



# Leaflet

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Compiled by Nathalie Brugman



## SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM

Chelli Smith, Director

**Elementary Literacy Trainers:** Shan Cannon, Robyn Markovic, Nathalie Brugman, Valerie Seals & Kathryn Kinnaird

**SNRPDP**  
Providing Teachers

**PATHWAYS**  
for a  
**Professional Growth Plan**

Dear Educators,

The professional learning opportunities that RPDP offers can help you reach your personal learning goals. By now you are well aware that the new salary schedule is tied to professional growth. You have the option of whether you want to take advantage of the pay increases or not. If you choose to pursue a path, there are specific steps you and your administrator must take. One of those steps is to design a professional growth plan. As referenced in the new CCEA contract, *it is your responsibility to review classes and workshops with your administrator to ensure that it is aligned with your Professional Growth Plan (PGP)*. Remember though, **all RPDP classes are good for license renewal as well as new teacher Onboarding hours**. We are excited about the prospect of RPDP classes and workshops contributing to your PGP!

Warmly,  
The RPDP Elementary Literacy Team

**WE OFFER GRADUATE CREDIT CLASSES!!!**

### Summer Institute (June 6 - June 10)

(All independent assignments due June 17th)

- ❖ RPDP 501c NEPF in Literacy Instruction
- ❖ RPDP 524a Reading Instruction in the CCSS
- ❖ RPDP 527a Nonfiction in Focus
- ❖ RPDP 524c Literacy Stations, K-1
- ❖ RPDP 524d Literacy Stations, 3-5
- ❖ RPDP 523b Writing Assessment & Instruction



Classes for Credit		Workshops	
Credits / Contact Units	Cost	Contact Units	Cost
1 cr / 8 CUs	\$75	6 CUs	\$30

For Resources Visit  
[rpd.net](http://rpd.net)



# Elementary Literacy Modules

## LITERACY INSTRUCTION

This module is designed to increase teachers' knowledge and understanding of literacy instruction in the elementary classroom. Classes will provide research, methodology, and high leverage instructional strategies as they relate to the Nevada Academic Content Standards.

\*Choose 6-9 classes from the following menu to complete this module.

Class Number/Name
RPDP 501c NEPF in Literacy Instruction
RPDP 524a Reading Instruction in the CCSS
RPDP 527a Nonfiction in Focus
RPDP 524c Primary Literacy Stations -OR- RPDP 524d Intermediate Literacy Stations
RPDP 525b Words Their Way
RPDP 529e CCSS Reading: TDQs
RPDP 524b Rigorous Reading
RPDP 523b Writing Assessment & Instruction
RPDP 524e Strategies for Close Reading

### Module Total:

Minimum: <b>6 cr / 48 CUs</b>	\$450 –	Minimum: <b>36 CUs</b>	\$180 –
Maximum: <b>9 cr / 72 CUs</b>	\$675	Maximum: <b>54 CUs</b>	\$270

## KINDERGARTEN LITERACY INSTRUCTION

This module is designed to increase teachers' knowledge and understanding of kindergarten literacy instruction. Classes will provide research, methodology, and high leverage instructional strategies as they relate to the Nevada Academic Content Standards.

\*All classes from the following menu are required to complete this module.

Class Number/Name
RPDP 528a CCSS Sharing Text Grade K
RPDP 528b CCSS Writing Grade K
RPDP 528c CCSS Oral Language Development Grade K
RPDP 524c Primary Literacy Stations

### Module Total:

<b>4 cr / 32 CUs</b>	\$300	<b>24 CUs</b>	\$120
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All classes include explicit connections to the NEPF!

## TESL ENDORSEMENT

This module is designed to fulfill the Nevada Department of Education requirements for a TESL endorsement. You must join a cohort and take the courses in the order presented. These classes can also be used toward a Masters in TESL through UNLV.

\*All classes from the following menu are required to complete this module.

Class Number/Name
TESL 651 Language Acquisition and Theory
TESL 652 Methods
TESL 653 Curriculum
TESL 654 Assessment

### Module Total:

<b>12 cr / 96 CUs</b>	\$900
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## READING ENDORSEMENT

This module is designed to get teachers well on their way to a Reading endorsement. It offers 15 of the 16 credits required by the Nevada Department of Education. These classes can also be used toward a Masters in Reading through UNLV.

\*All classes from the following menu are required to complete this module.

Class Number/Name
CIL 601 Foundations of Literacy Learning
CIL 607 Comprehensive Reading Instruction
CIL 610 Content Area Literacy
CIL 621 Assessment in Literacy
CIL 622 Practicum Literacy Diagnosis and Instruction

### Module Total:

<b>15 cr / 120 CUs</b>	\$1,125
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STANDARD 1	STANDARD 2	STANDARD 3	STANDARD 4	STANDARD 5
<b>1</b> New Learning is Connected to Prior Learning and Experience	<b>2</b> Learning Tasks have High Cognitive Demand for Diverse Learners	<b>3</b> Students Engage in Meaning-Making through Discourse and Other Strategies	<b>4</b> Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	<b>5</b> Assessment is Integrated into Instruction
<b>Indicator 1</b> Teacher activates all students' initial understandings of new concepts and skills.	<b>Indicator 1</b> Tasks purposefully employ all students' cognitive abilities and skills.	<b>Indicator 1</b> Teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students.	<b>Indicator 1</b> Teacher and all students understand what students are learning, why they are learning it, and how they will know if they have learned it.	<b>Indicator 1</b> Teacher plans on-going learning opportunities based on evidence of all students' current learning status.
<b>Indicator 2</b> Teacher makes connections explicit between previous learning and new concepts and skills for all students.	<b>Indicator 2</b> Tasks place appropriate demands on each student.	<b>Indicator 2</b> Teacher provides opportunities for all students to create and interpret multiple representations.	<b>Indicator 2</b> Teacher structures opportunities for self-monitored learning for all students.	<b>Indicator 2</b> Teacher aligns assessment opportunities with learning goals and performance criteria.
<b>Indicator 3</b> Teacher makes clear the purpose and relevance of new learning for all students.	<b>Indicator 3</b> Tasks progressively develop all students' cognitive abilities and skills.	<b>Indicator 3</b> Teacher assists all students to use existing knowledge and prior experience to make connections and recognize relationships.	<b>Indicator 3</b> Teacher supports all students to take actions based on the students' own self-monitoring processes.	<b>Indicator 3</b> Teacher structures opportunities to generate evidence of learning during the lesson for all students.
<b>Indicator 4</b> Teacher provides all students opportunities to build on or challenge initial understandings.	<b>Indicator 4</b> Teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.	<b>Indicator 4</b> Teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for all students.		<b>Indicator 4</b> Teacher adapts actions based on evidence generated in the lesson for all students.