



## **Introduction**

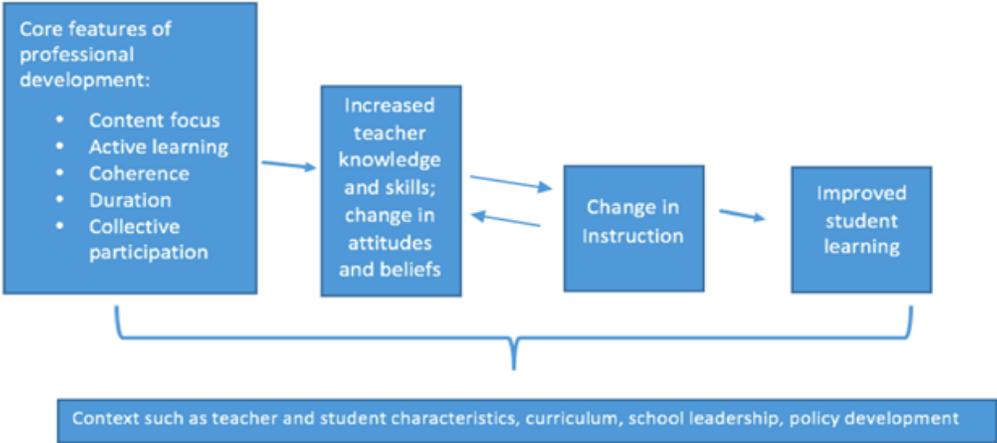
The 70th Session (1999) of the Nevada State Legislature passed Senate Bill 555, which, under Sections 16 and 17, authorized the establishment of four Regional Professional Development Programs (RPDPs) in the state. Since that 1999 session, the four programs have been reduced to three. Their collective 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 of the RPDP governing boards 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 (p. 16).

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 students 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 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 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 as needed with districts, departments, and/or schools;
- Input from the RPDG 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:*

RPDP Activity Evaluation Questions	Average 2018- 2019
1. The activity matched my needs.	4.7
2. The activity provided opportunities for interactions and reflections.	4.8
3. The presenter/facilitator’s experience and expertise enhanced the quality of the activity.	4.8
4. The presenter/facilitator efficiently managed time and pacing of activities.	4.8
5. The presenter/facilitator modeled effective teaching strategies.	4.7

RPDP Activity Evaluation Questions	Average 2018-2019
6. This activity added to my knowledge of standards and subject matter content.	4.7
7. This activity will improve my teaching skills.	4.7
8. I will use the knowledge and skills from this activity in my classroom or professional duties.	4.7
9. This activity will help me meet the needs of diverse student populations.	4.6

**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	1,867	1,249	3	24	3	279	309
Instructional	62%	68%	67%	83%	67%	36%	64%
Observation & Mentoring	19%	20%	0%	13%	0%	30%	9%
Consulting	19%	12%	33%	4%	33%	34%	26%

*Note.* The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

**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
Total Teachers	15,492	9,903	16	54	35	2,039	3,445
Unduplicated Teachers	8,676	5,546	10	30	25	1,142	1,929
Duplicated Teachers	6,816	4,357	6	24	10	897	1,516
Total Administrators	2,713	1,602	2	99	2	648	360
Unduplicated Administrators	950	561	0	12	2	227	126
Duplicated Administrators	1,763	1,041	2	87	0	421	234

*Note.* The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

**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	796	508	0	12	2	150	103
Duplicated Administrators	1,479	943	2	87	0	278	191

*Note.* The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

**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	15,749	10,397	18	145	37	1,963	3,189

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.*

**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	386	205	0	1	0	19	156
Duplicated Teachers	115	68	0	0	0	0	52

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.*

**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	100	24	5	0	0	55	16

*Note. The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.*

**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	1,867	1,249	3	24	3	279	309
NVACS	89%	93%	100%	92%	100%	80%	83%
NEPF	88%	91%	100%	92%	100%	79%	80%
Culturally Relevant Pedagogy	84%	90%	100%	92%	100%	52%	87%

*Note.* The “Other” category includes training sessions with charter schools, schools not in a district, schools in Elko, Lander, Pershing, and Washoe counties, and other types of training sessions that include participants from multiple counties.

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 19,064 teachers and administrators in schools across five counties in Southern Nevada, an area 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 318,000 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.

## **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*
  - *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*

## **Focus Goals**

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

- *Strategically collect and use research data to inform the scope and depth of professional development initiatives*
- *Strategically collect and use data to assess our efforts*
- *Apply the model of measurement required for evidence*
- *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, Technology, Computer Science, Administrative (General), and Administrative (NEPF).

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

- *Develop positive relationships and trust with teachers*
- *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.**

- *Develop positive relationships and trust with administrators*

- *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 Two: 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**

#### ***Practices for Relevance by Integrating Science and Mathematics: Project PRISM Team Impact Statement***

##### **Overview**

Practices for Relevance by Integrating Science and Mathematics (Project PRISM) was a partnership application for the 2017-2018 Mathematics and Science Partnership Grant Program. This partnership grant was submitted by the Clark County School District (CCSD) in partnership with University of Nevada, Las Vegas (UNLV), Science and Education Departments; College of Southern Nevada (CSN), Mathematics Department; and the Southern Nevada Regional Professional Development Program (SNRPDP). Kristoffer Carroll, K-12 Regional Science Trainer for SNRPDP, supported CCSD leadership in developing the framework for the project, writing the grant proposal, planning the professional learning cycle, running the professional learning sessions, and managing aspects of the grant. Project PRISM focused on two critical needs of middle school mathematics and science teachers: content knowledge in complex mathematical thinking and natural selection and strategies for making these content topics relevant and authentic to students. To address these two central needs, Project PRISM centered on four project objections: Objective 1: Teacher content knowledge of mathematics (statistics) and science (natural selection) teachers will increase based on NVACS assessments. Objective 2: Teacher efficacy for teaching mathematics and science by integrating the disciplines and using authentic contexts will increase. Objective 3: Frequency of students using the Mathematical Practices and the Science and Engineering Practices will increase. And finally, Objective 4: Teams of teachers will showcase mathematics and science integration based on school's culture. These objectives were met through a 3-phased professional learning cycle that included Phase I: Summer Institute; Phase II: Practices Implementation Workshop Series; and Phase III: Integration and Evidence workshop Series.

## Objectives and Milestones

While each of the objectives were addressed throughout the entire project, specific objectives were targeted during the phases. During Phase I, the Summer Institute directly targeted Objective 1: Teacher content knowledge of mathematics (statistics) and science (natural selection) teachers will increase based on NVACS assessments and Objective 2: Teacher efficacy for teaching mathematics and science by integrating the disciplines and using authentic contexts will increase. The summer institute was an intensive 5-day long learning experience where teachers engaged as learners of science and mathematical content through a series of coherent, phenomenon-based lessons. Teacher content knowledge, as measured by a NVACS content assessment, increased significantly for nearly all teachers from pre- to post-assessment by an average of 15%. Additionally, teacher self-efficacy also increased for both sub populations (science and mathematics teachers) indicating a greater belief in their abilities to work with students around the NVACS.

During Phase II: Practices Implementation Workshop Series, Objectives 1 and 2 were still connected, but the target shifted to teachers evaluating their current classroom practices. This shift, directly targeting Objective 3: Frequency of students using the Mathematical Practices and the Science and Engineering Practices will increase, occurred there a series of Saturday workshops lasting 8 hours each. Each workshop focused on a different aspect of the two central classroom practices of engaging in argumentation and modeling. Example lessons, peer collaboration, student scaffolds, and instructional learning opportunities were an integral part of Phase II. Teachers completed several project involving planning for and evaluating instructional strategies. All teachers were responsible for organizing and sharing evidence of students using the practices in their classrooms. Teachers then engaged in a peer review of strategies and scaffolds compared to student artifacts. This served as the measure of increase in frequency of use of the practices in classrooms as it occurred several times through the fall and early spring sessions.

Finally, Phase III: Integration and Evidence Workshop Series targeted both Objective 3: Frequency of students using the Mathematical Practices and the Science and Engineering Practices will increase, and Objective 4: Teams of teachers will showcase mathematics and science integration based on school's culture. In this phase teachers continued to collaborate on classroom practices based on student evidence, but also collaborated and worked with experts from the field regarding sharing their progress at a site function. Teachers worked with their site-based administrators to plan, organize and deliver a showcase at their respective schools. Some teachers selected a parent night to share their work. Others offered their developed scaffolds and insights as Professional Learning Community meetings for colleagues. All teachers reported and shared their experiences and results at the last Project PRISM session. Also, during this session, teachers completed a delayed post-assessment for content knowledge and self-efficacy. Teacher content knowledge maintained the gains from the post-assessment during summer institute. These results are promising as it indicates that both the knowledge gained at the institute and the work throughout the schools' year were impactful. Most often content knowledge measured by a delayed post-assessment will decrease greatly. This project continued to push the level of

understanding of these complex ideas throughout the three phases, and we believe this is what lead to the retained content knowledge of the teachers.

## **Observation Report**

Significant shifts were observed in teacher practices as a result of their participation in this project. One specific example of these shifts was an interaction between Kristoffer Carroll and one of the participants. The participant, a 5th year teacher at a CCSD middle school, asked for further support in integrating discourse into her classroom. After a couple classroom observations, Kris suggested the use of a large argument diagramming structure and students were going through the motions, but not genuinely engaging in argument from evidence. Kris helped the teacher design a strategy where the students uses large poster sized argumentation grids. As a result, the students were able to see what their peers were thinking and appropriately question the claim, evidence, or reasoning. The teacher commented back that this was extremely meaningful as she had been trying to get her students to engage in this type of discourse for months without success. The teacher then later commented that she uses this strategy about twice a month to push her student's reasoning skills and to formatively assess their understanding of complex science concepts.

Other teacher observations occurred throughout the project with similar results. Many teachers shared a greater rate of success with students engaging in the two central practices. As a result of observations, the leadership team was able to adapt elements of the project framework to directly target potential struggle points from the observations.

## **Insights, Reflection, and Next Year's Goals**

This project was a collaboration between several entities to support middle school mathematics and science teachers in two critical needs areas: content knowledge in complex mathematical thinking and natural selection and strategies for making these content topics relevant and authentic to students. The qualitative measures of teacher content knowledge, self-efficacy, frequency of use of practices, and number of sharings through the showcase indicate that this project was a very successful collaboration between CCSD, UNLV, CSN, and SNRPDP. As a result of this project, middle school mathematics and science teachers are better equipped, more knowledgeable, and confident in their ability to work with students around complex science and mathematics constructs.

The example observation above serves as direct evidence of Objective 3 being met. However, it also greatly indicates that Objectives 1 and 2 were also met as the teacher's content knowledge and efficacy play a significant role in asking for assistance and implementing strategies offered with success. Further, this type of work builds relationships that reinforce the mentor-mentee model. The teacher in this example is continuing to work with Kristoffer Carroll and is scheduled to participate in an institute that he is running this summer.

Some lessons learned is that there is a greater need than initially thought regarding the implementation of the Science and Engineering Practices in middle school grades. A majority of

the teachers reported that they had not be working with students around the ideas of engaging in argument from evidence with much success. Further, a majority of the participants indicated that they often do not work with colleagues around strategy development, implementation, and evaluation based on student artifacts. Rather, they indicated that most often collaboration was lesson plan sharing. This central “takeaway” resulted in the SNRPDP science team planning a series of workshops directly targeting integration of Science and Engineering Practices into classrooms and specific, clear, and usable strategies for the implementation of the practices into any lesson.

### ***Argumentation and Learning in Secondary Science (Project ALSS) Team Impact Statement***

#### **Overview**

The College of Education at the University of Nevada, Las Vegas submitted a two-year Great Teaching and Leading Grant for the 2017-2018 and 2018-2019 school years targeting middle school science discourse. *Argumentation and Learning in Secondary Science (Project ALSS)* seeks to support middle school teachers in engaging students in oral discussions supported by empirical evidence and scientific reasoning, constructing and critiquing evidence-based arguments, thinking scientifically, and discussing real world issues. The principal investigator requested the support of SNRPDP Secondary Science Team member Kristoffer Carroll to serve as a content and professional development expert for the project. In this role he serves as the SNRPDP representative on the project.

#### **Objectives and Milestones**

The central goal of *Project ALSS* is to provide professional development (PD) to secondary-level teachers so that these teachers can design and deliver several units of instruction that (a) are based on argument pedagogy, (b) demonstrate best or cutting-edge practice in this pedagogy, including use of student discussions, and (c) address multiple NVACSS and NEPF standards. Participating teachers engaged in a seven-day summer institute (held in July 2018) and eight follow-up sessions throughout the 2018-2019 school year.

