning as it aligns to the NVACSS. Teachers used lessons that they are already familiar with and went through a modification process using a lesson screener tool and adjusted their lessons to increase the rigor and standards alignment. As a result of this, CCSD CPD department, OSIT and RPDP elementary science were invited to participate in virtual classroom observations to provide feedback on lesson modifications

Feedback was provided to grade levels via Google Meet after bi-weekly professional learning sessions. Teachers worked together in grade levels to modify one lesson as a group. At the commencement of the professional learning sessions for the school year, grade levels shared their further improvements that they implemented in their lessons.

As was observed during virtual classroom visits, the teachers were in varying places of their comfort level in teaching science and the NVACSS. This was insightful in assisting the team to formulate further support for the teachers who needed a more scaffolded approach to developing S.T.E.M based lessons. The feedback that was provided to participants was aimed at assisting teachers to improve pedagogy and standards alignment. During the 2021-2022 science professional learning and teacher support will continue to be offered to both schools.

Insights, Reflection, and Next Year's Goals

During the 2020-2021 school year, many schools realized that professional learning sessions need to be held over time and include accountability in order to facilitate teacher change. With this in mind, the schools that have reached out for professional learning support have requested long term support. The focus for these professional learning sessions will be on content and standards alignment and teacher support to change how science instruction is implemented in the classroom.

Another insight from this school year came from the schools that are a part of the S.T.E.M. Leaders Academy. The one thing in common that they all seemed to need support in is facilitating a cultural shift in teaching S.T.E.M. at their school sites. With this in mind, we are currently revamping the S.T.E.M. Leaders Academy to include school wide culture shift goals and supports. Workshops will be offered during the 2021-2022 School Year focusing on S.T.E.M. culture shifts.

The teachers in the NV CONNECTS Project have spent the year working with Subject Matter Experts on developing their assessment performance task. It was evidenced by their struggle that they needed further support in science assessment. This insight has helped us to form phase two of the NV CONNECTS Project. Over the 2021-2022 school year, we will support the teacher developers to further refine their understanding in science assessment and will provide the opportunity for them to further revise their performance tasks.

Secondary Science - Secondary Science Fellows

Overview

The SNRPDP Secondary Science Team consisted of Bret Sibley, 25+ science education veteran and full-time trainer. Throughout the 2020-2021 school year, the SNRPDP Secondary Science team focused on several key, high needs goals including the development and implementation of curriculum and leadership supporting the Nevada Academic Content Standards for Science (NVACSS) based on Next Generation Science Standards (NGSS) - both virtually and in the more traditional face-to-face setting. Great efforts were enacted to quickly employ new approaches in light of the COVID-19 mandates and limitations. One example of a sustained, on-going effort was the Secondary Science Fellows Project. This project was designed as a multi-tiered, multiple phased project in partnership with Curriculum and Instruction Division of the Clark County School District. The project looked to directly support 14 schools (6 middle schools and 8 high schools) with one Secondary Science Fellow from each school. Year 1 consisted of the development and facilitation of professional learning for the 14 Secondary Science Fellows. These 14 Fellows will serve as mentors, teacher leaders, and teacher representatives for planning future professional learning. The Science Fellows were supported in professional growth sessions throughout the school year in both developing their understanding of NGSS-Designed learning and peer-peer mentorship strategies to serve their respective school sites as science site leaders.

Objectives and Milestones

To support the larger goal of developing NGSS-Designed learning, the Science Fellows were recalibrated to the big shifts called for in the Framework for K-12 Science Education (the basis of the NVACSS): Children Are Born Investigators, Focusing on Core Ideas and Practices, Understanding Develops Over Time, Science and Engineering Require Both Knowledge and Practice, Connecting to Students' Interests and Experiences, and Promoting Equity (NRC, 2012, Ch 2). They were prompted to identify a problem of practice they are experiencing in their classroom or see as a challenge for peers in their department. At this point, the main emphasis was to identify a problem of practice, determine the cause of the problem through analysis, review relevant research, and be proactive in investigating possible solutions to that problem. This was a major paradigm shift for many of the Fellows, as they were empowered to affect change by focusing on one challenge that they identified needed correction.

