

# Southern Nevada Regional Professional Development Program



## RPDP Elementary Literacy Fall 2009 Class Schedule



### **RPDP 520A Units/Study K-2, Part I**

**3 credits**

This course will run the length of the school year and aid primary grade teachers in the development and implementation of writers' workshop within their classrooms. The course consists of seven writing units to be implemented throughout the school year: Launching the Writing Workshop, Narrative Writing, Writing for Readers, Revision, Authors as Mentors, Nonfiction Writing, and Poetry. Embedded within each unit are the overall writing process and the analytic traits. Components of this class include implementation of mini-lessons designed by Lucy Calkins, small-group learning teams meeting to collaborate and provide support, and an online component to allow continued, daily support.

*\*Note: Units/Study K-2, Part II will continue during spring semester. Separate registration is required.*

Online

Sep. 3 – Dec. 11  
3 hours/week

UNLV Call # - 75996

*Instructors: K. Limerick,  
S. Cannon, & A. Sibley*



### **RPDP 521A Units/Study 3-5, Part I**

**3 credits**

This course will run the length of the school year and aid intermediate grade teachers in the development and implementation of writers' workshop within their classrooms. The course consists of six writing units to be implemented throughout the school year: Launching the Writing Workshop, Narrative Writing, Essays, Fiction, Literary Essays, and Memoir. Embedded within each unit are the overall writing process and the analytic traits. Components of this class include implementation of mini-lessons designed by Lucy Calkins, small-group learning teams meeting weekly to collaborate and provide support, and an online component to allow continued, daily support.

*\*Note: Units/Study 3-5, Part II will continue during spring semester. Separate registration is required.*

Online

Sep. 3 – Dec. 11  
3 hours/week

UNLV Call # - 87696

*Instructors: B. Creps,  
S. Cannon, & A. Sibley*



### **RPDP 522A Literacy BASE K-2**

**3 credits**

This three-credit course introduces contemporary methods of instruction and assessment based on the five big ideas in literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). It is designed to help teachers acquire knowledge and strategies aimed at guiding and improving literacy development and engagement of elementary students.

Online

Sept. 8 – Dec. 11  
3 hours/week

UNLV Call # - 23596

*Instructors: S. Cannon &  
A. Sibley*

**RPDP 522B Literacy BASE 3-5****3 credits**

This three-credit course introduces contemporary methods of instruction and assessment based on the five big ideas in literacy (phonemic awareness, phonics, fluency, vocabulary, and comprehension). It is designed to help teachers acquire knowledge and strategies aimed at guiding and improving literacy development and engagement of elementary students.

Online

Sept. 8 – Dec. 11  
3 hours/week

UNLV Call # - 27499

*Instructors:* S. Cannon &  
A. Sibley

**RPDP 523 Writing Instruction****3 credits**

Participants in this three-credit course explore writing and the teaching of writing by engaging in the process themselves, demonstrating effective writing practices, weaving the teaching of traits into the writing process, and developing strategies for improved results on state writing tests.

Givens ES

Wednesdays  
4:00 – 8:00 pm  
Sept. 16, 23, 30,  
Oct. 7, 14, 21, 28,  
Nov. 4, 18,  
Dec. 2 & 9

UNLV Call # - 31547

*Instructor:* Joelle Mills

**RPDP 526 Elements of Literacy****3 credits**

This three-credit course teaches master strategies to address students' needs based on exploring environments that promote effective learning to examine the skills students need to read content material successfully.

McDoniel ES

Thursdays  
4:00 – 7:30 pm  
Sept. 10, 17, 24,  
Oct. 1, 8, 15, 22, 29,  
Nov. 5, 12, 26,  
Dec. 3, & 10

UNLV Call # - 33397

*Instructors:* J. Bicknell  
B. Creps, & A. Sibley

**RPDP 522f GRIP-K****3 credits**

Participants will become familiar with current trends, research-based practices, materials, and methods used in kindergarten and first grade to facilitate language, reading, and writing development at the emergent level. Included will

be the six dimensions of reading identified in the reading initiative launched by the No Child Left Behind Act: phonemic awareness, phonics, fluency, comprehension, vocabulary, and motivation. Teachers will extend their proficiency in three broad categories: knowledge and beliefs about literacy, instruction and assessment, and organization of a literacy program. Will include field experience.