To support the development of argumentation strategies in middle school classrooms, this project incorporated discourse coaches. The discourse coaches attended the summer institute and made classroom observations during the fall and spring of 2018-2019. During the summer institute they supported the participants in developing curriculum that incorporated targeted critical questions, discourse strategies, student scaffolds for engaging in argument from evidence, and directly addressed NVACSS target standards. SNRPDP served in a planning and leadership capacity regarding the types of lessons that could be built and the areas of largest need with respect to discourse strategies. SNRPDP also coordinated with the Principal Investigator from UNLV, other UNLV faculty, CCEA representatives, and CCSD leadership to support the implementation of this grant, select participants, and coordinate the central learning targets for the participants.

Milestones include:

- 2018, July: Summer Science Institute (7-day training)

- 2018, Fall, Semester 1: After-School Sessions (4 sessions)
- 2018, Fall, Semester 1: Teacher Observations (1 per participant)
- 2019, Spring, Semester 2: After-School Sessions (4 sessions)
- 2019, Spring, Semester 2: Teacher Observations (2 per participant)

## **Observation Report**

Teacher classroom observations were performed three times for eight teacher participants during the program. Observation cycles consisted of 1) pre-observation conference, 2) observation, 3) post-observation conference. All observations generated direct evidence of teacher participant incorporation of scaffolds and strategies to support student discourse in science. Every teacher included the critical questions, which were a focus of the summer institute, as scaffolds for students. Additionally, shifts in pedagogical strategies aimed at developing student's critical evaluation skills were noted as increasing across each observation cycle.

Observation protocols were developed to ensure consistency among leadership team members. Pre-observation conferences focused on the instructional materials preparation and incorporation of argumentation strategies consistent with the literature and the summer science institute. Observation notes were collected for each teacher participant during a half day classroom visit . Observation protocol was based on a cause and effect cycle which directly incorporated NEPF Standard 3, Indicators 1, 2, and 3. These notes were then shared with the teacher during the post-observation conference. During the post-observation conference, the focus was on feedback to adjust and strengthen pedagogical skills targeting student discourse. Notes from the discourse coaches were then compiled by the leadership team, analyzed to identify patterns, and the patterns were used to focus professional learning during the after-school sessions.

## **Insights, Reflection, and Next Year's Goals**

The goal of this two-year grant project is to support middle school teachers in engaging students in oral discussions supported by empirical evidence and scientific reasoning, constructing and critiquing evidence-based arguments, thinking scientifically, and discussing real world issues. To support the success of this goal, there are three objectives 1) summer institute targeting teacher content knowledge and argumentation practices, 2) teacher curriculum development incorporating critical questions for discourse, and 3) discourse coaches completing cycles of observations-action steps-conferences. The grant leadership team has made significant progress toward achieving each of the three objectives.

Currently, the data collected from the participants and discourse coaches who have completed the program show a strong correlation between this style of coaching and teacher classroom practices and shifts. The discourse coaches changed both content and pedagogical knowledge based on the pre- during- and post-assessments and interviews. This intensive program resulted in significant, high-quality, standards-based classroom shifts. Sadly, due to changes in the administration of the Great Teaching and Leading Fund grant process, project ALSS cannot be continued into the 2019-2020 school year; however, many of the scaffolds, instructional tools, and strategies have already been incorporated into the newly developed instructional material in the Clark County School District. The tools and materials developed from this project are also

shared throughout the SNRPDP science network. This fact serves as evidence of the types of impacts these projects can have on large systems.

## **Endorsement and Certificate Areas**

### ***K-12 Reading Specialist Endorsement (CILR) Program Team Impact Statement***

#### **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 Cannon is the full-time regional trainer assigned to this project and two part-time trainers teach the classes. The goal of the program is to provide a pathway for teachers to increase their knowledge and abilities to effectively teach all students to read.

#### **Objectives and Milestones**

The CILR program has three main objectives:

- Increase teachers' theoretical and practical knowledge in the area 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.

One objective of the CILR program is to increase teachers' theoretical and practical knowledge of reading instruction with seven, 3-credit courses in reading to include each of 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 to 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. They 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 three-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 RPDP-CILR courses.

### **Insights, Reflection, and Next Year's Goals**

Eighteen teachers completed the CILR program during the 2018-19 school year with five teachers indicating their intent to pursue the Master's program 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. This year, the schedule was revised to allow for a semester-long practicum (in previous years, the practicum was seven weeks long), which proved to be very beneficial for both the teacher and the student. As a result, the course schedule for next year will follow the same model.

## ***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 Cannon is the full-time regional trainer assigned to this project and five 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 computers 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 35 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.
- 2018-2019 saw the successful integration of participants from Washoe County School District. The RPDP technology team assisted the five part-time trainers in integrating new audio-visual communications tools into their library classrooms so that these outlying participants could attend via remote classrooms. The online components were also streamlined with migration from Edmodo to Google Classroom and G-Suite.
- 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. Each year the five 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 five part-time trainers 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. 2018-2019 saw great success with the integration of participants from Washoe County, Nevada. Classroom teachers in the northern areas of Nevada will be able to enroll and participate via remote classrooms and online.

## ***K-12 Endorsement in Teaching English as a Second Language (TESL)***

### **Overview**

The SNRPDP Teaching English as a Second Language (TESL) Endorsement is a 12-credit program designed to help Nevada licensed teachers earn credentials in TESL. Courses are offered through the Southern Nevada Regional Professional Development Program (SNRPDP) in collaboration with the University of Nevada, Las Vegas. The TESL Endorsement program is coordinated and taught by Valerie Seals. There are seven part-time instructors who teach various courses included in the program. The goal is to not only provide Nevada teachers with courses to earn a TESL endorsement, but to educate and support teachers of English learners so they can improve student achievement and language acquisition.

### **Objectives and Milestones**

The program is designed to:

- meet the national TESOL standards
- prepare theoretically informed and practically equipped TESL teachers
- support the growing population of English Learners in U.S. classrooms

Throughout the 2018-19 school year, Valerie attended several of the Nevada Department of Education's English Mastery Council and TESL Subcommittee meetings to keep informed on the coming English Language Acquisition Development (ELAD) endorsement and stay current with the state's requirements for the TESL Endorsement and TESL standards.

Within the TESL endorsement program, participants explored the theories, processes, and issues in first and second language acquisition and the factors which affect second language development. Through an examination of cultural considerations, participants examined cultural stereotypes relating to English Learners (ELs) and non-EL students and evaluated programs available for second language learners at their school site. Participants also acquired a blend of methods and strategies that support the teaching of EL students in specific grade levels and/or content areas. In addition, they identified effective curricular strategies to meet the needs of their ELs and the Nevada Academic Content Standards. Lastly, authentic forms of assessment were designed. The purpose of the authentic assessments was to inform instruction on concepts and language acquisition and to provide feedback to students.

In addition to the courses to support the TESL Endorsement, a workshop, *ELL: GO TO Strategies*, was provided to K-12 teachers. This nine-hour workshop provided participants strategies and scaffolding options when working with their ELs. Participants also gained an understanding of how the strategies support language acquisition.

The population of English learners continues to grow throughout the United States. With this growth comes the need for teachers to have an endorsement in Teaching English as a Second Language and to take workshops/courses in current English language development research. SNRPDP's TESL Endorsement program provided 40 educators from CCSD, Nevada Charter schools, and rural area schools the courses they needed to become TESL endorsed and

an additional 20 participants took workshops with strategies and supports for their ELs. Therefore, the program impacted approximately 60 classrooms with ELs.

Through a collaboration with the Northwest Regional Professional Development Program (NWRPDP), SNRPDP has begun to transition from the current TESL Endorsement courses to courses that will support the ELAD Endorsement. SNRPDP will offer the final two TESL courses to the remaining cohort of participants while submitting syllabi to UNLV to support teachers with Nevada's ELAD Endorsement.

### **Classroom Observation Report**

During the course of the 2018-19 school year, Valerie conducted two classroom observations. The goals of these observations were to observe and reflect on the implementation of appropriate scaffolds and support for English learners with the use of data from an authentic assessment. Feedback was given in terms of how the scaffolds and support were being used within ELA instruction. Dialogue between the teachers and Valerie was centered around using the most appropriate methods and strategies for English learners and creating authentic assessments to inform instruction and monitor students' language acquisition.

### **Insights, Reflection, and Next Year's Goals**

With the development of SNRPDP's TESL Endorsement program, more educators in Southern Nevada have received valuable training in teaching, supporting, and advocating for English learners. As the number of ELs in our schools increase, there will continue to be a need to provide this program to educators in K - 12 schools throughout Southern Nevada. The team is building capacity with part-time instructors, and adding new instructors when needed, to ensure a sustainable program with shared vision of preparing theoretically informed and practically equipped TESL teachers and meeting the national TESOL standards.

After implementing the changes addressed during the program review last spring, TESL program courses were more cohesive and provided participants a better sequence of learning. This was evident in the evaluations completed for the courses. Participants commented that they liked having the assessment course at the beginning of the program, so they can develop assessments to better address their students' needs. Then while taking the curriculum and methods courses, they were able to use the assessment data to drive their instruction. Participants reaped the benefits of learning and applying research, concepts, and strategies using many methods throughout the year.

SNRPDP's goal for 2019-2020 is to seamlessly transition to courses that support the ELAD Endorsement. This involves revising *TESLR 651 Theories of Second Language Acquisition* and *TESLR 654 Assessment*, combining *TESLR 652 Methods & Materials* and *TESLR 653 Curriculum*, adding a course in Policy, Critical Issues and Best Practices and providing participants a practicum experience. This will be accomplished with a partnership with NWRPDP regional trainers and in collaboration with UNLV. The goal is to be offering ELAD courses by January 2020.

In addition to the courses offered for credit, the team offered one workshop to support the participants who have completed the endorsement program and for those who need support working with their ELs. The team will be offering two additional workshops during the 2019-2020 school year. The workshops will support educators in Digital Literacy and The Language Rich Classroom.

With the shift to the endorsement in ELAD and the offering of workshops, SNRPDP's TESL Endorsement program will now be titled, English Language Development (ELD) program.

To continue to support the growing number of ELs and their teachers, Valerie hopes to work with the professional organization, NVTESOL, Nevadans Teaching English to Speakers of Other Languages. Valerie has plans to present at their inaugural conference in September 2019. A partnership would provide an invaluable resource for educators. NVTESOL not only supports EL teachers but provides additional professional development opportunities for all teachers.

### ***Middle School Math Certificate Program***

#### **Overview**

The Middle School Math Certificate Program (MSMCP) consists of one full time facilitator and instructor- Carol Long. One other trainer, Candice Meiries, serves as a teacher for a course within the program. In addition, the 2018-19 program utilized three part time trainers as instructors of various courses. This program consists 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*. Each course includes modeling of The Components of an Effective Lesson, Teacher Expectancies and NEPF standards. The impact for teachers includes 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**

The goals of the 2018-19 Middle School Math Certificate program includes increasing teacher content knowledge and effectiveness, improving teaching strategies and pedagogy, problem solving, improving knowledge of assessment examples, and increasing rigor. 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.

This year some participants requested assistance with Middle School Math Praxis preparation. At the end of the program, five workshop classes were created to help them review materials and prepare for this high-stake test.

Use of applicable SBAC sample questions within each course demonstrates the level of thinking and the melding of skills and concepts required for students to be successful on their standardized exams. It also makes teachers aware that teaching only basic skills is not enough to truly master NVACS standards; thus, the need for real world and rigorous problem solving in the classroom.

### **Insights, Reflection, and Next Year's Goals**

Some participants still need additional time to master the skills required in the algebra course. Adding an additional class meeting seemed to allow them ample time to learn, practice, and master the skills and concepts required in this course. Individual tutoring/assistance was provided to help fill this need.

In addition to the modifications made in the problem-solving class this past year, plans include continued efforts to improve modeling teaching strategies, building group dynamics, discourse, and scaffolding of problems to use with students.

Creation of the Praxis Preparation workshops should assist some of the teachers, especially those teaching elementary grades, review and maintain skills developed during the program with concepts and skills not taught/utilized at their grade level.

Next year, instructors will incorporate Praxis sample questions within their assigned course to help participants become aware of the question types asked, the skills and concepts tested, and the difficulty of questions being tested at the end of the program.

The instructors also need to consider creating calculator workshops using the Praxis online calculator, since it is very different than the TI-graphing calculators used in most schools.

Although the program always seeks to increase teacher enrollment in the MSMCP, next year the math team will endeavor to increase attendance by at least 10% - 20%.

## Content Areas

### *Kindergarten Literacy Impact Statement*

#### **Overview**

Robyn Markovic is the SNRPDP Kindergarten Literacy Trainer. Robyn works with kindergarten teachers in five counties to provide support in all areas of literacy. In addition, Robyn supports administrators and strategists in best practices for early literacy. Classroom modeling and observing, coaching, mentoring, providing in-services, creating and offering courses, workshops, and conferences and facilitating The Kindergarten Korner (Google Classroom) are some of the many ways that Robyn supports educators. Robyn has four part-time instructors that assist her with classes and workshops.