The Science Fellows discussed their problem of practice, the research they conducted related to the problem, and plans for implementing a strategy to address that problem with their students. During this phase, Fellows were becoming experts in the strategy they chose to address their problem of practice. This included developing a plan for the implementation of the strategy and construction of guides/scaffolds/graphic organizers to support addressing the problem. Each shared their plan and supporting guidelines with the group. As a result, the conversation shifted from an individual passive tone, to active group collaboration and support.

The Science Fellows implemented their strategy with students, and then reported the successes and challenges to the group. To facilitate an effective discourse, each Fellow shared their story with the group and leveraged the experience of their peers and the leadership team to revise and refine their instructional strategy. This exercise aided in the preparation of their school science department presentation. All of these efforts drove to achieve the major goal of the Science Fellows Project: to develop science site leaders and bolster peer-to-peer mentorship through sustained collaboration and group support.

Classroom Observation Report

No formal classroom observations conducted during the 2020-2021 school year due to the COVID-19 restrictions.

Insights, Reflection, and Next Year's Goals

Year 1 of the Secondary Science Fellows Project was designed to empower teachers to identify a problem of practice, then feel confident and supported in developing and implementing a strategy to take that problem head on to make a positive change in their classroom. Closing comments digitally archived from the Fellows included: *"I learned that there are instructional tools that I have not been using and kids WANT and NEED these in order to be fully engaged. I saw engagement rise with every tool I used"*, and *"The strategy that I researched is really useful, and I plan on utilizing it in the classroom from now on."* While only two were selected to highlight here, these embody the feedback from participation in this project.

Another focus of the Secondary Science Fellow Project was to: 1) develop a group of teacher leaders, supported by a network of peers to act as science site leaders; and 2) to provide the access necessary to facilitate leadership in future science professional learning. When prompted about something you had learned this year that will help you become a better teacher leader, Science Fellows responded with, *“I found some great resources that I can share with my colleagues. I also really liked how this was more of a workshop vibe, and it is something I am going to try and recreate in my science department next year”*, *“I learned that my colleagues want to have conversations about improving student achievement, but they need a platform”*, and *“Keep pushing forward. Offer what you have and wait for feedback. Encourage, help others in the use of your material and have high expectations but don't get discouraged”*. In this project, there was a key outcome observed in all participants in the project: Confidence in the ability to exert control over one's own motivation, behavior, and social environment. A closing comment that magnifies the benefit of providing educators an environment to pause, think, and collaborate: *“The importance of reflection. Taking time out to really dig into things you can work on or improve. Identifying problem areas in your classroom or instruction is really important. This was a valuable experience.”*

New Goals:

1. To increase student access to highly effective science educators through processes of targeted professional learning and science teacher peer mentorship.
2. To identify problems of practice and empower practitioners to implement viable solutions through the use of high-leverage instructional strategies (best practices, pedagogy focus).
3. To support high-quality 3-dimensional instruction and assessment aligned to NVACSS.

Family Engagement - Family Engagement, SEL & Multicultural Education

Overview

The goal of SNRPDP's Family Engagement (FE) department is to support Nevada's vision for effective family engagement, by assisting educators in developing and/or improving practices that affect family engagement and promote increased student achievement and school improvement. Nathalie Brugman is the full-time trainer for this department.

Objectives and Milestones

In working toward meeting the overall goal, professional development opportunities were offered to meet the diverse needs of PreK-12 educators in Nevada. Professional Responsibility Standard 4 of the Nevada Educator Performance Framework (NEPF) and the National Standards for Family-School Partnerships were the foundation for every course, workshop, and presentation offered.