Gray ES

Wednesdays  
4:30 – 7:45 pm  
Sept. 2, 9, 16, 23, 30,  
Oct. 7, 14, 21, 28,  
Nov. 4, 18, 25,  
Dec. 2, 9, & 16

UNLV Call # - 42346

*Instructors:* R. Markovic &  
M. Brown



**RPDP 524c K-1 Literacy Centers**

**1 credit**

Literacy centers provide students with meaningful practice and application opportunities that are related to classroom curriculum. Participants will become familiar with different teaching strategies and instructional groupings to implement literacy centers in their classroom. Participants will become familiar with how to design, maintain, differentiate, and manage literacy centers.

Gray ES

Saturdays  
8:00 am – 4:30 pm  
Oct. 3 & 10

UNLV Call # - 48196

*Instructors:* R. Markovic &  
M. Brown



**For questions, please contact Shan Cannon via InterAct or 799-3835 x245**

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**UNLV Registration Information:**

To register for classes, you must be in the UNLV System.

**If you are in the UNLV system (you have previously taken UNLV courses), go to:**

[https://bighorn.nevada.edu/sis\\_unlv/XPLXWSRV/START.HTM](https://bighorn.nevada.edu/sis_unlv/XPLXWSRV/START.HTM)

- Use your "L" number or social security number to enter the system
- Select Semester: Fall 2009
  - Click on 'Add/Drop/Find Classes'
  - Enter the *Call Number* for the class in which you want to register
  - Click on 'Confirm Add'
  - Follow the directions on the website to add additional classes and/or finalize classes in which you are registered

**\*UNLV payment is due at the time of registration--\$45/credit**

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**If you are NOT in the UNLV system (you have NOT previously taken UNLV courses through RPDP), go to:**

<https://lancelot.admissions.unlv.edu/apps/NonAdmit/questions1.asp>

- Complete the Non-Degree Seeking application
- You will be charged a one-time \$30 fee for the application
- When asked to Indicate Program, select 'RPDP'
- Once the online application has been completed, you are in the UNLV system and can register for classes (see above)

# Southern Nevada Regional Professional Development Program



## **RPDP: Primary Writing: A Year-Long Curriculum**

RPDP 520a Section 901, Units Study K-2, Part I (3 credits) *Fall 2009*

RPDP 520b Section 901, Units Study K-2, Part II (3 credits) *Spring 2010*

**(Participants must be willing to commit for the entire year)**

You will meet one day/week with your small learning group for approximately one hour.

The other two hours will be spent in your online learning community.

6 Graduate Credits, University of Nevada, Las Vegas

Meetings will be held at various school locations and online

**\*Priority will be given to first and second grade teachers attending as a team from their school. \***

**Instructors: Kathryn Limerick, Shan Cannon, and Adine Sibley**

**Course Description:** This six-credit course will run the length of the school year and aid primary grade teachers in the development and implementation of Writing Workshop within their classrooms. The course consists of seven writing units: Launching the Writing Workshop, Small Moments/Narrative Writing, Writing for Readers, Revision, Authors as Mentors, Nonfiction Writing, and Poetry. Embedded within each unit are the overall writing process and the analytic traits. The instruction will include face-to-face meetings with the whole group and instructors, small-group learning teams meeting to collaborate and provide support on a weekly basis, and an online component to provide ongoing support.

### **Assignment:**

- Attendance at the face-to-face sessions.
- Full attendance at all small-group sessions.
- Weekly online postings and responses.
- Full participation in all aspects of the course.

### **Course Objectives:**

Participants will have the opportunity to:

- Understand the components of successful writing programs.
- Develop and implement a successful writing structure.
- Use the writing process within their classrooms.
- Use the analytic traits within their classrooms.

### **Course Requirements:**

- Full attendance at all sessions.
- Completion of all assignments.

**Text** Calkins, L. (2003). *Units of Study for Primary Writing: A Yearlong Curriculum*. Portsmouth, NH: Heinemann. (Provided by RPDP)

**UNLV Registration** See next page

**For registration and information contact Shan Cannon via InterAct or at 799-3835 x245**

**This class CANNOT be used for initial licensure or to REMOVE special provisions on a license.**

# Southern Nevada Regional Professional Development Program



## **RPDP: Writing Units of Study, 3-5: A Year-Long Curriculum**

RPDP521a Section 901, Units Study K-2, Part I (3 credits) *Fall 2009*

RPDP 521b Section 901, Units Study K-2, Part II (3 credits) *Spring 2010*

**(Participants must be willing to commit for the entire year)**

You will meet one day/week with your small learning group for approximately one hour.