#### **Objectives and Milestones**

Robyn was in schools and classrooms on a regular basis modeling lessons, helping plan instruction, observing lessons, and providing in-services. When not at school sites, Robyn worked on the other RPDP projects described below.

The Kindergarten Literacy Instruction Professional Growth Module continued to be offered throughout the school year. Each of the five courses (Oral Language Development, Writing, Sharing Text, Primary Literacy Stations, and Classroom Management) was offered. Teachers took a pre-test to determine their prior knowledge on the topic before each course. At the conclusion of each course, teachers took a post-test to determine if the course improved their understanding of the topic. When teachers completed all five courses, they received a certificate of completion and were asked to write an impact statement explaining how the RPDP courses affected their teaching and student achievement.

Continuation workshops, six hours in length, were created and offered. The workshop topics included Small Group Instruction, Using Wordless Books for Oral and Written Language, Technology in the Kindergarten Classroom, and Kindergarten 101 (an introduction for new teachers to the grade level). In the workshops, professional literature on the topic was read and discussed. Practical and immediately applicable strategies were modeled. Teachers applied the theory and practice into their classrooms and reflected on their teaching and their students' learning.

Robyn continued to facilitate a Google Classroom called The Kindergarten Korner as a forum for teachers to collaborate and share ideas. Robyn and two part-time instructors provided content in ELA, math, science, social studies, and health, as well as the Nevada Academic Content Standards (NVACS) and the Nevada Educator Performance Framework (NEPF). Regularly scheduled posts (26 per content area) provided teachers with lesson ideas and materials to enhance their instruction and increase student achievement. Over 78 posts provided teachers with hundreds of teaching resources. Teachers were encouraged to share their ideas, lessons, resources, etc. by posting in order to create a learning community. The Kindergarten Korner has approximately 550 members.

In the fall, Robyn held the annual RPDP Early Literacy Conference and Jack Hartmann presented. Over 150 Pre-K and kindergarten teachers attended the conference and learned how to incorporate music into the curriculum to meet the needs of all learners. Robyn collaborated with Jack Hartmann after the conference to create music videos specific to the needs of NV students. The videos focused on letter identification and ending punctuation marks.

Robyn spent the past 15 months collaborating with the International Literacy Association (ILA) on a regular basis to host the ILA Intensive: NV in June of 2019. Robyn headed every aspect of the conference from securing a venue, to creating the theme - Equity and Access to Literacy, to vetting over 100 presenter proposals, to organizing over 60 sessions and three keynote speakers (Sharroky Hollie, Lilliam Rivera, and Cornelius Minor). The conference has three strands to meet the needs of all attendees - early literacy educators, administrators, and classroom teachers. Over 550 educators, from around the country, will be in attendance. In addition, Robyn created and managed a scholarship fund that allowed 190 educators from Nevada to attend the ILA Intensive without paying the registration fee. Scholarship recipients submitted essays stating how they would benefit from the conference and use the information to increase student achievement. SNRPDP paid their scholarship recipients' registration fees.

### **Classroom Observation Report**

Robyn observed kindergarten and some first grade classrooms based on teacher and administrator requests. During these observations, the trainer looked for evidence of the NVACS and the NEPF. She also looked for student engagement. Afterwards, Robyn met with each teacher to discuss her findings and brainstorm ways to improve instruction and student achievement. Robyn sent a follow-up email with additional resources to support the teacher's area of need (i.e. a link to an article on student engagement or a website with strategies to promote student discourse). The trainer also scheduled a future date for a follow-up observation to see how the teacher incorporated suggestions and whether additional support was needed. Robyn emailed the teachers every few months to "check in" and see how she could support them or answer or any questions. Robyn used the information from her observations to plan the content for The Kindergarten Korner Google Classroom posts. She realized that many teachers had the same questions and needed the same type of assistance, so she was able to address the needs of the masses through this forum.

As a counterpart to her observations, the trainer found modeling lessons to be very effective. It was extremely helpful for the teacher to observe the trainer teaching the skill or concept to **their** students. They noted evidence of the NVACS and NEPF in the lesson. They also noted elements of instruction such as the Components of an Effective Lesson (CEL), the Gradual Release Method, pacing, engagement, feedback, management, etc. Afterward, the trainer and the teacher conferred about the lesson and why it was effective.

## ***Elementary Literacy Team Impact Statement***

### **Overview**

The Southern Nevada Regional Professional Development Program Elementary Literacy trainers focused on the professional growth of teachers in all areas of literacy to support student achievement. Mendy Henry, Shan Cannon, and Valerie Seals were full-time trainers for the Elementary Literacy team and worked in a variety of roles in order to serve the districts, schools, administrators, and teachers within southern Nevada. In addition to school- and district-wide literacy support, each trainer facilitated at least one special project. Mendy oversaw Literacy classes that could be taken for workshop professional development or UNLV graduate credit courses. She had one part-time trainer teaching literacy classes for teachers and administrators in Southern Nevada during the 2018-2019 school year. She supported this trainer through the writing of content for the following courses: *RPDP 529f Visible Learning for Literacy* and *RPDP 529g Strategies for Teaching Informational Text*. *RPDP 529f, Visible Learning for Literacy*, was offered in the summer of 2018 at RPDP's Summer Institute. This class quickly filled and had a waiting list, so Mendy determined that this course would be offered again in the fall of 2018 to meet the needs and interests of elementary teachers. When offered again in the fall of 2018, this class quickly filled and had a waiting list of elementary teachers wanting to take the course. In the spring of 2019, Mendy offered *RPDP 529g, Strategies for Teaching Informational Text*. This class had an enrollment of 30 teachers and 2 administrators. Shan facilitated two endorsement programs: The K-12 Endorsement to Teach Reading (CILR) and the K-12 School Library Media Specialist Endorsement (LMS). The 18-credit CILR program had two part-time trainers, and the 21-credit LMS program had five part-time trainers. Valerie oversaw the K-12 Endorsement in Teaching English as a Second Language. There was one cohort that completed the 12-credit program over the course of the school year and two more cohorts that began in the Spring 2019 with plans to complete the program in the Fall 2019.

### **Objectives and Milestones**

During the 2018-2019 school year, the Elementary Literacy Department supported the rural counties and the rural consortium of coaches in the areas of coaching and early literacy by providing explicit instruction to coaches in how to address their grade specific Nevada Academic Content Standards in English Language Arts. Professional development trainings and modeled coaching strategies were provided over the course of the year in order for coaches to glean new strategies to support their K-2 teachers at their school sites. By modeling strategies for coaches, it provided an opportunity not only to see a strategy connected to grade-specific standards but also fostered dialog around how to improve current teaching practices at their school sites to support student achievement. Participation from coaches from several rural counties within the consortium was also key in the implementation of these training as it provided a focus for future work planned with these rural counties in the upcoming 2019-2020 school year.

The Elementary Literacy department offered two courses that focused on comprehension of informational text and researched-based strategies to improve literacy instruction based upon meta-analyses studies that have high effect size. These two courses were offered to administrators, teachers, and paraprofessionals in order to increase their knowledge of impactful

literacy practices. The classes offered are literacy-focused, courses that teachers may take for their Professional Growth Plan and/or for license renewal. The Elementary Literacy Department is responsible for writing and teaching these courses and training new instructors if needed. The content learned in these classes directly ties to student achievement when implemented within the classroom. The Elementary Literacy Department also offers several of these courses during a yearly Summer Institute where teachers can take summer classes. Facilitation of these courses and this event is a joint effort by the Elementary and Kindergarten Literacy Departments.

The Elementary Literacy team provided site-based training and support in Clark County related to the SBAC Assessment. Grades 3-5 teachers in over 20 elementary schools received the training, which focused on the SBAC ELA Claims and Targets in order to better understand the ELA content standards. Instructional strategies and resources were provided in the trainings to assist teachers with ongoing standards-based instruction. One particular resource was a grade-specific (grades 3-5) booklet, titled *Stepping Up to the Standards*, that was created to promote higher order thinking during instruction. The booklet provides sample question stems aligned to the Nevada Academic Content Standards (NVACS) scaffolded by depth of knowledge (DOK) levels and are designed to assist teachers in providing appropriately rigorous instruction to foster student discourse and increase student achievement.

Site-based training and support was also provided in the areas of the Nevada Educator Performance Framework (NEPF) in Literacy Instruction and Formative Writing. Grades K-5 teachers were provided the opportunity to attend trainings that looked at research, methodology and classroom strategies in literacy instruction with a focus on each of the five NEPF Instructional Standards: *New Learning is Connected to Prior Learning and Experience, Learning Tasks have High Cognitive Demand for Diverse Learners, Students Engage in Meaning Making through Discourse and Other Strategies, Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning and Assessment is Integrated into Instruction.*

Formative Writing training was provided to teachers during SBCT and PLC throughout the year with an emphasis on the NVACS Writing Standard 1: Opinion Writing. Grades K-5 teachers were provided training on how to effectively use the Formative Writing Tools and the data gleaned from these tools to inform instruction. Support was provided during PLCs to norm student writing in order to align grade level writing instruction.

### **Classroom Observation Report**

The Elementary Literacy Department conducted four classroom observations ranging from third to fifth grade during the 2018-2019 school year. The premise of these observations was rooted in the implementation of the Formative Writing Tools and high-quality writing instruction addressing Writing Standard 1 of the Nevada Academic Content Standards (writing opinion pieces). Professional Development was provided on the Formative Writing Tools and high-quality writing instruction. The observations were completed and feedback was given in terms of how Writing Standard 1 was addressed and the use of the formative tools. Dialog among administrators, learning strategists, and teachers around using the Formative Writing Tools and high-quality instruction within instruction supports student achievement.

Based on classroom observations from Read by Grade Three (RBG3) coaches, the Literacy Department also worked with CCSD literacy coaches to support their staff in the areas of literacy and best practices connected to the NEPF. The team offered several site-based trainings in the areas of writing, reading complex text, and differentiated instruction to address areas of improvement school-wide.

### **Insights, Reflection, and Next Year's Goals**

Based on feedback from participating schools, the *SBAC + Stepping Up to the Standards* trainings will continue during the 2019-20 school year. Many of the schools who received these first trainings expressed interest in continuing the work of standards-based instruction, building on the resources already provided. The elementary literacy team plans to develop workshops and site-based trainings to support this on-going work. Additionally, a number of schools who did not participate in these trainings during the 2018-19 school year have requested support and will receive the trainings during the coming school year.

The Elementary Literacy Team will continue to work with RBG3 coaches to support their staff in the area of literacy and best practices.

The presence and support of the SNRPDP Literacy department 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. Clark, SNRPDP's largest county, has many teachers new to the profession that need modeling and mentoring of effective research-based ELA practices that they can implement in order to address the wide needs of their students. SNRPDP can offer such support as the Elementary Literacy Department has a working knowledge of current resources and research-based practices to positively impact student achievement and support teacher efficacy.

### ***Secondary Literacy Trainer Impact Statement***

#### **Overview**

Secondary Literacy has two full time Regional Trainers and six part-time instructors. The full-time trainers are Laurie Thompson, who works mainly with middle school, and Saralyn Lasley, who works with mostly high school. The overall goal for Secondary Literacy for the 2018-19 school year was to continue to support secondary teachers' professional growth in all areas of literacy. This included working with secondary ELA teachers on NVACS, curriculum development, and assessment, while also providing literacy and NEPF support for content area teachers.

## **Objectives and Milestones**

### *UNLV Credit Courses and CU Workshops*

During the 2018/19 school year, Secondary Literacy continued to offer graduate level courses through UNLV. Five courses, ranging from one to three credits, using face-to-face, blended and online platforms, were offered in the fall; and five different courses, ranging from one to three credits, also using face-to-face, blended and online platforms, were offered in the spring. Secondary Literacy credit courses range in topics from classes designed specifically for ELA teachers and other classes designed to support literacy practices in other content areas. Two new one-credit middle school ELA classes were added in the spring, and the Brain Workshop Series was offered both in Lincoln County and Clark County. To accommodate teachers from all areas of CCSD, classes were offered at different locations throughout the district. Curricula are based on UNLV course requirements, the Nevada Academic Content Standards and the NEPF. Educators who take these classes can earn UNLV credit for recertification and CUs for district pay raise.

### *Smarter Balanced Assessment Consortium (SBAC)*

Upon request, trainings on how to connect SBAC to daily instruction (Part 1) were provided to middle schools. During this training, teachers analyzed the NVACS to gain a deeper understanding of how the NVAC standards build and work together. Next, teachers examined the SBAC ELA blueprint for grades 6-8 to understand the components (Claims and Targets) of the assessment. Teachers were then able to analyze how SBAC is aligned to the NVACS. Finally, teachers gained an understanding of the Interim Assessment Blocks (IABs) provided by the Data Recognition Corporation (DRC). Teachers were taught how to calibrate scoring of short written responses by using the rubrics provided by the DRC. Each school was provided a grade level binder with all rubrics readily available to copy and use. Several schools reported that implementation of the rubrics into instruction, in fact, increased student achievement.