The FE department offered two sessions of Parental Engagement: Introduction to Effective Family Engagement, a three-credit, graduate-level course, which was approved by the NDE to remove the Parental Involvement and Family Engagement license provision. This

course focuses on research, methods, and strategies for engaging families and the community in the education of Nevada's PreK-12 students. Analysis of the pre/post assessment data, as well as qualitative data (in the form of summary statements and feedback) suggests that educators who participated in the course, did in fact develop and/or improve their family engagement efforts and practices. Prior to taking the course, 23% of participants reported that they provided zero family engagement opportunities each month; whereas, upon completing the course, only about 7% continued to provide zero family engagement opportunities each month. Also, the data revealed that educators' self-efficacy increased significantly in two areas: confidence in one's ability to increase family engagement and confidence in one's ability in removing barriers to family engagement. Using a Likert Scale of 1 = not confident -> 5 = very confident, participants rated themselves before and after the course. When the course began, approximately 9% of educators indicated a lack of confidence (in the 1-2 range) in their abilities to increase family engagement, with only about 52% feeling confident to very confident (in the range of 4-5). In contrast, after completing the course, the number of participants reporting a lack of confidence was reduced to zero and the percentage of those who felt confident to very confident, increased to 93%, with the remainder falling somewhere in the middle. Similarly, with respect to their confidence in removing barriers to family engagement, prior to the course, 33% of participants reported a lack of confidence (in the range of 1-2), with only 38% feeling confident to very confident (in the range of 4-5). However, after completing the course, zero reported a lack of confidence and the percentage of those who felt confident to very confident, increased to 61%.

Additionally, the FE department supported educators in their efforts to engage families and caregivers during distance learning. The Distance Learning Playbook for Parents Book Study workshop series, provided educators an opportunity to explore ways to empower parents and caregivers in supporting their students' academic, social, and emotional learning from a distance. Similar learning sessions were also offered during Nevada's Family Engagement Summit, as well as the SNRPDP's Math Conference. When asked, "Did the learning session meet your expectations?" in the post-session feedback survey of all professional development provided by the FE department, 100% of educators indicated that their expectations were met.

Insights, Reflection, and Next Year's Goals

Based on feedback from both teachers and administrators, there is a strong desire to learn about effective family engagement strategies. The FE department will continue to offer a wide range of professional development opportunities that build the capacity of educators and support them in implementing effective practices that will benefit the school community as a whole. Instead of focusing on family engagement in a vacuum, one goal will be to integrate family engagement, social & emotional competence (adult), and multicultural education, as aspects of learning that will yield more return on investment, in terms of equitable opportunity for learning for every student and student success.

Also, because a school-wide, collective approach to family engagement is much more effective than individual efforts, the FE department will develop and provide professional development opportunities for school sites. The goal is to make a positive impact on school-wide practices that will collectively affect both school climate and student outcomes.

Teacher Leadership - Program and Content Development

Overview

SNRPDP's Teacher Leadership Program fosters teacher leadership opportunities within Nevada by offering teacher leadership experiences through UNLV coursework, workshops, and site-based professional development that promotes leadership skills at the school level. These unique opportunities offer teacher leaders in Nevada research-based practices to impact student achievement, cultivate partnerships with families and the community where they teach, support, and mentor peers to create positive instructional change at their site and broaden their understanding of educational policy and reform. SNRPDP's Teacher Leadership Department has offered a Teacher Leadership Program and a variety of online workshops to strengthen teachers' leadership skills while coaching and working with teachers and students at a distance. These professional development opportunities are designed to prepare teachers to lead in different capacities at the school site and beyond in order to create impactful change for student achievement.

Mendy Henry is the full-time instructor that has developed and delivered the content for this Program. Development of content for the SNRPDP Teacher Leadership Program is based on school and teacher needs. This year, much of what was developed and delivered virtually was supporting teacher leaders with best practices in distance learning. Mendy also worked closely with the Nevada Department of Education this year to develop training modules for participants that will be remediating students. In addition to the modules, Mendy also created a Remediation Framework to assist school leaders and teacher leaders in transitioning from distance learning to a synchronous learning environment. Much of the work that Mendy has done this year has been "on demand" due to the ever-changing context of teaching and learning and the needs of districts and schools were unique.