The other two hours will be spent in your online learning community.

6 Graduate Credits, University of Nevada, Las Vegas

Meetings will be held at various school locations, and online

**\*Priority will be given to third, fourth and fifth grade teachers attending as a team from their school. \***

**Instructors: Barbara Creps, Shan Cannon, and Adine Sibley**

**Course Description:** This six-credit course will run the length of the school year and aid intermediate grade teachers in the development and implementation of Writing Workshop within their classrooms. The course consists of six writing units: Launching the Writing Workshop, Raising the Quality of Narrative Writing, Breathing Life into Essays, Writing Fiction, Literary Essays, and Memoir. Embedded within each unit are the overall writing process and the analytic traits. The instruction will include regular face-to-face meetings with the whole group, small-group learning teams meeting to collaborate and provide support on a weekly basis, and an online component to provide ongoing support.

### **Assignment:**

- Attendance at the face-to-face sessions.
- Full attendance at all small-group sessions.
- Weekly online postings and responses.
- Full participation in all aspects of the course.

### **Course Objectives:**

Participants will have the opportunity to:

- ❑ Understand the components of a successful writing workshop.
- ❑ Develop and implement a successful writing structure.
- ❑ Use the writing process within their classrooms to raise the quality of writing.
- ❑ Use the analytic traits with the writing process within their classrooms.

### **Course Requirements:**

- ❑ Full attendance at all sessions.
- ❑ Completion of all assignments.

**Text** Calkins, L. (2003). *Units of Study for Teaching Writing, Grades 3-5*. Portsmouth, NH: Heinemann. (Provided by RPDP)

**UNLV Registration** See next page

**For registration and information contact Shan Cannon via InterAct or at 799-3835 x245**

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# Southern Nevada Regional Professional Development Program

## **RPDP: Literacy BASE K-2 – Online Class**

RPDP 522a Section 901 – UNLV Call # 23596

Online—3 hours/week, with one face-to-face meeting 9/9/09

3 Graduate Credits – \$225\*

University of Nevada, Las Vegas

**Instructors:** Shan Cannon and Adine Sibley

### **Course Description:**

This three-credit course addresses major topics from the NRP and NCLB's requirements for research-based literacy and reading instruction by analyzing in-depth studies of the use of phonemic awareness, phonics, and word recognition to develop skills required for students in kindergarten through second grade to expand vocabulary and improve comprehension and fluency.

### **Assignments:**

- Learning about children's literacy behaviors and interests.
- Assessing and teaching all readers.
- Making connections between assessment and content methods.

### **Course Objectives:**

Participants will have the opportunity to:

- Develop foundational knowledge of reading/writing processes and instruction.
- Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Organize and plan for effective literacy instruction within a variety of learning contexts and with diverse populations
- Use a variety of assessment tools and practices to inform effective instruction.

### **Course Requirements:**

- Full participation in online discussions.
- Completion of all assignments.

**Text** Boushey, G., & Moser, J. (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse. ISBN 1-57110-429-1

Strickland, K. (2005) *What's After Assessment*. Portsmouth, NH: Heinemann. ISBN 0-325-00572-9

**\*Texts provided by RPDP\***

**\*Cost** Total cost is \$225.00. You will pay \$135.00 when you register on-line and a \$90.00 check, made out to RPDP, will be collected at the first class session.

**UNLV Registration** See next page

For registration information contact Shan Cannon via Interact

**This class CANNOT be used for initial licensure or to REMOVE special provisions on a license.**



# Southern Nevada Regional Professional Development Program

## **RPDP: Literacy BASE 3-5 – Online Class**

RPDP 522b Section 901 – UNLV Call # 27499

Online—3 hours/week, with one face-to-face meeting 9/9/09

3 Graduate Credits – \$225\*

University of Nevada, Las Vegas

**Instructors:** Shan Cannon and Adine Sibley

### **Course Description:**

This three-credit course addresses major topics from the NRP and NCLB's requirements for research-based literacy and reading instruction by analyzing in-depth studies of the use of phonemic awareness, phonics, and word recognition to develop skills required for students to expand vocabulary and improve comprehension and fluency.