### *Stepping Up to the Standards*

After completing the SBAC Part 1 training, interested schools received Part 2, a training based on an instructional resource titled *Stepping Up to the Standards*. Each participating middle school ELA teacher received this grade-specific resource that was created to provide leveled questions to promote higher order thinking during instruction. It provides sample depth of knowledge (DOK) question stems that are aligned to the Nevada Academic Content Standards (NVACS). The question stems provide a framework to assist teachers with crafting scaffolded DOK questions to be used during instruction to foster student discourse and increase student achievement. Several administrators reported that teachers utilized the *Stepping Up to the Standards* booklet to rewrite their unit tests as well as semester exams, providing an increased rigor that is required on the final summative SBAC assessment.

### *Site Based Teacher Support*

Secondary Literacy continued to support individual school needs by providing on-demand, site-based trainings. Many middle schools requested curriculum mapping to evaluate the alignment of the school's resources to the standards. The trainer developed a long-range planning tool, as well as weekly planning tools, as a way for teachers to keep track of the standards being taught.

The trainer provided a sample unit with completed yearly and weekly planning tools to help participants gain a deeper understanding of the curriculum alignment process. This mapping process also enabled teachers to identify standards being omitted. As a result of this process, teachers were able to effectively evaluate the school's resources and create supplements for the omitted standards. Additionally, Secondary Literacy continued to support the writing across the curriculum initiative started three years ago at Green Valley HS. At the principal's request, the high school trainer returned to Green Valley High School five times during the course of the 18/19 school year to work with new teachers and new hires to GVHS. Finally, Secondary Literacy supported all secondary ELA teachers at two Somerset Academy campuses with five all-day trainings with online support using Google Classroom. The goals were to vertically and horizontally align ELA curriculum grades 6-12, create a leveled reading list, and a grades 6-12 writing progression.

### **Classroom Observation Report**

Secondary Literacy conducted observations at two high schools in CCSD. At Canyon Spring HS, the trainer was asked to spend two days observing and mentoring ELA teachers in an attempt to align their instruction to the standards. At the beginning of the year, the high school trainer was asked to support the high school ELA teachers at Somerset with full day trainings; however, the administration was not clear on how best to support their teachers. With that in mind, the trainer spent two days observing and conducting a needs assessment. Because of these two days, the trainer was able to develop ongoing PD that suited Somerset Academy's individual needs.

### **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 all five Southern Nevada counties.

The 2018-19 school year in CCSD was difficult for several reasons. The district's financial problems, the reorganization, and new Professional Growth System left teachers overwhelmed and fearful of what the future might bring. This dramatically impacted Secondary Literacy's credit courses. At one time, classes were full, often with a waitlist; however, as teacher concern over pay raises continues into the fourth year, attendance has waned significantly. With this in mind, Secondary Literacy offered fewer credit classes this year and more workshops for CUs. Based on this year's response, Secondary Literacy will continue to offer fewer credit classes, while adding more CU workshops. Currently, for the 2019-20 school year, Secondary Literacy has created 14 separate social studies workshops to help middle and high school social studies teachers develop curriculum aligned to their new standards. The first round of workshops, starting June 19 and 20, are already full. The Brain Learning Workshop Series was offered in CCSD twice and in Lincoln County. Attendance was good, and based on teacher feedback, the series will be offered again in 2019-20.

Based on data collected from a google survey for high school ELA teachers on their professional development needs, Secondary Literacy has created four, three-hour high school assessment

workshops for the Fall of 2019. These workshops are designed to show teachers how to integrate the NVACS, NEPF, and state assessments (EOC and ACT) into their regular instruction. Activities will include creating close reads that synthesize complex texts, writing text dependent questions that mirror the assessments' complexity and question stems, varying writing tasks for purpose and audience, and scoring writing exemplars.

The on-demand, site-based trainings have been successful as is evidenced by both teacher and administrator reflections and online evaluations. Additionally, after most of the initial trainings, the trainer was asked to return to the school for multiple follow-up sessions. The goal for the 2019-20 school year is to continue working with the partnered schools, especially those that have already scheduled to continue professional development with RPDP.

### ***Secondary Literacy Teacher Leadership Impact Statement***

#### **Overview**

During the 2018-19 school year, Secondary Literacy Regional Trainer, Saralyn Lasley, provided professional development opportunities to build and support teachers as leaders at their school sites and across CCSD. Secondary Literacy advocates for teacher professionalism and expanded leadership roles based on the understanding that teachers can impact educational change without leaving the classroom and in an effort to attract and retain qualified teachers in Southern Nevada.

#### **Objectives and Milestones**

##### *Learning Strategist Workshops*

Secondary Literacy has been offering quarterly Learning Strategist Workshops for over a decade. Teacher leaders in the capacity of learning strategist or literacy/math specialist are invited to four, all-day trainings during the course of the school year. The first workshop, offered in early September, is devoted to community building and assessing the needs at each of the sites represented. 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 instruction, particularly differentiation and Response to Intervention. Class sizes in CCSD are so large and so diverse in both ability and language levels that teachers struggle daily to adjust instruction so all students can learn. For the final workshop, the strategist brought with them student writing samples along with the writing task the students used. During this workshop, the trainers focused on showing teachers how to analyze and evaluate a writing task to ensure alignment to grade level standards and student access. The rest of the workshop was devoted to helping the strategists understand the SBAC/EOC scoring rubrics, calibrate to the rubric, score their own student papers and create an annotated set of exemplars to take back to their sites.

### *National Board Candidate (BC) Writing Workshops*

Starting in the spring of 2017 and continuing through the 2018-19 school year, Secondary Literacy offered two rounds of the NBC Writing Workshops at two different CCSD locations. Each round included a series of four 3-hour workshops. The goal of the workshops is to support National Board Candidates' thinking, planning, and writing as they work through the National Board Certification process. Candidates who attended all four workshops and participated in the revision activities in Google Classroom earned 4 CUs for participation. Over the last two years, over 200 K-12 teachers from all content areas were impacted by these workshops.

### *Southern Nevada Educator Leadership Symposium (SNELS)*

For the fifth year, Secondary Literacy worked collaboratively with CCEA, CCSD, Nevada Succeeds, Nevada Department of Education, Public Education Foundation, and various other educational stakeholders to provide a one-day Teacher Leadership Symposium on January 26 at Spring Valley High School. The purpose of the symposium was to increase leadership opportunities for educators at their local sites, throughout Southern Nevada, and across the greater community by supporting teachers who seek leadership roles and opportunities. The symposium was attended by over 200 educators and educational stakeholders from Nevada where they focused on advancing student outcomes by expanding opportunities for teacher leadership. Through keynote speakers, break-out sessions, and roundtable discussions with Nevada politicians, the symposium covered a broad range of educational topics from pre-K to college: equity and diversity, politics affecting education, global learning, technology, the Nevada Academic Content Standards, the NEPF, partnerships with parents, etc. RPD Secondary Literacy played a significant role in developing and facilitating the symposium by creating the program, recruiting and facilitating the break-out sessions and presenters, and working with participants and presenters during the actual symposium day. Secondary Literacy also arranged travel and accommodations for participants from rural Nevada and the Reno area.

### **Insights, Reflection, and Next Year's Goals**

Overall, the 2018-19 school year provided multiple opportunities to successfully impact teacher leadership in Southern Nevada. Established initiatives, such as the Learning Strategist Workshops, SNELS, and NBC Writing Workshops, continued because participant evaluations and comments indicated they were positively impacting teachers and ultimately student learning.

The Learning Strategist Workshops continue to be successful and meet the needs of the participants because the agenda changes each year depending on data gleaned from the needs assessment activities used during the first workshop. Over the years, this community of teacher leaders has grown significantly. To date, there are 73 strategist that either attend the workshops or communicate regularly through the google classroom. Due to high demand, the Learning Strategist Workshops will continue next year with the first workshop devoted to assessing their needs in the 2019-20 school year.

The National Board Candidate Writing Workshops continue to be successful as is evidenced by participant evaluations and google surveys. One of the biggest challenges candidates face is the blank page. They become so overwhelmed with the magnitude of the certification process that some candidates struggle to even start writing. Even though evaluations indicated that the workshops helped them, some candidates are still unable to start writing soon enough to submit by the deadline. With this in mind, the trainer built in mandatory writing time during the workshops, so everyone will have started writing well before their submission deadlines. In the fall, National Board Candidates, who had completed the workshops during the 2017-18 school year and received scores for their component submissions, took a brief survey to assess the impact of the workshops. To date, all candidates who completed the workshops have passed all the components they submitted (100% pass rate). Evaluations continue to show the writing workshops as a much-needed resource for NB Candidates, so they will continue next year.

The evaluations from SNELS have always indicated that the symposium was successful for both presenters and participants; however, the committee continues to reflect on ways to improve the experience for teacher leaders. This year, the committee used exclusive barcodes for each presentation, so participants could assess individual presentations, rather than only evaluating the whole event. This information will be invaluable for next year's SNELS when the trainer recruits presenters. This conference format has been such a successful way to provide professional development to large numbers of teachers that Secondary Literacy is planning to collaborate with Southern Nevada Writing Project (SNWP) to host a writing conference in the spring of 2020.

### ***Elementary Mathematics Team Impact Statement***

The Elementary Mathematics Team consisted of two full-time trainers: Kathy Dees and David Janssen, and three contracted trainers: Nicole Jawhari, Sheila Scarborough, and Sue Dolphin. Each trainer brought specific strengths and skill sets to the overall K-5 mathematics professional development program. The team's primary activities for the 2018-19 school year included the following tasks: 1) provide in-service and workshop support at school sites requesting specific trainings for the Nevada Academic Content Standards (NVACS), Smarter Balanced Assessment (SBAC), Nevada Educator Performance Framework (NEPF), mathematics content, and instructional strategies, etc., 2) provide professional development support and service to the non-CCSD charter schools and all five SNRPDP county school districts including individual schools/departments in Clark, Lincoln, Mineral, Nye and Esmeralda counties, and 3) provide elementary mathematics courses for credit through the University of Nevada Las Vegas (UNLV) for professional development and license renewal.

### **Objectives and Milestones**

Progress and achievements relating specifically to each objective are as follows:

1. Trainings and professional development were formatted into full or half-day workshops, grade level meetings, CCSD SBCTs (Site Based Collaboration Time), and general staff meetings. In-class modeling, coaching, and other trainings were also provided to support

best practices and the NVACS. Best practices included the use of models and tools, mathematical discourse, effective questioning, problem solving, differentiation, higher level thinking, growth mindset, effective implementation and use of assessments, etc. The math trainers helped teachers examine the NVACS to ensure that problem solving was sufficiently and effectively taught in all classrooms. Teachers also participated in grade-specific trainings designed to deepen their content knowledge base through effective instructional strategies and implementation of site-based resources. Many of the workshops and classes offered in CCSD before or after school allowed teachers to earn contact units (CUs) for salary advancement. At times, the use of substitute teachers provided an opportunity for RPDP trainers and teachers to work together during the academic school day to strengthen teachers' skills in order to meet the needs of a wide range of learners. This form of professional development is extremely effective in developing on-going relationships with administrators and teachers. In addition to teacher training, the RPDP elementary math trainers provided support for CTTs (certified teacher tutors) in some elementary schools. CTTs are often used to provide additional support and instruction in order to meet the needs of all learners. However, minimal training is typically provided for the CTTs so, in a number of schools, the RPDP elementary math team provided support for CTTs, classroom teachers, and strategists to assist them in the effective implementation of NVACS and differentiated instruction to struggling students.

2. Continued support was offered and provided for the growing number of charter schools throughout Southern Nevada as well as in the rural counties of Lincoln, Esmeralda, Nye, and Mineral. Work and support in charter schools consisted of grade level in-services, observations, and after-school tutoring. Upon request, Mineral County received professional development supporting NVACS and the implementation of a newly adopted mathematics program. In addition to before and after school workshops, many of these professional development in-services included classroom modeling of content and best practices.
3. The elementary mathematics team facilitated four one-credit classes through UNLV that were offered during the academic school year, as well as during the summer. All five southern counties had the opportunity to attend these accredited courses. Content specific courses were offered to ensure that the needs of the individual teachers/regions were met. Courses supported the NVACS and NEPF with a focus on growth mindset, K-2 Number Talks and discourse, fractions in grades 3-5, and student metacognition. Teachers also examined content standards across grade levels within each domain.

The elementary math team also organized a summer conference for over 150 teachers in Southern Nevada. The focus of the conference was metacognition. The conference provided teachers an option to acquire one university credit and/or contact units (CUs) for CCSD teachers, or just as an option for professional growth.