Objectives and Milestones

In the fall of 2020 participants were able to engage in *CIGR 688: Teaching and Learning Seminar*, in which they focused on educational policy and reform. The goal of this course was to show teacher leaders how to find their voice in policy to make an impactful change for their students and the profession as a whole. Participants analyzed educational initiatives and their impact at the school level and beyond and were able to hear from a variety of experts in the field of educational policy. Understanding of school, district, and national policies that have an influence on student achievement, and practices that impede school reform were also explored as avenues to activism even at the building level. This course was the culmination piece of the Teacher Leadership Program for cohort 1. The Leadership Program is a four-course, graduate-level program, designed to prepare teachers to lead in different capacities at the school site and beyond in order to create impactful change for student achievement. Each of these four courses focused on different aspects of teacher leadership which are versatile and supported school and district initiatives. The content builds upon each subsequent course within the two-year program. *CIGR 688: Teaching and Learning Seminar* was the final course for participants in this two-year program.

Mendy also was able to create a workshop based solely on distance learning pedagogy and engage teachers in best practices for teaching virtually. This workshop was offered several times throughout the year and was grounded in current research and the cognitive science of how students learn at a distance. This type of professional development was highly attended by teachers and administrators throughout the state of Nevada. Mendy was also able to service the Nevada State Charter Authority in delivering virtual workshops that involved other content strands (assistance from RPDP content project facilitators) to support and address obstacles that charter schools were experiencing that were unique to their area within Nevada.

Mendy's state-wide work also encompassed the creation of modules that focused on the social well-being and mental health of students and staff. This was a request from the Nevada Department of Education in order to support schools with distance learning and the transition back to the classroom. These modules were built for individuals to take as part of their training when preparing to work with students across Nevada that were in need of remediation. The goal of these modules was to cultivate an understanding of CASEL's core competencies as adults work with children. Connections from the content individual will be teaching to the SEL competencies are the basis of these modules.

In addition to the above stated, Mendy was also a member of the SEAD Committee, a Nevada Department of Education committee that is working on crafting SEL standards for teachers to utilize. Much of the work done this year was around creating the language in the standards as it compares to CASEL's core competencies. A draft of the standards has been submitted to NDE for review as of May 2021.

Classroom Observation Report

During this unique year, Mendy was able to hold regular virtual meetings with coaches and strategists in a variety of counties throughout the state of Nevada. These meetings were centered around ways that these school leaders could specifically model and share best practices with their staff connected to virtual learning. The topics of these meetings and resources shared were aligned to classroom observations and experiences that coaches and strategists felt they needed support with in order to strengthen the social cohesion and collective efficacy of their staff.

Insights, Reflection, and Next Year's Goals

As teachers' pedagogical knowledge has grown this year, so has the focus of the Teacher Leadership Program. Best practices in distance learning have been at the forefront of content developed and delivered this year, yet as teachers transition back to a synchronous setting, the research-based practices that were included in the professional learning this year will not be forgotten. For example, the importance of teacher clarity and credibility transcends learning settings. Best practices shared this year will continue to be a focus of the content developed and shared with teacher leaders in the coming year.

As the Teacher Leadership department moves forward, Mendy will continue to focus on building the capacity of teacher leaders through evidenced-based strategies and practices that

support student learning. This will be accomplished by offering a variety of professional learning opportunities that support the unique needs and requests of schools in different districts throughout the state.

The ultimate goal of SNRPDP's Teacher Leadership Program and professional development courses is for participants to walk-away with research-based strategies to create change in their practice and add to the professional capital of others in their schools. These changes are based on research-based strategies and directly correlate to increased academic success for students and teacher attrition. It is the Program's hope that participants will implement strategies from these professional learning opportunities that fit their context to achieve this goal.