### **Assignments:**

- Learning about children's literacy behaviors and interests.
- Assessing and teaching all readers.
- Making connections between assessment and content methods.

### **Course Objectives:**

Participants will have the opportunity to:

- ❑ Develop foundational knowledge of reading/writing processes and instruction.
- ❑ Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- ❑ Organize and plan for effective literacy instruction within a variety of learning contexts and with diverse populations
- ❑ Use a variety of assessment tools and practices to inform effective instruction.

### **Course Requirements:**

- ❑ Full participation in online discussions.
- ❑ Completion of all assignments.

**Text** Boushey, G., & Moser, J. (2006) *The Daily 5: Fostering Literacy Independence in the Elementary Grades*. Portland, ME: Stenhouse. ISBN 1-57110-429-1

Strickland, K. (2005) *What's After Assessment*. Portsmouth, NH: Heinemann. ISBN 0-325-00572-9

**\*Texts provided by RPDP\***

**\*Cost** Total cost is \$225.00. You will pay \$135.00 when you register on-line and a \$90.00 check, made out to RPDP, will be collected at the first class session.

**UNLV Registration** See next page

**For registration information contact Shan Cannon via Interact**

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# Southern Nevada Regional Professional Development Program

## **RPDP: Writing Instruction**

RPDP 523 Section 901 – UNLV Call # 31547

Wednesdays, Sept. 16 – Dec. 9, 2009

4:00 – 8:00 pm

***Open to K-5 Teachers, Literacy Specialists, and Resource Teachers***

3 Graduate Credits – \$225\*

University of Nevada, Las Vegas

Givens ES (655 Park Vista Drive, Las Vegas, NV 89138)

**Instructor:** Joelle Mills

### **Course Description:**

In this three-credit course, participants will explore writing and the teaching of writing by engaging in the process themselves, demonstrating effective writing practices, weaving the teaching of traits into the writing process, and developing strategies for improved results on state writing tests.

### **Course Objectives:**

Participants will have the opportunity to:

- Develop and experience systematic methods of observation, assessment and response to student, peer and personal writing and learning
- Explain the use of the writing traits and develop criteria for assessing student writing
- Use writing to understand, develop and explain personal experiences and professional practices
- Explore what it means to be members of a writing community
- Develop strategies to foster growth and development of writers within a variety of learning contexts and with diverse populations of learners

### **Course Requirements:**

- Full participation in all aspects of the course.
- Completion of all assignments.

**Text** Fletcher, R., & Portalupi, J. (2001) *Writing Workshop*. Portsmouth, NH: Heinemann. ISBN 0-325-00362-9  
Keister, Jane Bell. (2006) *Blowing Away the State Writing Assessment Test*. Gainesville, FL: Maupin House. ISBN 0-929895-93-2  
*Seeing with New Eyes* (2005). Portland, OR: Northwest Regional Educational Laboratory. ISBN 0-893454-090-0

**\*Texts provided by RPDP\***

**\*Cost** Total cost is \$225.00. You will pay \$135.00 when you register on-line and a \$90.00 check, made out to RPDP, will be collected at the first class session.

**UNLV Registration** See next page

**For registration information contact Shan Cannon via InterAct**

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# Southern Nevada Regional Professional Development Program



## **RPDP: Elements of Literacy**

RPDP 526 Section 901 – UNLV Call #: 33397

Thursdays, Sept. 10 – Dec. 10, 2009

4:00 – 7:30 pm

*Open to K-5 Teachers, Literacy Specialists, and Resource Teachers*

3 Graduate Credits – \$225\*

University of Nevada, Las Vegas

McDoniel ES (1831 Fox Ridge Drive, Henderson, NV 89014)

**Instructors:** Jennifer Bicknell, Barbara Creps, & Adine Sibley

### **Course Description:**

This three-credit course focuses on essential elements of literacy instruction, including comprehension, vocabulary, and writing. Participants will increase their pedagogy of reading comprehension, learn which strategies work best for teaching vocabulary, and how to incorporate the writing traits in effective writing instruction.

### **Course Objectives:**

Participants will have the opportunity to:

- Develop foundational knowledge of reading/writing processes and instruction.
- Use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.
- Organize and plan for effective literacy instruction within a variety of learning contexts and with diverse populations

### **Course Requirements:**

- Full attendance at all sessions.
- Completion of all assignments.