### **Classroom Observation Report**

No formal observations were conducted by the elementary mathematics team. However, at the request of a number of CCSD elementary schools and non-CCSD charter schools, informal

classroom observations were conducted to provide feedback to teachers regarding the use of best instructional practices and the NVACS. These observations were non-evaluative. Many times throughout the school year, when the elementary math team provided an in-service or training, they followed up with a coaching/observation cycle in which the trainer: (1) modeled best practices in the classrooms, (2) observed classroom teachers implementing the new practices, and (3) provided feedback to the teachers. This form of professional development was highly supported by administrators and teachers throughout the year.

### **Insights, Reflection, and Next Year's Goals**

The SNRPDP elementary mathematics team has found working with teachers in their classrooms to be highly effective in the eyes of site administrators and classroom teachers, so the opportunity to pay for substitute teachers has been a strong support system in providing professional development. Also, with over 250 elementary schools in the five southern counties, the elementary math team has found it very beneficial having two full-time trainers on staff as well as three contracted trainers, allowing the team to much more effectively meet the requests and needs of all schools. Additionally, RPDP trainers have received extensive training in the use of Google, allowing them to support teachers in a much more extensive way. For example, incorporating Google Classroom as an online/blended learning model in courses and classes allows the trainers to support all schools with access to high quality materials.

Over the last five years, the Las Vegas area has seen tremendous growth in non-CCSD Academic Nevada charter schools (Doral Academies, Somerset Academies, Pinecrest Academies, etc.). As these charter schools do not receive support from CCSD, the SNRPDP elementary math team has built strong relationships with these sites, providing valuable ongoing professional development over several years as they continue to grow and service southern Nevada families.

The 2018-19 Elementary Math Summer Institute was a huge success due to the overall format of the institute. Teachers were appreciative of the professional readings and the varied sessions offered to meet all grade level needs. Teachers also commented on the value of working with the keynote speakers: Graham Fletcher, national mathematics education leader and keynote speaker, Dr. Jeff Shih, associate professor at the University of Nevada, Las Vegas, and Dr. Teruni Lamberg, author and associate professor at the University of Nevada, Reno. The opportunity to work closely with these keynote speakers, who are invested in the community, gave teachers a connection to passionate leaders in the field of mathematics.

Finally, as providers of elementary mathematics professional development, it is vital that the trainers continue to grow as leaders, too. Attending local and out-of-state mathematics conferences that focus on current educational best practices and content are great opportunities for growth. During the 2018-19 school year, some trainers participated in coaching professional development, and attended and/or presented at the NCTM conferences in Seattle and San Diego. These experiences enriched the elementary mathematics RPDP professional development offerings by connecting the math trainers to leaders in the study of mathematics.

## ***Secondary Math Team Impact Statement (Middle School)***

### **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

### **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. The team facilitated a for-credit class on understanding the *Domains of Middle School* of grades 6-8, problem-solving workshops, and curriculum alignment workshops.

Professional development on problem-solving and effective questioning was consistently provided during Clark County School District (CCSD) site-based collaboration time and during or after school for non CCSD schools. Problem-solving strategies, Cognitive Rigor Matrix, leveled questioning, and student organizational strategies were presented and modeled to teachers for understanding and incorporation into instruction and assessment. Team members also assisted teachers in planning and modeling lessons.

This year, the team found an increase in requests for support with Charter Schools, Washoe County Schools, and Nye County Schools. Specifically, continuing work on assessment analysis, content building, and data analysis.

Another powerful way of increasing teacher content knowledge and developing pedagogical approaches to instruction was the 2019 *Strategies for Success Secondary Mathematics Conference*. The focus for this three-day conference was problem-solving through the lens of the Standards of Mathematical Practice. Keynote speakers John Stevens & Matt Vaudrey conducted workshops taking the classroom from "good" to "great" by using resources effectively and giving students more control, more choice, and more talk time in the classroom. Teachers also selected 10 sessions from a variety of 30 offerings that focused on data analysis, modeling, Algebra, Google, engaging math websites, fractions, ratios and proportions, engaging math activities, ACT, dynamic graphing, centers and stations, STEM, team building, Teachers' Math Circle, parent involvement and family engagement, geometry, basic math and expressions and equations. All sessions were based on NVACs, problem-solving strategies, domains, and technology.

### *Assessment analysis, including curriculum alignment and data analysis*

Assessment analysis to increase student achievement was a large focus this year. One, two, and three-day workshops/in-services were implemented to analyze high stakes assessments, specifically the SBAC Assessment. Teachers were able to make connections between the SBAC Assessment and the NVACS. Curriculum alignment and data analysis came to the forefront for many schools.

### *Creating a collaborative network of mathematics teachers*

The Southern Nevada Teachers' Math Circle was designed to create a collaborative network of teachers and mathematicians working together on intriguing and stimulating problems. Through this collaborative process, the team seeks to provide teachers with an opportunity to enrich their knowledge and appreciation of mathematics. The team feels that problem-solving abilities and critical thinking engender success in many fields and that promoting these abilities in teachers will, in turn, foster them in their students.

### *Partnering with the Nevada Department of Education*

The team worked closely with the Nevada Department of Education and the Nevada Steering Committee whose focus was on increasing student achievement in mathematics through standards clarification. A task force of teachers was organized to create the Nevada Ready Standards Clarification Documents for grades K-12. These documents provide resources for mathematical practices, prerequisite skills, instructional strategies, standard connections, lessons, and assessment examples. The team also attended and supported the State of Nevada, Department of Education Nevada Math Network program.

## **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. The team offered many workshops and classes this year, but enrollment was down. A change is needed in the team's approach. This year the team will focus attention on creating regional workshops. The idea is that these teachers will have similar students with similar needs and therefore will need similar support. We will be able to provide more specific workshops.

Continued work and support with Lincoln, Nye, Esmeralda, and Mineral counties, as well as, Charter schools in the Clark County area will be provided. Nye county has already requested that the team continue current work with curriculum and assessment alignment. It is scheduled for the Fall 2019. Site Based Collaboration Time will continue for the Clark County School District. Team members will work closely with school administrators to create meaningful, multi-part professional developments for this time. 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.

### *Secondary Math Conference*

The team received many requests for providing a 2019 Strategies for Success Secondary Mathematics Conference. Teachers loved the format of the 2018 conference, enjoyed the sessions, and obtained many ideas to implement in their classroom. SNRPDP math team will be preparing for another conference for this upcoming school year.

### *Assessment Analysis*

Based on the feedback from teachers and administrators across Southern Nevada, the Secondary Middle School Mathematics Team will continue providing workshops and in-services on Assessment Analysis. The components of Curriculum Alignment and Data Analysis were well received. In fact, after school workshops will be designed to continue this work. The components of Problem-Solving and the Standards for Mathematical Practice will be added to the training. Appropriate members of the team will facilitate these full-day planning sessions.

### *Creating a Collaborative Network of Mathematics Teachers*

#### *Southern Nevada Teachers' Math Circles*

This was the team's pilot year for the Southern Nevada Teachers' Math Circle, SNMTC. The team found that the program 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. One teacher said, "Thought-provoking questions make you realize the struggle students face when solving problems and why it's important to have an extensive problem-solving toolbox." SNTMC was also well aligned with the NVACS Standards for Mathematical Practice.

For the school year, 2019-20, the team will continue to work with the SNMTC. The team will begin with a three-day "Kick-off" workshop and hold quarterly sessions.

### *Developing Collaborative Inquiry*

Next year the team is adding a project to further develop collaborative inquiry with middle school teachers. This will include Lesson Studies, Teacher-Led Walkthroughs, and #ObserveMe opportunities.

## *Partnering with the Nevada Department of Education*

Continued work with the NV DOE will focus our attention on supporting the Nevada Ready Standards Clarification Project, the Nevada Mathematics Task Force, and the Nevada Mathematics Network Program. This collaboration will draw on math experts who will collaborate to establish a vision, make recommendations, and react to issues that ensure all Nevada students enter high school with the mathematical knowledge and skills needed to succeed.

## ***Secondary Math Team Impact Statement (High School)***

### **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 in person support, group and conference supports and the creation of materials for teachers to use.

### **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 and Geometry. Content knowledge was also the focus of a series of Professional Development sessions delivered at various schools. Specific content needs were individually addressed through feedback sessions and debriefing after teachers were observed. Content knowledge is also a central part of the annual Secondary Math Conference: Strategies for Success. Finally, content support was provided by adding additional materials to the High School Math portion of 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. Sessions were conducted with school PLCs to develop long term and unit plans. 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.

The second main objective was to support the State's curriculum work. The High School Math Team participated in the Standards Clarification work that occurred both in the Southern region and also in the Reno/Carson City area. The Team also participated regularly in the Math

Network meeting. Finally, the Team developed resources in support of the Nevada End of Course Exams for Math I and Math II.

The High School math team continued to support outlying districts in their efforts to increase student achievement, Training in the form of PLCs, standards, note-taking, and high stakes tests was provided to Nye County staff.

A district initiative, the *No Limits Project*, has been an objective to begin to prepare students for cohort mathematics achievement with the goal of increasing the number of students in upper level math classes, including AP and calculus courses. Team members worked with CCSD administration, site administration, and teachers to select students and create additional support for these students. The Project began with three high minority schools to work with sixth grade teachers and students. Support included planning for after school tutoring, summer sessions, and invitations to UNLV STEM summer sessions. These cohorts will work on pre-algebra this summer in order to be prepared for success in pre-algebra next year (grade seven.)

### **Classroom Observation Report**

Classroom observations and mentoring were at the heart of the High School Math Team's efforts this year. The team completed over 200 observations and feedback sessions. Team members used the observation/feedback cycle as the starting point for the *No Limits* project. These observations served to determine a teacher's fit for the program while informing the team of their professional development needs for future planning. Many math teachers in the Charter Schools were mentored to help ensure instruction was meeting the needs of the students while addressing the State's Mathematics Standards.

The team also used observation/feedback to help a number of schools improve their mathematics programs. Efforts focused on a group of 1- and 2-star schools, including Canyon Springs High School, Eldorado High School, Global Community High School, Sunrise Mountain High School and Western High School. Specific feedback was provided to these teachers with many follow-up observations to monitor how the feedback was turned into action. Based on end-of-year debrief sessions with teachers and administration, the observations were an invaluable tool to move entire staffs in the direction of improved instruction. Plans for the 19/20 school year are to continue these observations and to expand their uses in the current schools while adding additional schools.

### **Insights, Reflection, and Next Year's Goals**

Overall, the High School Math team had an outstanding year. The incredible growth in classroom visits and onsite support represented a clear direction shift for the overall team. This shift showed strong results and was well received by the schools. The work that went into the start of the *No Limits* pilot was also central to guiding the direction for the full year launch in the fall of 2019.

The goals for next year include:

1. Continue to increase the number of schools involved with on-site support
2. Continue and further refine the *No Limits* project. The alterations will include two middle schools in close proximity that feed students to the same high school.
3. Continue updating and expanding the resources on the RPDP.net website
4. Continue support for outlying districts

## ***Elementary Science Impact Statement***

### **Overview**

Elementary science consists of one full time trainer, Stacy Cohen. There is currently one part-time trainer that helps facilitate classes and workshops for elementary science. Elementary Science offered credit courses, professional development sessions and SBCT tailored elementary science training to multiple schools. 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 2018-2019 school year was to broaden the impact of S.T.E.M. education for elementary science teachers in the five counties SNRPDP services. A secondary goal for elementary science was to provide access to materials and lessons that are aligned to NVACSS. These goals were integrated into graduate credit classes, CU classes, SBCT at school sites and during a year-long engineering fellows program. The statewide science assessment is now reflective of the current NVACSS. Many schools reached out for science assessment support. As a result, a K-5 science assessment course was developed and taught in the spring to offer strategies to support K-5 elementary students as a way to broaden their understanding of science and teach them to demonstrate what they learn. Science assessment support, science integration and S.T.E.M. topics are integrated into the elementary science project plans for the 2019-2020 school year.

### **Objectives and Milestones**

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

This school year focused on developing a partnership with OSIT and teachers in Clark and Nye counties. The goal of the program was to increase understanding of what S.T.E.M. is 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 with 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 the fifth grade 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.

The primary goal of the year-long Engineering Fellows Program was for participants to create S.T.E.M. lessons and units for their fifth grade students during the 2019-2020 school year. Participants accomplished this goal and received funding from OSIT to create their kits for their lessons and units. 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. Participants were able to choose between kits from the Northern Nevada cohort and the Southern Nevada cohort. This program is currently being revised and will be implemented with fourth grade teachers in Northern and Southern Nevada over the 2019-2020 school year.

#### *NVACSS Aligned Materials*

This school year, elementary science provided both SBCT and long-range planning support to multiple schools. The topics that were included were finding resources that support NVACSS, S.T.E.M. integration, and assessment support.

The elementary science support was delivered over multiple sessions over multiple days and in some instances, year-long support was also provided. Teachers were guided through resources from projects that were research based such as the Stanford SNAP NGSS Project and PHET online simulators. Teachers at each site were also guided through NVACSS alignment and how to spot lessons and materials that did not align with the NVACSS.