Technology - Instructional Technology Trainings and Support

Overview

Technology team member Jason Lillebo delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, and for the SNRPDP staff. Two part-time trainers assisted in these efforts as well. Major team emphasis was centered around Code.org training and facilitation as defined in the Computer Science Gifts/Grants impact statement. Additionally, Google Workspace for Education and technology integration classes were offered, assistance to teachers and schools was provided upon request, equipment was maintained for SNRPDP staff and class participants, the organization website was maintained, and the new registration system was brought to full implementation.

Objectives and Milestones

For the objectives and milestones related to Code.org training and facilitation, please see the impact statement related to that item.

Another objective of the technology team was to provide Google Workspace for Education and other technology-integration classes throughout the school year. These included classes in Google Docs, Slides, Sheets, Forms, Sites, and Classroom. Some classes were offered twice due to demand. In addition, classes were offered in digital literacy and citizenship, HyperDocs, Advanced Google Sheets and Forms, programming in Java, and both middle school and high school computer science concepts. In all, 298 educators participated in those classes. The goal for each class was to demonstrate how to use a variety of tools and sound pedagogy to support achievement and concept understanding. In-service training was provided in person in distance education to all teachers K-12 for four days in August in Mineral County and virtually for a group of teachers in Esmeralda County. Mentoring was provided to 36 teachers throughout the counties served.

A third objective was the effective management of equipment and digital tools. Maintenance and inventory of all equipment, such as Chromebooks, printers, and networking, was achieved. We ordered new, faster Chromebooks and related peripherals to enhance

productivity. The Gigatrax inventory system set up last year worked well for SNRPDP staff to check equipment in and out as needed and provided a log of consumable items used by each person. An analysis was done of toner use and cost, and newer, more efficient printers were ordered that will cut the cost of toner to one-sixth of current costs, saving up to \$2,000 per year.

The final objective related to internal web-based systems. Our new website proved to be less expensive and more nimble. Its mobile-friendly format was welcomed by many, and changes were able to be made quickly and at no cost. The second piece was the full implementation of our Learning Stream course registration system. We continuously learned throughout the year how to use its features to our advantage. It made the online catalog, registration for classes, follow-up evaluations, generation and sending of certificates, waitlists, and payments by credit card all streamlined for our classes and conferences. The reporting module led to decreased staff paperwork needs, and it made the accuracy of our data flawless. The increased level of customer service we can provide and the time saved by SNRPDP staff is really beyond measure.

Classroom Observation Report

Serving as integration technologists, the technology team assisted with professional development activities and sessions. All SNRPDP disciplines required assistance with online equipment, resources, and best practices. The technology team provided online training and assistance to help staff as they transitioned from face-to-face instruction to online delivery and honed their skills throughout the year.

Observations of teacher and student interaction during video conferencing allowed the team to make adjustments to the technical teaching environment. Both teachers and students who were new to video conferencing benefited from the technology team's delivery of best practices. This enhanced instruction and facilitated the teaching, learning, and content delivery for participants.

In terms of evaluation of classes, the RPDP survey that followed each technology class included questions about course content as well as the skill of the instructor. Notably, 97.7% of participants ascribed a 4 or 5 rating on a 5-point scale regarding the statement, "I will use the knowledge and skills from this activity in my classroom or professional duties." In addition, 95.6% similarly rated the statement, "The presenter/facilitator's experience and expertise enhanced the quality of the activity."

Insights, Reflection, and Next Year's Goals

SNRPDP technology provided needed support during the evolution of distance learning to teachers throughout the counties we serve. A great deal was learned along the way through research, working with others, participation on committees, and testing of ideas and practices. We learned how to provide training asynchronously that was effective for teachers and how to provide virtual synchronous instruction that could engage with impacts similar to in-person training.

Looking forward, the best of what we learned from pandemic-related factors should continue in the 2021-22 school year. As such, we will continue providing some of the Google Workspace for Education courses as well as training on other technology tools virtually. At the same time, we will evaluate areas in which in-person instruction is simply more effective, such as courses that require more hands-on interaction like robotics.