**Text** Culham, Ruth. (2003) *6+1 Traits of Writing*. Northwest Regional Educational Laboratory.  
ISBN 0-439-28038-9

Oczkus, Lori. (2003) *Reciprocal Teaching at Work*. International Reading Association.  
ISBN 978-0872075146

*\*Texts will be provided by RPDP\**

**\*Cost** Total cost is \$225.00. You will pay \$135.00 when you register on-line and a \$90.00 check, made out to RPDP, will be collected at the first class session.

**UNLV Registration** See next page

**For questions contact Adine Sibley via Interact**

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# Southern Nevada Regional Professional Development Program



## Attention Kindergarten Teachers:

Below you will find information regarding two upcoming classes being offered by RPDP specifically for kindergarten teachers.

**Questions: Contact Robyn Markovic via InterAct**

### **RPDP: GRIP-K, Literacy Instruction**

**522F 901, Call# 42346**

**Dates:** September 2 – December 16 (Wednesdays)

**Time:** 4:30 pm – 7:45 pm

**Credits:** Three Graduate Credits from UNLV

**Location:** Gray ES

2825 S. Torrey Pines Dr., Las Vegas 89146

**Instructors:** Robyn Markovic & Max Brown

**Course Description:** Participants will become familiar with current trends, research-based practices, materials, and methods used in kindergarten and first grade to facilitate language, reading, and writing development at the emergent level. Included will be the six dimensions of reading identified in the reading initiative launched by the No Child Left Behind Act: phonemic awareness, phonics, fluency, comprehension, vocabulary, and motivation. Teachers will extend their proficiency in three broad categories: knowledge and beliefs about literacy, instruction and assessment, and organization of a literacy program. Will include field experience.

### **Course Objectives:**

- Understand philosophies and theories of reading and writing instruction
- Understand reading and writing processes as they relate to emergent literacy
- Apply knowledge of how children develop oral and written language to literacy instruction
- Establish a literate kindergarten classroom environment
- Demonstrate a variety of emergent literacy instructional strategies and approaches
- Demonstrate a variety of formal and informal assessment techniques
- Organize and plan effective literacy instruction within a variety of learning contexts and with diverse populations of learners
- Use state and professional standards to guide literacy instruction
- Reflect upon teaching and learning practices
- Increase familiarity with major professional journals and researchers in the field of emergent literacy and develop a sense of what it means to be a professional

### **Course Requirements:**

- Emergent Literacy Assessments
- Modeled Reading Reflection
- Story Elements Tree Map
- Shared Reading Lesson Plan
- Pocket Chart Lesson and Reflection
- Nonfiction Lesson Plan and Reflection
- Phonics Reflection
- Interactive Writing Sample
- Shared Writing Daily News Journal
- Student Writing Sample
- Analytic Traits Reflection
- Class Book with Structured Writing
- Level One/Two Book
- Big Book Innovation



**Texts:** (The texts will be provided for you.)

- McCarrier, Andrea; Pinnell, Gay Su; Fountas. (2000) Interactive Writing: How Language & Literacy Come Together, K-2. Heinemann, Portsmouth, New Hampshire
- McCrackens, Marlene and Robert. (1996) Spelling Through Phonics. (2<sup>nd</sup> Edition). Pegus Publishers, Winnipeg, Canada
- Parkes, Brenda. (2000) Read it Again!: Revisiting Shared Reading. Stenhouse Publishers, Portland

**Cost:** Total cost is \$225.00. A portion (\$135.00) will be paid when you register on-line and a \$90.00 check, made out to RPDP, will be needed at the first class session.

\*\*\* *If you do not need credit, but would like to take the class, the cost is \$90 and you need to email Robyn Markovic to register.* \*\*\*

**RPDP: K-1 Literacy Centers**

**524C 901, Call # 48196**

**Dates:** October 3 & October 10 (Saturdays)

**Time:** 8:00 am – 4:30 pm

**Credits:** One Graduate Credit from UNLV

**Location:** Gray ES  
2825 S. Torrey Pines Dr., Las Vegas 89146

**Instructors:** Robyn Markovic & Max Brown

**Course Description:** Literacy centers provide students with meaningful practice and application opportunities that are related to classroom curriculum. Participants will become familiar with different teaching strategies and instructional groupings to implement literacy centers in their classroom. Participants will become familiar with how to design, maintain, differentiate, and manage literacy centers.