For the schools who chose to focus on S.T.E.M. for their long-range planning or science support, the team focused on the engineering design cycle as it is described in Appendix I of the NGSS and the engineering section of *A Framework for K-12 Science Education*. Teachers were walked through Phases A, B and C and engaged with model lessons to deepen their understanding of what engineering looks like in a NVACSS aligned elementary science lesson.

#### *Science Assessment Support*

The fifth grade science state assessment is reflective of current NVACSS. This began in the 2017-2018 school year and schools received their test scores at the beginning of the 2018-2019 school year. As a result, many schools and teachers asked for science assessment support. RPDP Elementary Science approached assessment through the lens of impacting science understanding and student achievement in elementary NVACSS topics.

The need for assessment support lent itself to the creation of a credit course and workshop series called *Science Formative Assessment*. This class and program were designed to help students understand the content that is being tested as well as ways to formatively and informatively approach student achievement through assessment. Teachers were introduced to instructionally embedded assessments and focused on NEPF standards four and five along with generating student artifacts of learning. The workshops focused on shifting the way that teachers assess students so that they are looking for growth in content, as well as self-efficacy in engaging in science meaning making. This project will continue throughout the 2019-2020 school year to support elementary science assessment in Southern Nevada.

## **Classroom Observation Report**

During the 2018-2019 SNRPDP elementary science, in collaboration with OSIT, visited multiple school sites in both Clark County and Nye County. The school visits consisted of classroom observations of teachers who were participants in the 2018-2019 Fifth Grade Engineering Fellows Cohort. During these observations, teachers were engaging their students in various parts of a fifth grade NVACSS aligned S.T.E.M. based unit.

These classroom visits included observations, teacher interviews and lesson feedback. Each teacher was visited for a minimum of forty-five minutes followed by a subsequent interview and feedback discussion. The main intent of the observations was to provide feedback on pedagogy, student engagement and content delivery. The majority of teachers were engaging students in the engineering design process or phase A, identifying the problem of the engineering design cycle.

As was observed during classroom visits, the teachers were in varying places of their comfort level in teaching S.T.E.M. 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. The team also had the opportunity to identify any content misconceptions that may have come up during the observations. Teachers took this feedback into account when designing their own NVACSS S.T.E.M. based lesson for fifth grade.

## **Insights, Reflection, and Next Year's Goals**

Schools began reaching out for continued science support for the 2019-2020 school year during the spring. The combination of the new state test and SNRPDP having resources to impact student achievement in elementary science has led to the demand of more SBCT and long-range planning sessions with K-5 teachers. This year, elementary science recognized the need to diversify the way the trainings were offered for teachers. This helped shape the goal of continuing this work for the upcoming school year with some adjustments. During the 2019-2020 school year, science support for schools will continue with a focus on S.T.E.M. integration and science assessment support. In addition to site-based visits, each one of these areas will be open to all Southern Nevada teachers through graduate credit courses and content integration workshops, as well as SBCT sessions and long-range planning days.

During site visits and interactions with teachers, they expressed the need for more S.T.E.M. based resources and professional development. The Engineering Fellows Program was such a success this year that some teachers have already applied for the fall program. Participants asked for site based S.T.E.M. professional development over the 2019-2020 school year to help their colleagues get on board with teaching S.T.E.M. aligned with the NVACSS.

For the 2019-2020 school year, Elementary Science will be expanding its partnership with OSIT by providing professional development in conjunction with OSIT for the S.T.E.M. Leaders Academy. This intensive year long program assists schools who wish to apply to become a Governor designated S.T.E.M. school. The team will be providing year-long professional

development as well as support the schools that are planning to apply for the S.T.E.M. school designation.

## ***Secondary Science Team Impact Statement***

### **Overview**

The SNRPDP Science Team consists of two full-time trainers, Kristoffer Carroll and Bret Sibley, and one part-time trainer. Throughout the 2018-2019 school year the SNRPDP Secondary Science team focused on several key, high needs goals: Assessment tools for the Nevada Academic Content Standards for Science (NVACSS) based on Next Generation Science Standards (NGSS); teacher tools and scaffolds for discourse; implementation of the NVACSS through curriculum support and development; critical evaluation of tools and student artifacts; and support of informal science education community to increase impact. Several mechanisms were used to target these high needs goals, such as partnerships with Local Education Agencies (LEAs) on professional development and implementation strategies, long-term PD planning and consulting with district administration and leaders, leveraging Nevada Educator Performance Framework (NEPF) Instructional Practices' connections with the NVACSS, and professional learning institutes. In all cases, the SNRPDP Science Team supported each of the unique goals of the different Southern Nevada districts while addressing facets of the high needs goals.

### **Objectives and Milestones**

To support the larger goal of *Assessment tools for the Nevada Academic Content Standards for Science (NVACSS) based on Next Generation Science Standards (NGSS)*, the SNRPDP Science Team led the development of geoscience assessment tools to support teacher professional development and the capacity to develop assessments that are aligned to the NVACSS. This project was an intensive year-long endeavor that brought together a cadre of geoscience teachers to brainstorm and develop three dimensional summative assessments to measure each of the 19 performance expectations contained within the high school earth and space sciences domain. This cadre met multiple times throughout the year in a build-share-provide targeted feedback-revision cycle leveraging the expertise of the collective group to produce assessments that were then shared with teachers and field tested with students. Divided into five units, these assessments were shared with teachers at unit workshops, prior to when they would administer them to students, in order to increase familiarity with the depth and rigor called for with the NVACSS.

Another example of SNRPDP's support for NVACSS based on NGSS assessment is the consistent participation, leadership, and collaboration with Southern Nevada districts. The Science Assessment Delta 3D project was initiated by the SNRPDP science team and science leads from the Clark County School District with the goal of consistent and accurate messaging related to what three dimensional, NVACSS-aligned assessments look like. Communication and presentation tools were developed including, assessment types (i.e., instructionally embedded, short performance, state-level, etc.), the critical link between instruction and assessment, and emphasis on the Nevada Educator Performance Framework Instructional Practices Standard 5.

Additionally, the team supports the Nevada Department of Education during content review and rubric evaluation of state-level assessments at Grade 8 and 10, consistently posting resources and guidance on the SNRPDP Science Team developed NVACSS Implementation Guide website (<https://sites.google.com/rpd.net/nvacssguide>), and consistent teacher guidance and support in classroom formative assessment development.

To support the larger goal of *teacher tools and scaffolds for discourse*, the SNRPDP Science Team developed and promoted resources targeted to address the three-dimensional performance expectations of the NVACSS and Nevada Educator Performance Framework Instructional Standard 3. One such tool, the *Critical Questions Scaffold* tool, was developed to assist teachers with engaging students in productive discourse. This tool was developed in partnership with UNLV faculty and is based on teacher observations. Use of the tool has shown evidence of improved student achievement in NVACS for science standards linked to engaging in argument from evidence.

A second example, the *Argument Mapping Tool*, was developed for teacher use to increase the level of rigor during student argumentation cycles. This tool has and will continue to be used with science teachers to support them in scaffolding student generated arguments. A strategy of implementation of these tools has been to intentionally embed them within all instructional materials in the Clark County School District (CCSD). This strategy has proven effective as the tools are now in significant use throughout CCSD. As a secondary result, many teachers ask for follow up support, additional resources, and assistance with these higher-level learning practices. This has afforded the SNRPDP Science Team the opportunity to engage in more long-term professional development with a wider range of educators that would not typically attend after-school or weekend workshops. The SNRPDP Science Team hosted several workshops to support teachers with the strategies and practices of engaging students in argumentation and developing explanations. These high-leverage practices are directly correlated to both the NVACSS and the NEPF.

To support the larger goal of *implementation of the NVACSS through curriculum support, development, and critical evaluation of tools and student artifacts*, SNRPDP Science Team worked with schools and districts to strategize ways to shift the level of rigor and quality of instructional materials used. Two primary, nationally recognized tools, the *EQuIP* and *NGSS Lesson Screener*, were used to develop and run professional learning sessions for science educators. This workshop series shifted the ways in which educators critically evaluate instructional material.

Another example of targeting this goal can be seen in support of rural and charter schools, delivering targeted and timely professional development focused on instruction and assessment, and curriculum development. The SNRPDP Science Team was asked to support a large, cross-state National Science Foundation grant, *G2P2Pop*. In this role, the Science Team attended and ran sessions at a climate change summit and is currently supporting a long-term curriculum development project that will be piloted in the Fall of 2019. This project will be shared with all Nevada teachers via several network partners and will potentially impact thousands of students.

Further evidence of progress toward this goal is evident in the *Engineering Fellows Project* - in partnership with the Governor's Office of Science and Information Technology. Serving in a leadership role, SNRPDP developed the central instructional material used to train educators and support implementation of STEM instruction in K-5 classrooms. This partnership, project, pre- to post-assessment data, and feedback from educators was positive and pointed to the continuation of the program into the 2019-2020 school year.

One final example of SNRPDP Science Team's achievement in this goal was the week-long Summer Science Institute, EnergySmart Education, conducted in collaboration with the Clark County School District and Desert Research Institute Science Alive. This intensive institute focused on the development of system models to explain Nevada's current electrical energy landscape and make predictions about the best solutions to Nevada's future energy needs. Feedback from participants was positive, noting networking opportunities, access to energy experts, deep dives into challenging real-world issues, and resources to incorporate into their classrooms.

To support the larger goal of *informal science education community to increase student achievement*, SNRPDP Science Team has sought out and provided ongoing support. Informal science centers and educators, as described by the literature, have a significant impact on student relevancy, connection to the community, identity as science learners, and motivation to pursue STEM field degrees and careers. To support the network of informal science centers and educators in Southern Nevada, the SNRPDP Science Team has worked in partnership to develop workshops, trainings, curriculum, evaluation support, and collective impact projects. Currently, the SNRPDP Science Team is supporting *Get Outdoors Nevada* (an informal entity addressing the need to connect students to the environment for sustainability) by planning and conducting a science teacher institute. During this institute, educators developed a deeper understanding of the NVACSS, evaluated current instructional practices, and developed instructional materials to use in their classrooms. Additionally, these materials will be used as programmatic shifts in the *Get Outdoors Nevada* field experiences.

Another example of informal science centers and educators support is the *Desert Research Institute Science Alive NGSS Lesson Screener Workshop*. This workshop was developed and facilitated by the SNRPDP Science Team to support *Science Alive* with current and future Green Box development. Green Boxes are curriculum materials that are used throughout Nevada by educators looking to address specific science topics or concepts as they relate to the NVACSS. This NGSS Lesson Screener Workshop focused on critical evaluation of material using the NVACSS and will be used as a foundation for future and revised material. This workshop shows the team's dedication to supporting the NVACSS implementation throughout the state and the impact of formal and informal education partnerships.

A final example of evidence for the goal of supporting the informal science education community is the SNRPDP Science Team's continued support and attendance at *CHOLLA* meetings and sessions. *CHOLLA* is a community of informal education partners operating in and around Clark County. Many of the partner entities work with students in and after school settings with science ideas.

## Classroom Observation Report

No formal classroom observations conducted during the 2018-2019 school year.

### Insights, Reflection, and Next Year's Goals

Throughout the 2018-2019 school year the SNRPDP Secondary Science team focused on the high needs goals of 1) assessment tools for the Nevada Academic Content Standards for Science (NVACSS) based on Next Generation Science Standards (NGSS), 2) teacher tools and scaffolds for discourse, 3) implementation of the NVACSS through curriculum support, development, and critical evaluation of tools and student artifacts, and 4) support of informal science education community to increase student achievement. Many key advancements were made toward each goal as indicated through internal program evaluation. The science team utilized this knowledge to inform a strategic plan that increases teacher awareness, implementation, and assessment supported with tools and resources to increase student achievement in science. To sustain the traction established and increase exposure and impact, the following goals are a focus for the 2019-2020 school year:

*The Geoscience Assessment Project* was intended to support high-quality 3-dimensional assessments aligned to the NVACSS and assist teachers in monitoring their students' progress toward mastery of individual performance expectations. The cycle of peer-review, feedback, and revision is ongoing. Additionally, the *Science Assessment Delta 3D* project will be made available to science educators via face to face and online options supporting consistent and accurate messaging about the depth and rigor called for by the NVACSS in both instruction and assessment. The team's goal for next year is to continue with assessment tool development for classroom teachers to use to evaluate student understanding of the NVACSS.

Discourse tools, such as the *Critical Questions Scaffold* and *Argument Mapping Tool* were developed to assist teachers with engaging students in productive discourse. Use of these tools has shown evidence of improved student achievement in NVACS for science standards linked to engaging in argument from evidence and supporting teachers in scaffolding student generated arguments. The team's goal for next year is to deepen integration within CPD-developed curriculum materials by creating "How-to" guides for greater access and equity to all teachers.