Additional goals for 2021-2022 also include even more frequent contact with all rural counties to learn more about and meet their needs. We will continue the maintenance of the RPDP website and find ways to use our course registration system to be even more efficient.

Secondary Literacy Social Studies

Overview

When the new Nevada Academic Content Standards in Social Studies rolled out in the spring of 2019, Secondary Literacy began supporting middle and high school social studies. SNRPDP Regional Trainer Saralyn Lasley continues to support this project by focusing on site specific trainings on the standards and instructional shifts, mentoring, developing resources and model curriculum and collaborating with NDE.

Objectives and Milestones

UNLV Credit Courses and Contact Hour Workshops

During the 2020/21 school year, Secondary Literacy did not offer any classes or workshops specific to social studies. Due to the pandemic, teachers wanted professional development on effective practices for online instruction and how to use tech tools for literacy development.

Site Based Teacher Support

Secondary Literacy provided multiple-day, online, PD sessions on the new standards to four middle schools and two high schools in CCSD. Trainings included analyzing the content standards and CCSD pacing and curriculum guides; developing engaging thematic units built around compelling and supporting questions; engaging students in inquiry; and teaching the historical disciplinary skills using primary sources. The Social Studies Regional Trainer also traveled to Lincoln County to work with secondary social studies teachers on standards based lessons and assessments.

NDE Support and Resource Development

Secondary Literacy collaborated with the Nevada Department of Education to better support social studies teachers throughout the state of Nevada. The NDE Multicultural Task Force was created and met several times during the year to discuss ways to provide effective professional development in the area of multicultural education and civics instruction. Additionally, RPDP Social Studies collaborated with NDE to write online curriculum for secondary social studies and unpack, analyze and recreate the K-12 social studies standards in the form of competency rubrics for competency-based learning.

Classroom Observation Report

Classroom observations in CCSD were suspended this year, so all social studies support in Clark was remote mentoring. Through emails and google meetings, the trainer was able to reach and support over 30 social studies teachers in Clark, Nye and Lincoln Counties. The trainer traveled to Lincoln County in the fall and conducted two classroom observations and followed up through email, phone, and google meet.

Insights, Reflection, and Next Year's Goals

Overall, considering the necessary changes, this year's move to support social studies teachers has been successful. Secondary Literacy provided resources and standards based support to over 300 social studies teachers through email and online meetings, developing instructional resources, online site-based trainings, mentoring and offering workshops on distance learning

Based on formal and informal evaluations and reflections, the online, site-based support was successful and will continue face to face next year. Although each training was designed to accommodate each sites' individual needs, the basic structure remained the same. Teachers were guided through the district's pacing guide and Curriculum Engine resources and provided with training on how to incorporate the historical thinking skills into their content instruction. They also created compelling and supporting questions and started developing lesson plans using the Inquiry Design Model template (IDM). Teachers were also provided with numerous resources and IDM model lessons created by RPDP Secondary Literacy.

Next year, with the addition of another team member, secondary Social Studies plans to resume offering the Using the Disciplinary Skills to Teach Social Studies Workshop Series (five 3 hour workshops). The workshops were offered in the spring 2020, and ended during the pandemic with the last two workshops revised to be online rather than face to face. The participant surveys were positive and previous teacher surveys show social studies teachers are struggling with the addition of the Disciplinary Skills Standards.

Finally, the observation and mentoring will continue next year as well. The teachers Saralyn mentored have asked that support continue next school year, so the Trainer plans to resume observations, modeling and mentoring with these teachers while adding more teachers to the list if needed.

Administration – Nevada Educator Performance Framework

Overview

The Southern Nevada Regional Professional Development Program administrative team consists of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team continued to focus on greater understanding of the Nevada Educator Performance Framework (NEPF) Teacher Instructional Standards as part of the overarching goal to improve observation

of teacher performance. All administrative workshops were aligned with state professional development standards and NEPF Instructional Leadership Standards. Trainers connected the leadership and instructional standards by moving from theory to action by designing workshops that included activities and resources to engage administrators in furthering their understanding of the NEPF.

