



Five Year Plan

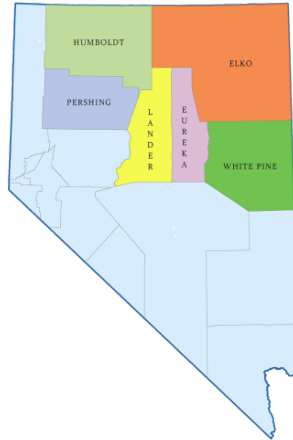
Establishment

The Northeastern Nevada Regional Professional Development Program (NNRPDP) is one of three state-funded professional development programs in the state. 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 learning activities. The planning and implementation of professional learning services in each region must be overseen by a governing body consisting of superintendents in the respective regions, master teachers appointed by the superintendents, and representatives of Nevada's higher education system and the State Department of Education (Section 16.1-16.8).

The NNRPDP work targets three broad categories: 1) Meeting district requests for services (e.g., NVACS, differentiation, student engagement), 2) Fulfilling legislated mandates (e.g., NVACS, NEPF, Parent Engagement), and 3) Supporting individual teachers (e.g., coaching, credit classes, modeling, instructional rounds).

Service Area

The NNRPDP serves approximately 1200 teachers and administrators in schools across six counties in Northeastern Nevada, an area of 51,385 square miles. Schools range in size from fewer than 10 students to over 1,600. The NNRPDP services Elko, Eureka, Humboldt, Pershing, Lander, and White Pine School Districts. Among districts there is considerable disparity in the number of students, ranging from under 300 in Eureka County to over 9,000 in Elko County.



Mission

The NNRPDP provides high-quality professional learning opportunities to enhance student learning within the context of the *Standards for Professional Learning* and the *Nevada Professional Development Standards* by recognizing and supporting research-based instruction and by facilitating instructional leadership.

Professional Learning Standards

Professional learning opportunities with NNRPDP align to the [Standards for Professional Learning](#) as outlined by the national association of professional learning, *Learning Forward*, as well as the [Standards for Professional Development](#) recognized by Nevada Department of Education.

Goals

The mission and governance structure of the NNRPDP guide the goals of the organization by providing a framework around which services are provided. An important aspect of the goals is to meet our organization's charges while continuing to honor and respect the individual regional districts' initiatives, strategic plans, and identities. Ultimately, there are four major goals to improve our performance and meet the needs of our region along with bulleted strategies identified to meet these goals:

- **Provide professional learning opportunities for teachers that strengthen their pedagogical content knowledge.**
 - *Develop positive relationships and trust with teachers*
 - *Create robust professional learning opportunities and implementation plans with specific outcomes*
 - *Provide professional learning for NNRPDP professional learning leaders in order to stay current within their field of expertise and extend in additional areas*
 - *Communicate opportunities for professional learning to teachers*

- **Partner with administrators to improve instructional leadership and support teacher content knowledge and pedagogy.**
 - *Develop positive relationships and trust with administrators*
 - *Create robust professional learning plans and implementation with specific outcomes*
 - *Participate in district level planning as appropriate*
 - *Communicate opportunities for professional learning to administrators*
- **Provide leadership in equity and diversity.**
 - *Prioritize equity in professional learning practices*
 - *Provide professional learning and support that increases opportunities and outcomes for diverse learners*
 - *Establish expectations for equity and create structures for equitable access for learning for all districts we serve*
 - *Provide professional learning for NNRPDP professional learning leaders*
- **Measure the impact of professional learning on teacher effectiveness and student achievement.**
 - *Strategically collect and use data to provide direction for the work*
 - *Strategically collect and use data to assess our work*
 - *Apply the model of measurement required by RPDP stakeholders for evidence*
 - *Plan time for measurement within the work*

Measurement

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

The Statewide Coordinating Council approved an outline structure for RPDP evaluation purposes according to requirements set forth in NRS 391A.190.

A Two-Year Focus (2023-2025)

NRS 391A.175 section 1

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

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

- Request for services from district personnel based on School Performance Plans (SPP) and needs of teachers on staff;

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

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

The Northeastern Nevada Regional Professional Development (NNRPDP) is a service organization providing professional learning opportunities to districts and schools within our region. Training programs offered each year vary depending upon the needs and requests of the districts we serve; the NNRPDP does not solely determine those training programs without significant input from our stakeholders. In addition to serving the requests of our districts and schools, the NNRPDP provides support in the following comprehensive areas.

Selected NNRPDP Professional Learning Opportunities

Continuous Improvement Plan (CIP) support

NNRPDP co-facilitates Nevada’s continuous improvement process with school leadership and their Continuous Improvement Plan (CIP) teams by supporting the data analysis, planning, and writing of the School Performance Plan (SPP). Subsequent professional learning stemming from and aligning with the SPP is provided by NNRPDP during professional learning days/times set aside within the districts we serve.

Courses for Licensure

NNRPDP is an approved provider for Nevada Department of Education and designs and provides courses for teachers interested in particular topics as well as courses required for Nevada license provision removal and/or Nevada license renewal. These courses are available for university credit and/or for professional learning hours accepted by the state, both of which provide teachers seeking recertification an avenue for increasing their learning.

Biennial Budget FY23 & FY24

\$2,462,870