Science instruction is three dimensional (integration of science and engineering practices, disciplinary core ideas, and crosscutting concepts) and science instructional materials can be evaluated for quality using the *EQUIP* and *NGSS Lesson Screener*. Professional development has shifted the ways in which educators critically evaluate, use and modify instructional materials. The team's goal for next year is to continue the development and use of tools to evaluate the quality of instructional material through this multi-level support approach.

The SNRPDP Science Team embraces informal science centers and educators as they have a significant impact on student relevancy, connection to the community, identity as science learners, and motivation to pursue STEM field degrees and careers. The team works in partnership with the district and state to create workshops, trainings, curriculum, and evaluation support to develop a deeper understanding of the NVACSS. The secondary science team's goal

for next year is to continue to leverage informal education partnerships to offer more instructional material evaluation sessions.

## ***Technology Team Impact Statement***

### **Overview**

Technology team members Jerrad Barczynszyn and Glenn Krieger delivered instructional technology training and support for Clark, Esmeralda, Lincoln, Mineral, and Nye counties, and for the SNRPDP staff throughout the 2018-19 year. Major team emphasis was centered around CODE.org training and facilitation as defined in the Computer Science impact statement. Additionally, SNRPDP Technology facilitated *Google Education for Teacher* sessions in rural counties as well as in CCSD. Implementation and facilitation of distance learning equipment and tools were utilized in Esmeralda, Nye, Washoe and local CCSD schools. The tech team was responsible for the maintenance and inventory of all tech support equipment such as Chromebooks, PC laptops, printers, Wi-Fi and networking issues. SNRPDP Technology also traveled outside of the assigned five counties to assist Washoe and Elko counties with technology equipment support, technology content training, and computer science education.

### **Objectives and Milestones**

The technology team's primary objectives were to support schools in the integration of technology and computer science as well as support approximately 30 staff members located on site at the SNRPDP. The team provided training to school personnel using a variety of tools and sound pedagogy to promote classroom incorporation of technology. The ultimate goal was to provide teachers the necessary training to use technology with students in a meaningful way that enhanced and supported student achievement and concept understanding.

The team was also responsible for ensuring that equipment was available and operational when needed by the staff members of SNRPDP. Additionally, the tech team monitored and maintained the supply of equipment and software license renewal in order to meet staff demand. The technology team was required to stay current with research, policy, pedagogy, and practices as related to educational technology and technological devices used throughout the five-county service area. Team members attended conferences, read current research, and taught adult classes to support this demand.

### **Classroom Observation Report**

Serving as integration technologists, the tech team frequently observed professional development activities/sessions. Programs such as the Reading Endorsement, Library Media Specialist, and Teaching English as a Second Language Endorsement all required technical assistance and training in order to utilize the video conferencing tools. Observations of teacher and student interaction during video conferencing allowed the tech team to make adjustments to the technical teaching environment. Both teachers and students who were new to video conferencing benefited from the tech teams' delivery of best practices. This enhanced instruction, and technical

guidance in the use of the equipment and best practices, facilitated the teaching, learning, and content delivery for both far side and near side participants.

### **Insights, Reflection, and Next Year's Goals**

In reflection, the role the tech team played with video conferencing allowed SNRPDP to serve remote participants that would not have otherwise been able to receive the PD opportunity. The tech team learned that training in best practices of video conferencing for both teacher and student is required. Without the training, far side participants suffer from a lack of engagement, interest, and retention.

Looking forward, budget constraints for the 2019-20 school year will require a shift in staff mindset and utilization of aging PC laptops and the unsupported WIN 7 OS. In response, the tech team will provide aggressive training in the use of MS Office 365 for Chromebooks. Familiarity with MS Office suite of products is the main reason staff members are slow to transition to the Chrome OS platform. SNRPDP staff all have access to Chromebooks.

The tech team looks forward to renewing its commitment to the SNRPDP staff to provide them with the best technology service and training. Working together, the team will be creating a new work room of inventoried equipment for staff self-checkout. Upfront efforts and planning will allow the tech team to increase production, work more efficiently, and reduce stress.

Goals for 2019-2020:

1. Assist the Technology new hire with the transition to SNRPDP duties
2. Create staff relevant Google training using MS Office 365
3. Setup room and train staff in the use of self-inventory checkout
4. Design Digital Literacy courses and/or workshops for elementary schools
5. BER old equipment and documents
6. Quarterly tours of all rural counties for communication and needs verification.
7. Continue education opportunities and certification training for all team members.
8. Continue technology class offerings, updates, creation, and facilitation for teachers.
9. Maintain and revise the SNRPDP website.
10. Other duties as assigned.

### ***Computer Science Impact Statement***

#### **Overview**

Throughout the 2018-19 school year, technology team members Jerrad Barczynszyn and Glenn Krieger recruited and organized computer science training for teachers across the state of Nevada. The team began the school year in June of 2018 with two cadres: *Computer Science Principles (CSP for grades 9-12)*, consisting of 56 teachers from throughout Nevada, and *Computer Science Discoveries (CSD for grades 6-8)*, consisting of 60 teachers from throughout the state. For the 2019-20 school year, *CSD* and *CSP* summer workshops will occur in late July.

The current number of registered teachers for the July summer workshops is 45 for the *CSP* curriculum and 85 for the *CSD* curriculum.

In September of 2018, the team began training elementary school teachers in Code.org's *Computer Science Fundamentals* curriculum, (*CSF*). Teachers across the state received school site training that averaged 75% attendance of the school's total staff. The facilitators were able to train 45 schools in *CSF*, amounting to approximately 1,125 elementary teachers statewide.

### **Objectives and Milestones**

One objective for the 2018-19 school year was to register one teacher from every high school in Washoe County School District for computer science training. In June of 2019, all but one high school in WCSD had been registered or trained from the previous year. This commitment means that WCSD will be able to meet the Senate Bill 200 (SB200) mandate to offer *CSP* to all high school students by July 2022.

A second objective was to travel and meet with teachers, principals, and curriculum directors in rural Nevada counties to discuss the SB200 computer science initiative. SNRPDP was able to provide information regarding the state strategic plan for computer science, computer science standards, the timeline for compliance, and a classroom vision for the new computer science and applications ½-credit course. Many of these meetings resulted in the registration of local teachers into the *CSD* and *CSP* summer workshops.

A third objective for the Computer Science team was to create a computer science awareness event for CCSD teachers, counselors, and administrators. SNRPDP collaborated with the Nevada Department of Education and CCSD to host an event on January 30th at the Switch complex. Over 60 attendees listened to a message from the following:

1. the NVDOE regarding CS endorsements,
2. a CCSD Career and Tech representative discussing the vision for computer science,
3. the SNRPDP team presenting the PD and training options available to teachers, and
4. Students, grades K-12, witnessing the impact of CS in their lives and educational experiences

A fourth objective was to hire eight new teachers to become *CSF* facilitators for the 2019-20 school year. The new facilitators were trained in May at the Atlanta Code.org conference. In June of 2019, the new hires received additional training specific to the alignment of Nevada computer science standards to the content. New and existing staff worked together on the alignment task as well as creating a unified *CSF* presentation for the 2019-20 school year.

### **Observation Report**

Technology teamwork resulted in the smooth facilitation and scheduling of computer science workshops and quarterlies. Many teacher observations and surveys indicated that the presenters were prepared and delivered the appropriate content in a timely manner. Participant comments also indicated that the facilities and food service were appreciated and exceptional. Classroom

workshops were observed by, and received high praise from, representatives of the NVDOE and CCSD CTE.

### **Insights, Reflection, and Next Year's Goals**

The technology team is looking forward to a fully engaged 2019-20 computer science schedule. Planning and scheduling the many workshops and quarterlies must be initiated early in the fall of 2019 to minimize logistical problems and travel concerns.

The main goal and focus for 2019-20 will be to train and serve 100 elementary schools in the state of Nevada. There are 12 statewide *CSF* facilitators to accomplish this task. This goal requires an aggressive schedule of 3-4 elementary school site trainings every Saturday. The trainings will impact over 2,500 teachers in Nevada.

The Technology team will also be attending multiple CODE.org Regional Partner Summits to create road maps and budget spreadsheets. The summits will serve to outline funding allocations and identify areas of need for the next five years as well as create strategies for maintaining a self-sustaining computer science program.

### ***Family Engagement Team Impact Statement***

#### **Overview**

The goal of SNRPDP's Family Engagement 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. This year, two part-time trainers were utilized to teach additional sections of credit-bearing courses.

#### **Objectives and Milestones**

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

Pursuant to NRS 391A.135, the SNRPDP Family Engagement (FE) Department worked in collaboration with the Nevada Department of Education (NDE) and Nevada's other RPDPs to create a comprehensive professional development program intentionally designed to support educators in using the National Standards for Family-School Partnerships and to develop a plan to better support all students within a school. This program accommodates both individual and groups of educators in developing a plan for successful family engagement. Each learning module within the program provides educators the opportunity to examine the expectations of the standards, study effective practices, explore potential resources to support their plan, and

design an authentic plan for effective family engagement. In an effort to create awareness of this tool, the FE Department presented interactive workshops that provided participants with an overview of the program, as well as options for using the program to build capacity with their district or school, or to simply meet their own personal, professional development goals.

The FE Department offered two different credit-bearing courses. *Parental Engagement: Introduction to Effective Family Engagement*, a three-credit, graduate-level course, was approved by 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. In *Family Engagement in Nevada*, a one-credit course, participants examined research supporting family engagement and Nevada's adoption of the National Standards for Family-School Partnerships. This class provided teachers and administrators with effective strategies for creating a collaborative environment within the school setting. Educators learned ways to support parents by enhancing their skills in asking the right questions, advocating for their children, and partnering with teachers and schools.

The FE Department also collaborated with other educational entities by bridging effective family engagement practices to their efforts in increasing student success. Workshops presented to UNLV's ARL cohort introduced teachers to the National Standards for Family-School Partnership, with a focus on Standard 1: Welcoming All Families into the School Community. After exploring the many facets of this standard, teachers walked away with effective strategies that will increase family engagement in their culturally diverse classrooms and schools. Support was also provided to CCSD Title I Early Childhood educators (project facilitators and teachers), as well as the rural counties' RBG3 Consortium, with professional development that connected the expectations of the NEPF to their specific programs. The FE Department is also assisting in the development of the Nevada Birth Through Grade 12 Family Engagement Framework, which will serve as a tool to provide schools and districts with a shared approach and definition for family engagement.

Additionally, an effort was made to expand the Parent Teacher Home Visits Project (PTHVP) in Southern Nevada. Training was provided to educators from several different counties and members of the CCEA. A presentation for administrators of the Turn-Around Zone (TAZ) centered around the research on the effects PTHVP has on reducing chronic absenteeism and resulted in two schools requesting training, as they plan on implementing the project as a school-wide initiative.

### **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. Trainers in the FE Department will continue to offer a wide range of professional development opportunities. They will also continue their efforts to expand the Parent Teacher Home Visits Project in Southern Nevada. Given what was learned from their experiences with schools and individuals who have received the training, the trainers will focus their efforts on schools that have full administrative and teacher support. The hope is to glean data that will show evidence of the effects of their intentional implementation of

effective family engagement methods. Another goal is the development and implementation of a Community Action Poverty Simulation. The hope is that this tool will help participants rethink the challenges that millions of low-income individuals must face each and every day. The experience will likely lead participants to develop a sense of empathy for the students and families who live in the community that they serve, but don't necessarily live in themselves, thus breaking down some of the implicit biases that may serve as obstacles to their family engagement efforts.

The FE Department will also continue to support other education departments and their initiatives, including, but not limited to, the NDE: Birth-12th Grade Family Engagement Framework and Chronic Absenteeism Taskforce, Title I Pre-K: model school, UNLV: ARL Teacher Development, Rurals Consortium: RBG3, and Washoe County School District: Statewide Webinars on PTHVP. With the limited resources this department has, their efforts will focus on building the capacity of educators and supporting them in implementing effective family engagement practices that will benefit the school as a whole.

### ***Administrative Team Impact Statement (NEPF Instructional Standards)***

#### **Overview**

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team continued to focus on strengthening administrator efficacy using the lens of the Nevada Educator Performance Framework (NEPF). Aligned to the State Professional Development Standards, differentiated levels of professional learning were offered based on administrators' present level of understanding specifically of the NEPF Instructional Standards.

#### **Objectives and Milestones**

Practicing logging observation and confirmatory evidence of teacher performance on the NEPF for improved accuracy and preciseness.

Administrators were afforded opportunities to practice logging observation and confirmatory evidence of teacher performance on the NEPF Instructional Standards for improved accuracy and preciseness. Participants identified high-quality evidence using videos and vignettes and then translated recorded data to summary evidence. The focus of these sessions was to provide an opportunity to gain greater inter-rater reliability so that there was greater consistency in observation ratings among administrators in schools, districts, and statewide. Discussion centered on how to effectively organize time for observations and conversations in order to develop a comprehensive and accurate picture of teacher expertise and impact on student learning. Resources from Dr. Margaret Heritage's work with the Center for Research on Evaluation, Standards, and Student Testing (CRESST) and WestEd continue to be used for training purposes. While this training is open to all administrators who seek to refine their skills, this training was specifically designed for the probationary or minimally effective administrators.