Objectives and Milestones

Create online trainings and/or recordings that provide opportunities for administrators to practice taking targeted notes of teacher observations on the NEPF for improved accuracy and preciseness.

SNRPDP administrator workshops were held exclusively online throughout the 2020-2021 school year. The focus of all workshops centered on supporting teachers in remote/hybrid/face-to-face learning, identifying high-quality evidence in classrooms to develop teacher expertise and impact, and supporting teachers through the student learning goal process. Administrators practiced observation of teacher performance (video format) using the NEPF Teacher Instructional Standards to improve accuracy and consistency in scoring. Discussion included how to effectively organize time for observations and post-observation conferences to develop a comprehensive and accurate picture of teacher expertise and impact.

Asynchronous modules were developed for administrators and/or teachers as they continue to refine their understanding of the NEPF Teacher Instructional Standards. The inter-rater reliability materials were designed to deepen participants' knowledge of the instructional practice standards and indicators. The intent of each module was to gain greater consistency in scoring. Participants engaged in activities such as viewing selected videos, practicing recording evidence, and comparing their recorded evidence to the NEPF master notes. During the initial year of implementation and under the guidance of the Nevada Department of Education, the materials were developed by Dr. Margaret Heritage and WestEd-CRESST. These materials were used in all IRR modules and are designed for independent or group learning.

Engage in NEPF calibration walks to further refine the observation cycle's collaborative process with administrator and teacher and to increase capacity and improved practice in evaluating teacher performance.

Due to COVID-19 restrictions and district protocols, calibration walks in face-to-face settings did not occur. In place of calibration walks, online workshops were designed to focus on establishing greater inter-rater reliability in accurately recording evidence that aligned to the NEPF Teacher Instructional Standards and Indicators in the digital and blended learning environment. Participants viewed videos of both digital and face-to-face classroom instruction, recorded evidence aligned to standards and indicators, and then compared evidence notes to determine consistency. Sessions included reviewing the descriptor notes and performance levels rubric in the NEPF Teacher Instructional Standards. Pre- and post-observation materials focusing on effective conferencing and feedback strategies were shared. This objective will continue for the 2021-2022 school year.

Classroom Observation Report

Based on requests, administrative trainers were available to observe online classrooms alongside administrators to provide opportunities to gain greater accuracy and consistency in recording evidence. Site-based administrators contacted administrative trainers to discuss observations and the student learning goal process. Clarification on the Nevada Department of Education NEPF Educator Performance Framework In-Person, Hybrid, and Distance Learning Guidance was provided.

Insights, Reflection, and Next Year's Goals

Administrative trainers will continue to work closely with Nevada Department of Education staff in the creation of NEPF training materials. Continued professional development will focus on increasing understanding and accuracy on the NEPF for both novice and veteran administrators. Observing classrooms and reflecting on evidence with site-based administrators are essential for increasing greater rater-reliability and consistency as participants collectively work to develop a comprehensive and accurate picture of teacher expertise and impact. Both asynchronous and synchronous NEPF professional learning sessions will continue to be offered to build both individual and collective efficacy among school administrators.

Goals for the 2021-2022 school year will target the following areas:

- Create online and face-to-face professional learning opportunities for administrators to increase their understanding of the NEPF Teacher Instructional Standards for improved accuracy and preciseness.
- Continue the partnership with the Nevada Department of Education to create and refine both synchronous and asynchronous learning opportunities on the NEPF for educators.
- Engage in NEPF calibration walks to further refine the observation cycle's collaborative process and to increase capacity and improved practice in evaluating teacher performance.

Administration - Professional Learning for School Leaders

Overview

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team used the Nevada Standards for Professional Development in the design of all professional learning workshops. All sessions focused on moving from theory to action by defining what high-level leadership practices (i.e., the Nevada Educator Performance Framework Administrator Instructional Leadership Standards) look like in high-performing schools. All sessions were designed to improve leader efficacy through the study of research-based strategies that build both leader and teacher competencies. Resources included educational texts, articles, and videos.