**Assignment:** After a modeled lesson and explanation by instructors, participants will create a Poetry Card to be used as part of a literacy center. Participants will present their Poetry Card and provide a packet of materials for other class participants.

**Course Objectives:**

- Define the purpose and rationale for literacy centers
- Analyze different management, routines, and organization techniques for literacy centers
- Analyze types of literacy centers that focus on the dimensions of reading based on the National Reading Panel Report: Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension

**Course Requirements:**

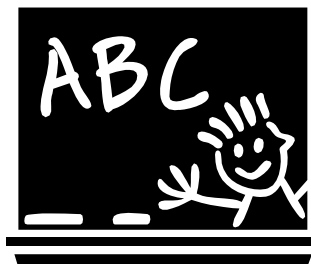
- Attendance at both sessions
- Reading of assigned texts
- Make and take of literacy centers
- Completion and sharing of a Poetry Card

**Texts (provided for each participant)**

- *Literacy Work Stations: Making Centers Work* by Debbie Diller
- *The Complete Guide to Classroom Centers* by Linda Holliman

**Cost:** Total cost is \$75.00. A portion (\$45.00) will be paid when you register on-line through UNLV and a \$30.00 check, made out to RPDP, will be needed at the first class session.

\*\*\* *If you do not need credit, but would like to take the class, the cost is \$30 and you need to email Robyn Markovic to register.* \*\*\*



**UNLV Registration Information:**

To register for classes, you must be in the UNLV System.

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[https://bighorn.nevada.edu/sis\\_unlv/XPLXWSRV/START.HTM](https://bighorn.nevada.edu/sis_unlv/XPLXWSRV/START.HTM)

- Use your “L” number or social security number to enter the system
- Select Semester: Fall 2009
  - Click on ‘Add/Drop/Find Classes’
  - Enter the *Call Number* for the class in which you want to register
  - Click on ‘Confirm Add’
  - Follow the directions on the website to add additional classes and/or finalize classes in which you are registered

**\*UNLV payment is due at the time of registration--\$45/credit**

\*\*\*\*\*

**If you are NOT in the UNLV system (you have NOT previously taken UNLV courses through RPDP), go to:**

<https://lancelot.admissions.unlv.edu/apps/NonAdmit/questions1.asp>

- Complete the Non-Degree Seeking application
- You will be charged a one-time \$30 fee for the application
- When asked to Indicate Program, select ‘RPDP’
- Once the online application has been completed, you are in the UNLV system and can register for classes (see above)

**These classes CANNOT be used for initial licensure or to REMOVE special provisions on a license.**

***Ways RPDP Helps Support Kindergarten Teachers in  
Southern Nevada:***

- *The Kindergarten Chronicles* is a monthly electronic newsletter sent to your InterAct account and focuses on topics and lessons specific to kindergarten. The past four years’ editions can be read at [www.rpdp.net](http://www.rpdp.net) under ‘newsletters’.
- The RPDP Kindergarten Conference Folder will be located on your InterAct desktop and will contain folders titled Upcoming Events, Lesson Sharing, Dual Language, and Half and Full Day Collaboration. It is a place for kinder teachers to share ideas and help one another!
- *The Kindergarten Scrapbook* is a guide to teaching full-day kindergarten and was given to all full-day kinder teachers and literacy specialists last school year. If you are a new full-day kindergarten teacher and would like a copy, please email Robyn Markovic. Also, the entire document is on the RPDP website for you to download.
- In addition to the two classes described in this flyer, *GRIP-K* and *K-1 Literacy Centers*, look for information in the near future on Kindergarten Share Fairs that will be held throughout the upcoming school year.
- Our website, [www.rpdp.net](http://www.rpdp.net), contains a wealth of information for teachers! Helpful links, lesson plans, and informative videos are being added regularly.
- As the RPDP Kindergarten Trainer, I am available for in-services, observations, classroom modeling, teacher assistance, presentations, mentoring... Email or call me for assistance. ☺

***Robyn Markovic  
515 W. Cheyenne Avenue, Suite C  
North Las Vegas, NV 89030  
(702) 799-3835 (X242)  
Fax (702) 799-3821***