### Engaging in reflective feedback and coaching as part of the NEPF observation cycle.

As part of the evaluation cycle, administrators were provided opportunities to engage in reflective feedback and coaching using a teacher-centered, strengths-based model. Participants were provided with several tools to lead reflection, prompt dialogue, and plan changes to professional practice and/or goals as necessary. In this session, administrators learned how to develop open, reflective conversations with staff members; motivate staff; adopt new habits for working with teachers, staff, and students; utilize the power of committed listening and non-judgmental feedback; and create positive changes in how people think and interact.

### Supporting the development and monitoring of a high-quality student learning goal to impact student learning.

Administrators were provided opportunities to gain a deeper understanding of the development and monitoring of a high-quality student learning goal to impact student learning. Discussion centered around the College and Career Anchor Standards as the skills and competencies that are necessary for student success in any grade level or content area. Participants discussed the use of teacher-made rubrics and success criteria to identify and score the SLG as part of the Student Outcome component in the NEPF Teacher Evaluation for the 2018-2019 school year. Administrators discussed the critical aspects of training, guidance, scoring, and monitoring to ensure fidelity in the implementation of SLGs. Opportunities were provided for participants to develop action plans to work with staff in the creation of both the student learning goals and in the creation of assessment measures that accurately gauge students' progress. Sessions included resources and tools so that administrators could replicate the training or a portion as part of staff development.

## **Classroom Observation Report**

SNRPDP administrative trainers continued to offer NEPF calibration walk sessions to administrators to further ground the site-based administrators' knowledge in identifying evidence aligned to the NEPF Standards. Administrative team members facilitated calibration walks at schools to work with administrators in identifying evidence of the NEPF Instructional Standards in classrooms.

The focus of calibration walks was to continue to establish inter-rater reliability so that there was greater consistency in observation ratings among administrators in schools. After each observation, participants compared recorded evidence to determine similarities and/or differences. Discussion included reviewing the descriptor notes in the NEPF and a review of the ratings rubric. Participants practiced effective conferencing and feedback strategies by engaging in mock-post observations. Discussion also centered on how to effectively organize time for observations and feedback conversations in order to develop a comprehensive and accurate picture of teacher expertise and impact.

## **Insights, Reflection, and Next Year's Goals**

Based on the discussions held during the administrative sessions and countless observations conducted in the counties SNRPDP supports, continued professional development is needed on

the aforementioned objectives. Inter-rater reliability is at the focus as data collected by the Nevada Department of Education and conversations at the district and state level reveal that more work is needed in this area. Additionally, probationary and/or minimally effective administrators must be provided with opportunities to engage in professional learning with their peers in order to gain greater self-efficacy in the evaluation process.

Goals for the 2019-2020 will target the following areas:

1. Practicing logging observation and confirmatory evidence of teacher performance on the NEPF for improved accuracy and preciseness. This training is specifically for probationary and/or minimally effective administrators.
2. Engaging in the process of developing and measuring student learning goals as defined by the skills and competencies identified in the College and Career Readiness Anchor Standards.

### ***Administrative Team Impact Statement (NEPF Leadership Standards)***

#### **Overview**

The Southern Nevada Regional Professional Development Program Administrative Team consisted of two full-time administrative trainers: Pam Salazar and Karen Stanley. The team focused on high-impact instructional leadership standards using the lens of the Nevada Educator Performance Framework (NEPF) Leadership Standards. Aligned to the State Professional Development Standards, differentiated levels of professional learning were offered based on research-based high impact leadership practices. While these sessions focused on school improvement, a primary focus was to highlight the NEPF Leadership Standards in selected research-based articles and texts. While each professional learning session highlighted a primary focus leadership standard as part of the review of each article or text, supporting leadership standards were also included as the NEPF Leadership Standards are inter-connected.

#### **Objectives and Milestones**

##### Creating and Sustaining a Focus on Learning

As defined in the NEPF standard one, indicator one, administrators create and sustain a focus on learning by engaging stakeholders in the development of a vision for high student achievement and college and career readiness. Through reading selected articles and texts, administrators unpacked and discussed high-impact leadership practices to support rigorous college and career expectations. Participants reviewed articles and texts to define critical concepts necessary for students to be successful in college and career. In all administrative professional learning sessions, emphasis was placed on further development of skills in using data to inform school improvement efforts, structuring opportunities for teachers to reflect on their practices, and supporting teachers in both short-term and long-term planning for student learning.

Participants engaged in activities and planning sessions focusing on creating learning opportunities for teachers to develop both individual and collective teacher efficacy by designing teacher action plans to include rigorous student learning tasks and measures of success. Additional discussion focused on planning lessons to meet the rigor of the assessments and creating conditions of success for both teacher and students.

Articles from the following organizations:  
Education Trust, Wallace Foundation, and New Leaders

Texts:

*Using Data to Drive Actions* – Paul Bambrick-Santoya

*Leverage Leadership* – Paul Bambrick-Santoya

*Collaborative Leadership* – Six Influences that Matter Most – Peter DeWitt

### Creating and Sustaining a Culture of Continuous Improvement

Administrators engaged in professional development and planning centered on leadership standard two by participating in discussions and activities that included the following objectives:

1. setting clear expectations for teacher performance,
2. supporting teacher development through the observation cycle, and
3. gathering and analyzing multiple forms of data to monitor and evaluate school improvement goals.

Additional administrative support included working with administrators to use the observation cycle as a tool to develop teachers as learners through coaching and other structures. Discussion centered on developing and implementing a system of professional learning opportunities that was tailored to support teachers' learning styles and needs based on the analysis of the observation data collected.

Texts:

*Coaching Conversations* - Linda M. Gross Cheliotis and Marceta F. Reilly

*Using Quality Feedback to Guide Professional Learning* - Shawn Clark and Abbey Duggins

### Creating and Sustaining Productive Relations

Professional learning centered around administrators participating in activities that support building collective teacher efficacy through collaborative leadership. Topics of discussion included creating a trusting learning environment as the anchor to building productive relations and structuring the school environment to enable stakeholder collaboration. Activities and discussions centered around the collaborative inquiry process to identify student learning needs based on College and Career Readiness Standards and State Standards. Participants developed plans for teacher work sessions focusing on the identification of the student learning goal based on student learning needs aligned to the school vision. Administrators engaged in extended productive discourse to refocus professional learning communities to build collective efficacy and to engage in collaborative inquiry.

Building student efficacy was also highlighted in these sessions as participants were engaged in activities that focused on strengthening student efficacy using the formative assessment process; understanding the importance of the learning intention, providing evidence-based feedback and self- and peer assessments, and guiding students in reflective goal setting.

*Collaborative Inquiry for Educators* - Jenni Donohoo

*Building Collective Efficacy* - Jenni Donohoo

*Leading Impact Teams: Building a Culture of Efficacy* - Paul Bloomberg and Barb Pitchford

### Creating and Sustaining Structures

Time was allocated in all professional learning sessions for administrators to discuss and plan initial steps on developing systems and structures aligning curriculum, instruction, and assessment to state standards and college-readiness standards. Additionally, administrators were provided opportunities to discuss and plan with colleagues in how they would allocate resources, to include time, to support initiative and school improvement efforts. All texts referenced in the leadership standards one through three included opportunities for administrators to create and sustain structures in order to build upon collective teacher and student efficacy.

### **Classroom Observation Report**

SNRPDP administrative trainers offered school improvement sessions to further ground the site-based administrators' knowledge in leadership practices discussed during sessions. Based on the analysis of school data, site-based leaders determined objectives and protocols that were specific to their school. Support was provided in the following targeted areas:

1. re-defining the professional learning community,
2. facilitating coaching conversations to be teacher-centered and strengths-based,
3. analyzing schoolwide and individual teacher data to support student learning goals,
4. planning professional development opportunities for teachers based on schoolwide and individual needs, and
5. analyzing data to create goals and objectives to support college and career readiness.

### **Insights, Reflection, and Next Year's Goals**

Based on administrator feedback, continued professional development is needed to support site-based administrators as they continue to realize and define their role as an instructional leader. NEPF Leadership Standards will continue to be the center of professional learning opportunities for 2019-2020. Sessions will provide collaborative professional learning opportunities based on targeted needs of districts and schools.

Through a professional learning structure, expectations for workshops will continue to integrate the NEPF Leadership Standards using research-based texts and articles. Participants will dive deeply into the principles of leadership and recognize that the standards are the framework for collaborative leadership. Effective leadership practices will continue to be at the center of discussion as participants are provided opportunities to actively engage with their colleagues,

model strategies, and give and receive feedback that will build upon their individual knowledge and skill set.

Goals for 2019-2020 will continue to focus on impactful leadership using the NEPF Leadership Standards and Indicators for site-based administrators. Professional development sessions will also be designed for principal supervisors. Topics are noted below:

1. Developing Assessment Capable Learners who are College and Career Ready
2. Developing Quality Assessments that Support Assessment Capable Learners
3. Supporting Productive Collaboration
4. Building Collective Teacher Efficacy
5. Developing Impactful Professional Learning Communities

### ***Teacher Leadership Impact Statement***

#### **Overview**

SNRPDP's Teacher Leadership Program fosters teacher leadership opportunities within Southern Nevada by offering teacher leadership experiences through UNLV coursework and hands-on experiences. These unique opportunities offer teacher leaders in Southern 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. 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 focuses on a different aspects of teacher leadership that are versatile and support school and district initiatives. The content builds upon each subsequent course within the two-year program. Each course is worth 3 UNLV graduate credits.

SNRPDP's Teacher Leadership Program was developed by Mendy Henry in conjunction with UNLV's Department of Teaching and Learning. Mendy Henry is the full-time instructor for the content delivered in these courses. One part-time instructor is also supporting content delivery for one of the program courses.

#### **Objectives and Milestones**

SNRPDP's Teacher Leadership Program began in the Spring of 2019. In this first semester, *CIGR 681: Curriculum Implementation and Innovation* was offered to the inaugural cohort of 19 teacher leaders in Southern Nevada. The focus of this course was on curriculum design and implementation, specifically targeting data collection through lesson implementation and revision of instruction for better student outcomes.

The second course in this program, *CIGR 680: Developing Social-Emotional Competence in Teachers and Professional Leaders*, will be offered to this cohort in the Fall of 2019. This course will focus on developing skills in recognizing social and emotional factors that influence student

learning. Participants will analyze student needs and plan for classroom, school, and community supports to address those needs. A strong emphasis on students' contexts and how to successfully engage families will also be addressed in this course.

*CIGR 687: Coaching High-Leverage Field Practices* is the third course in the program series. The focus of this course will be to expand the roles of effective teacher leadership through intentional coaching practices and to create systemic change at the classroom level and beyond. This course will be taught and experienced with this first cohort in the Spring of 2020.

The final course of this program, *CIGR 688: Teaching and Learning Seminar*, will focus on educational policy and reform. The goal of this course is 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 will analyze educational initiatives and their impact at the school level and beyond. Understanding of school, district, and national policies that have an influence on student achievement, and practices that impede school reform will also be discussed.

The goal of this program is for participants to walk-away with research-based strategies to create change in their practice and the practice of others. These changes are based on research-based strategies and directly correlate to increased academic success for students. It is the team's hope that participants will begin to implement strategies from this course that fit their context to achieve this goal.

### **Classroom Observation Report**

The classroom observation that was conducted this year was through the context of CIGR 681. A lesson was designed and implemented by a research team within the course. The lesson was taught to a fifth-grade class in CCSD. Data tied to student learning goals was recorded throughout the implementation of the lesson. After the lesson was completed, the data was compiled by the participants of CIGR 681 and analyzed to see if the steps of the planned lesson correlated to the student outcomes that were expected during the planning phase. The data showed that some of the expected student outcomes were not met, so discussion about lesson revision and delivery ensued. This classroom discussion was imperative in order to reflect on teaching practices and subsequent change.

### **Insights, Reflection, and Next Year's Goals**

Based upon reflection from the first semester's implementation, Mendy Henry will add a separate face-to-face session to CIGR 681 that focuses more on lesson revision based upon data than the current whole-group discussion. By letting participants revise the lesson based upon the data collected, they can share ideas on how to address areas of the lesson plan that did not relate to student learning outcomes. This revision idea for the first course came from informal feedback from course participants. Mendy often solicits feedback from her leadership cohort to improve coursework and class experiences.

Another goal of the Teacher Leadership Program is to expand with a second cohort. This cohort will have a mix of K-5 and 6-12 teachers. Invitations to join this cohort were sent out in late

Spring 2019. The second cohort will begin in the Fall of 2019 and will initially start with *CIGR 68: Developing Social-Emotional Competence in Teachers and Professional Leaders*.