Objectives and Milestones

Define high impact practices for school administrators that align to the Nevada Educator Performance Framework (NEPF) Leadership Standards.

Participants in administrative workshops engaged in reflection and discussion on practical ideas to implement high-impact strategies in classrooms and schools. Drawing from John Hattie's *Visible Learning*® research, workshops were designed to elevate action and evidence over intent. Connecting the NEPF leadership standards to practical application and strategy, workshops provided applicable resources and tools for delivering lasting improvement through manageable and impactful changes over time.

Create online professional learning sessions focusing on best practice related to high impact instruction in a blended/online/face-to-face learning environment.

All professional learning sessions were designed in the online learning platform and included many opportunities for participants to engage in reflection and collaboration as they focused on leading by design in student learning, teaching, and professional learning. Administrators examined impactful practices that defined teacher clarity, deep student engagement, high expectations for all students, and using assessment as feedback. Workshops were designed to improve leader effectiveness by learning practical strategies for implementing high-impact instruction in both online and face-to-face classrooms, providing quality coaching and feedback for improved teacher instruction, examining practices of effective professional learning communities, and building collective efficacy through collaborative decision-making with stakeholders. In all workshops, participants received texts which supported further exploration and learning in each of these areas.

Develop resources for supervisors of principals.

Supervisors of principals were invited to administrative professional learning sessions, so they could collectively work with site-based administrators as they provided support to schools. This objective will continue in the 2021-2022 school year. The expectation is that during the 2021-2022 school year, training and resources for the Nevada Educator Performance Framework for supervisors will be developed and offered to all school districts throughout the state. Full implementation of the framework is expected to begin in 2022-2023.

Classroom Observation Report

Face-to-face classroom observations were not conducted this year. Site administrators were encouraged to contact administrative trainers to invite them to observe online classrooms. Due to challenges of the 2020-2021 school year, many expressed their hesitation to invite outside observers as they were worried about their teachers' stress levels. Administrators were invited to contact the administrative team to discuss online, blended, and/or face-to-face educational concerns specifically related to their schools. The Zoom platform was used to meet with administrators to discuss questions related to classroom observations; discussions were also held by phone and email.

Insights, Reflection, and Next Year's Goals

Through dialogue with participants in administrator workshops, many individuals expressed a desire to continue the online platform for professional learning. Participants shared that the online platform allowed them to be present in their building while still being able to engage in professional learning and interaction with peers. They indicated that while even in the online setting, opportunities for collaboration with peers were powerful. Methods such as breakout rooms, chats, and various online collaborative tools allowed for extended meaning-making through discourse. Furthermore, the online platform provided participants with a sense of what was required of teachers and students in the virtual classrooms. Many administrators expressed the desire that the online workshop model be integrated with face-to-face professional learning sessions for the 2021-2022 school year.

Based on comments from administrators during workshop sessions, there is agreement for building administrator efficacy by analyzing high-leverage practices and planning next steps to move practices from theory to action. A focus for next year's workshops is to challenge administrators' thinking by encouraging them to create measurable leadership practices for building collective teacher efficacy. An additional focus will be to create a vision of college and career readiness (NEPF Leadership Standard 1.1) by collectively creating success criteria for grade levels/content areas; administrators and teachers will learn to navigate the collaborative inquiry cycle grounded on a consistent set of criteria for all to apply, monitor, and measure impact of student learning.

Goals for the 2021-2022 school year will target the following areas:

- Create online and face-to-face professional learning sessions to build administrator efficacy and collective teacher efficacy through the examination of impactful practices that support creating and sustaining a focus on learning and a culture of continuous improvement (NEPF Leadership Standards 1 and 2).
- Conduct classroom observations with principals to collect evidence that supports building collective teacher efficacy through the development and consistent use of defined instructional strategies to improve student learning.
- Develop resources for supervisors of principals.